

# Berkeley School of Education

## Overview

The Berkeley School of Education (BSE) 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.

BSE 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.

## MA/PhD Program

Students build their knowledge about education and its policies and practices in a dynamic learning environment; facilitating 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/>)
- Learning Sciences and Human Development (<https://gse.berkeley.edu/what-we-do/maphd-program/learning-sciences-and-human-development/>)
- Policy, Politics, and Leadership (<https://gse.berkeley.edu/policy-politics-leadership/>)
- Social Research Methodologies (<https://gse.berkeley.edu/social-research-methodologies/>)

## Preparing for K-12

Students learn how to develop professional leadership skills and elevate their understanding of the causes of educational inequality, and contribute to the development of pedagogical, curricular, and policy innovations that provide for greater educational opportunities. 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 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/professional-programs/school-psychology/>)

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.

## Undergraduate Program

Education (<https://guide.berkeley.edu/undergraduate/degree-programs/education/>): Major, Minor

## Graduate Programs

Education (<https://guide.berkeley.edu/graduate/degree-programs/education/>): MA, PhD, credential programs

Special Education (<https://guide.berkeley.edu/graduate/degree-programs/special-education/>): PhD (Joint Program with San Francisco State University)

## Education

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

Terms offered: Fall 2016, Fall 2015, Spring 2015

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

#### Rules & Requirements

**Prerequisites:** Consent of instructor

#### Hours & Format

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

#### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

### EDUC 200B Social Development 3 Units

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.

#### Rules & Requirements

**Prerequisites:** Consent of instructor

#### Hours & Format

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

#### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Turiel

### EDUC 200C Culture and Cognitive Development 3 Units

Terms offered: Fall 2012, Fall 2011, Fall 2010

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

#### Rules & Requirements

**Prerequisites:** 200A and consent of instructor

#### Hours & Format

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

#### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

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

Terms offered: Fall 2025, Fall 2023, Fall 2021

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

#### Rules & Requirements

**Prerequisites:** One course in statistics

#### Hours & Format

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

#### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Worrell

## EDUC 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.

### Rules & Requirements

**Prerequisites:** EDUC 200A or consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

## EDUC 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.

### 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

## EDUC 201A Psychology of Reading 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2011

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Cunningham

## EDUC 201B Seminars in Intellectual Development 2 Units

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.

### 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

## 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

### Rules & Requirements

**Prerequisites:** EDUC 200A or consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

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

Terms offered: Spring 2025, Spring 2024, Fall 2023

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

### Rules & Requirements

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

**Repeat rules:** Course may be repeated for credit 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

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

Terms offered: Spring 2024, Spring 2022, 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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Abrahamson

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit 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

## 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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Murata

## EDUC 207B Assessment of Cognitive Functioning 4 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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.

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

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.

### 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.

## EDUC 207L Supervision of Assessment Practicum 1 Unit

Terms offered: Fall 2025, Spring 2025, Fall 2024

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.

### 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

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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.

### 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

## EDUC 208A Biological Bases of Behavior for Applied Psychology 1 or 3 Units

Terms offered: Fall 2025, Fall 2022

In this course is students will develop an understand the biological factors that underpin human development and the implications for applied psychology. Special attention will be paid to both typical development and biological processes gone awry, to support student understanding of how biopsychological factors may influence the external behaviors of youth.

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit up to a total of 3 times.

### 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.

**Instructor:** Worrell

## EDUC 209 Academic Writing Support Group 2 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### 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

## EDUC 210 Developmental Psychopathology 2 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### 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

## 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.

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Gearhart

## EDUC 211B Social and Emotional Development 3 Units

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.

### Rules & Requirements

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

### Hours & Format

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

**Summer:** 8 weeks - 5 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Gearhart

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

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.

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

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

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.

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

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

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.

Students write papers on related topics for a class anthology.

### Rules & Requirements

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

### Hours & Format

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

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Ammon

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Perry

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Donohue

## EDUC 213C School-Based Consultation 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Worrell

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

## EDUC 213L Laboratory for School Psychology 1 Unit

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.

### Hours & Format

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

### Additional Details

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

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

## EDUC 214 Human Development and Education Seminar 1 Unit

Terms offered: Fall 2017, Fall 2016, Fall 2015

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

### Rules & Requirements

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

**Repeat rules:** Course may be repeated for credit 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

## EDUC 215 Socialization Processes Within the Family 3 Units

Terms offered: Fall 2022, Fall 2020, Fall 2019

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Holloway

## EDUC 217 Methods in Educational and Psychological Research 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### 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.

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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.

### 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

## EDUC 221 Curriculum Development and Design 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### Rules & Requirements

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

**Instructor:** Beckham

## 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.

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Engle

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

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.

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Metz

## EDUC 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.

### 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

## EDUC 222B Foundations for Bilingual/Dual-language Education (Spanish) 2 - 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

The course will advance pre-service teachers' understanding of the pedagogical and programmatic practices for addressing linguistic and academic needs of multilingual learners in a bilingual/dual language context. The course will cover historical and theoretical foundations of bilingual education as related to bilingual and dual-language programs, including instruction, curriculum, and assessment. Instruction will happen in both Spanish and English so advanced proficient is required.

### Rules & Requirements

**Prerequisites:** Participation in BTEP Bilingual Authorization Program OR open to undergraduates with permission of instructor; Advanced fluency in Spanish

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

Terms offered: Fall 2024, Fall 2023, Fall 2022

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.

### 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

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

### Rules & Requirements

**Repeat rules:** 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.

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

Terms offered: Prior to 2007

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.

### Rules & Requirements

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

### Hours & Format

#### Summer:

8 weeks - 4 hours of seminar per week

10 weeks - 3 hours of seminar per week

### Additional Details

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

**Grading:** Letter grade.

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

Terms offered: Fall 2025, Spring 2024, Fall 2021

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Schoenfeld

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

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Abrahamson

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

Terms offered: Spring 2022, Spring 2020, Spring 2017

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Linn

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

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Suad-Bakari

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

Terms offered: Spring 2023, 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.

### 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

## 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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** diSessa

## EDUC 226A Secondary STEM Methods 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### 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.

## EDUC 226B Secondary STEM Methods 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### 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

## 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.

### Hours & Format

#### Summer:

8 weeks - 3 hours of lecture per week

10 weeks - 1.5 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

## EDUC 227A Understanding Teaching, Learning, and Equity Using Ethnic Studies 3 Units

Terms offered: Prior to 2007

How can we use educational and social theory, particularly approaches rooted in Ethnic Studies, to inform our emergent practices as educators? How can we build and sustain an intellectually active, reflective, and socially just teaching practice that is responsive to the communities we will work with/for? What are some key analytic and practical approaches to addressing persistent issues in society and schooling, and how can Ethnic Studies approach help us in addressing this question? How can we apply these to better understand our own experiences and the experiences of others?

### Rules & Requirements

**Prerequisites:** Admission to BTEP Program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Beckham, Salahuddin

## 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.

### Hours & Format

#### Summer:

8 weeks - 4 hours of lecture per week

10 weeks - 3 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

## 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?

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Metz, Saxe

## EDUC 228B Introduction to Python for Teachers 3 Units

Terms offered: Prior to 2007

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.

### Rules & Requirements

**Prerequisites:** Admission to the BE3 program

### Hours & Format

#### Summer:

8 weeks - 5 hours of seminar per week

10 weeks - 4.5 hours of seminar per week

### Additional Details

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

**Grading:** Letter grade.

## EDUC 228C Universal Design for Learning and the Arts in K-12 Classrooms 3 Units

Terms offered: Prior to 2007

The premise of Universal Design for Learning and the Arts in K-12 Classrooms resides in the belief that teaching and learning through the arts deepens content understanding, enriches personal experience, and creates a variety of culturally relevant points through which students may enter, contribute and make meaning of and communicate their own learning. Here "the arts" refers to the broad field of visual and performing arts. The readings, in-class dialogue and arts experiences are designed to promote your active, embodied engagement in the practical application of arts modalities in the classroom. (TPE 1.7)

### Rules & Requirements

**Prerequisites:** Admission to BTEP Program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Wetzel de Cediél, Patel

## EDUC 229 Methods for Teaching Computer Science 1 Unit

Terms offered: Prior to 2007

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.

### Rules & Requirements

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

### Hours & Format

#### Summer:

8 weeks - 2 hours of seminar per week

10 weeks - 1.5 hours of seminar per week

### Additional Details

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

**Grading:** Letter grade.

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

Terms offered: Prior to 2007

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.

### Rules & Requirements

**Prerequisites:** Admission to the BE3 program

### Hours & Format

#### Summer:

8 weeks - 2.5 hours of seminar per week

10 weeks - 1.5 hours of seminar per week

### Additional Details

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

**Grading:** Letter grade.

## 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.

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Engle

## EDUC 229F Conceptual Change 3 Units

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** di Sessa

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

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.

### 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

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

Terms offered: Spring 2025, 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.

### 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

## EDUC 231A Teaching, Learning and Equity I 2 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.

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Program

### Hours & Format

#### Summer:

8 weeks - 4 hours of seminar per week

10 weeks - 3 hours of seminar per week

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Beckham

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### 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

## 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.

### 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

## 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.

### 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

## EDUC 233A Methodology for Language Instruction in a Bilingual Setting (Spanish) 2 - 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

Elementary and secondary strategies in primary language instruction (Spanish), particularly for a bilingual setting. Literacy development and content area instruction will be emphasized with lesson plan design tied to state standards, and measured with various assessment tools. This course fulfills a major requirement for the California Commission on Teacher Credentialing Bilingual Authorization Program.

### Rules & Requirements

**Prerequisites:** Intermediate to fluent proficiency in Spanish

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

## 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.

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Programs

### Hours & Format

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

### Summer:

8 weeks - 4 hours of lecture per week

10 weeks - 3 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Altschul

## 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.

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

## EDUC 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.

### 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

## EDUC 236 Practitioner-based Research Seminar 2 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024

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.

### 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.

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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).

### 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.

## EDUC 236B Elementary Teaching in Mathematics 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

### Rules & Requirements

**Prerequisites:** 211A, 236A, and 390C

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Gearhart

## EDUC 237 Foundations for Teaching Language Arts 2 Units

Terms offered: Prior to 2007

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

### Rules & Requirements

**Prerequisites:** Admission to Teaching Credential Program

### Hours & Format

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

### Summer:

8 weeks - 4 hours of lecture per week

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

## EDUC 237A Foundations for Literacy and Language Arts, K-12 3 Units

Terms offered: Prior to 2007

This course is an introduction to literacy and language arts theory and methodology for K-12. Readings focus on theory, research, and evidence-based practices that reflect current understanding of language and literacy learning through linguistically and culturally diverse school settings. This knowledge base will help you critically analyze methods, instructional practices and curricular choices, and to support literacy development. We will explore a variety of effective teaching practices that address the development of reading, writing, listening and speaking, including an ongoing examination of optimal literacy instruction for English language learners, which you will implement in your teaching placements.

### Rules & Requirements

**Prerequisites:** Admission to BTEP Program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Patel, Herrera, Lai

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

### Rules & Requirements

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

### Hours & Format

**Fall and/or spring:** 15 weeks - 2-3 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

## EDUC 239 Foundations for Teaching Social Studies 2 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Formerly known as:** Education 160

## EDUC 239A Practitioner-Focused Ethnic Studies 2 - 3 Units

Terms offered: Spring 2025, Spring 2024

Designed to build on the existing strengths of students and practitioners of Ethnic Studies who desire to become full-time pk/tk-12 educators—or have direct experience in pk/tk-12 spaces—this two-credit course seeks to prepare participants for the intensive work of interrogating their own complex identities; to create a space for thinking about how the forces that have shaped those identities will influence how participants design and teach Ethnic Studies curricula; and provides an opportunity to plan for how participants will confront the complex realities of implementing and sustaining Ethnic Studies in a variety of schooling contexts.

### Rules & Requirements

**Prerequisites:** # Demonstrated success in Ethnic Studies (or related) undergraduate or graduate coursework beyond the introductory level (2 or more 100-level UC Berkeley Ethnic Studies Courses or equivalent ) # In lieu of direct coursework, evidence of direct Ethnic Studies teaching in formal or community-based settings; # Admission by instructor permission. And/Or # Enrollment in BTEP and successful completion of EDUC 227

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Beckham

## EDUC 240A Language Study for Educators 3 Units

Terms offered: Fall 2024, Fall 2019, Fall 2018

This course will introduce students to the broad areas of language study and explore the implications of such study for teaching and learning.

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

### Hours & Format

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

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez

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

Terms offered: Fall 2025, Spring 2024, Fall 2021

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Hull, Mahiri

**Formerly known as:** 242

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

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.

### **Rules & Requirements**

**Prerequisites:** Course in linguistics or language acquisition

### **Hours & Format**

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

### **Additional Details**

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

**Grading:** Letter grade.

**Formerly known as:** 254C

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

Terms offered: Fall 2025, Spring 2024, Spring 2017

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

### **Hours & Format**

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

### **Additional Details**

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

**Grading:** Letter grade.

## **EDUC 241 Autism as Neurodiversity: Scholarship, Politics, and Culture 3 Units**

Terms offered: Fall 2024, Fall 2023, Fall 2022

This seminar examines the emerging concepts of neurodiversity and neurodivergence—terms originally developed by autistic activists and self-advocates seeking to depathologize autism and other forms of neurological, mental, and cognitive difference. Readings will incorporate perspectives from a wide range of research programs, including disability studies, anthropology, rhetoric, and critical theory. We will focus in particular on semiosis and consider how neurodiversity sensibility subverts traditional interpretations of autistic language as dysfunctional and noncommunicative.

### **Hours & Format**

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

### **Additional Details**

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

**Grading:** Letter grade.

**Instructor:** Sterponi

## **EDUC 241A Multilingual Learner Methods 1 Unit**

Terms offered: Fall 2025, Fall 2024, Fall 2023

This course will focus on classroom practices aimed at improving the academic and social achievement of multilingual learners. We will learn instructional strategies, engage in collaborative lesson planning, and analyze assessments to prepare pre-service teachers to demonstrate an understanding of culturally-and linguistically-responsive instruction:

### **Rules & Requirements**

**Prerequisites:** Participation in BTEP Program

**Credit Restrictions:** Students will receive no credit for EDUC 241A after completing EDUC 241A. A deficient grade in EDUC 241A may be removed by taking EDUC 241A.

### **Hours & Format**

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

### **Additional Details**

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

**Grading:** Letter grade.

## 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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez

## EDUC 241C Narrative across Learning Contexts 3 Units

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez

## EDUC 241D Perspectives on Classroom Discourse 3 Units

Terms offered: Spring 2023, 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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez or Sterponi

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

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.

### Rules & Requirements

**Prerequisites:** Good standing in LEEP

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez

## EDUC 242 Critical Qualitative Research Methods in Education: Issues, Approaches, and Design 3 Units

Terms offered: Fall 2024, Fall 2023

The course offers students opportunities to learn about a variety of critical research methodologies, examine issues of education, and design research projects.

### Rules & Requirements

**Prerequisites:** Taking EDUC 282 "Introduction to Disciplined Inquiry" and EDUC 271B Introduction to Qualitative Research Methods"

**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:** Baquedano-Lopez

## EDUC 243 Advanced Qualitative Methods 3 Units

Terms offered: Fall 2024, Spring 2022, Fall 2020

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

### Rules & Requirements

**Prerequisites:** One seminar of introductory qualitative methods or equivalent

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Gutierrez

## EDUC 244 Data Mining and Analytics 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### 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

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

### 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

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Freedman, Cziko

## EDUC 245 Institutional Change and Public Education 2 - 3 Units

Terms offered: Spring 2025

The purpose of this year-long course is to ground emerging teachers in the essential ideas and values that guide their work in schools and their studies in the Berkeley Teacher Education Program. It provides opportunities for future teachers to deepen their notions of what socially just, democratic programs, initiatives, classrooms and schools look like, and why; to analyze the challenges to creating socially just, teaching and learning spaces; and to imagine the possible actions that teachers can take to promote such classrooms and schools.

### Rules & Requirements

**Prerequisites:** Participation in BTEP Program OR open to undergraduates

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Formerly known as:** Education 394

## 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.

### 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.

## 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.

### 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.

## 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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Mahiri

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

Terms offered: Spring 2025, Spring 2022, 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.

### 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

## 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.

### Hours & Format

**Summer:** 6 weeks - 9 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

**Formerly known as:** 257

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

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.

### Hours & Format

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

### Summer:

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

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

### Additional Details

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

**Grading:** Letter grade.

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

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.

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez

**Formerly known as:** 256B

## EDUC 250C Discourse Analysis 3 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Sterponi

## 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.

### 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

## EDUC C251A Indigenous Language Revitalization: Contexts, Methods, Outcomes 3 Units

Terms offered: Fall 2025, Spring 2024, Fall 2022

This is the core course for graduate students who intend to complete the interdisciplinary Designate Emphasis in Indigenous Language Revitalization, and is open to non-DE graduate students as well. The course will provide consistent engagement with indigenous languages, speakers, and texts. The course will provide an overview of historical and social contexts that produce language endangerment and loss; definitions and debates over terms and methods associated with language revitalization; ethical and methodological issues in language revitalization work; practical skills in language documentation and linguistic analysis; and case studies and outcomes in language revitalization.

### 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

**Also listed as:** LINGUIS C251A

## **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.

### **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

## **EDUC 252B Ethnographic Methods in the Study of Language and Literacy in Traditional and Digital Environment 3 Units**

Terms offered: Fall 2022, Fall 2021, Fall 2019

This course examines how an expanded ethnographic toolkit can support research on language and literacy practices in physical, online, or hybrid environments.

### **Hours & Format**

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

### **Additional Details**

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

**Grading:** Letter grade.

**Instructor:** Sterponi

## **EDUC 253A Research in Writing 3 Units**

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.

### **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

## **EDUC 254 Introduction to Cultural Historical Activity Theory 3 Units**

Terms offered: Spring 2023, 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.

### **Hours & Format**

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

### **Additional Details**

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

**Grading:** Letter grade.

**Instructor:** Gutierrez

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Van Rhee

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Van Rhee

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

Terms offered: Spring 2023, 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.

### 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

## EDUC 260 Machine Learning in Education 3 Units

Terms offered: Spring 2025

This course covers AI and computer adaptive learning approaches in education. 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.

### Rules & Requirements

**Credit Restrictions:** Students will receive no credit for EDUC 260 after completing EDUC C260F, or INFO C260F. A deficient grade in EDUC 260 may be removed by taking EDUC C260F, or INFO C260F.

### 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

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

Terms offered: Fall 2023, Spring 2022, Fall 2020

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Fuller

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

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Treadway

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

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.

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Tredway

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

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Mintrop

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

Terms offered: Fall 2025, Spring 2025, Spring 2024

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Fuller

## EDUC 261C Causal Inference for Policy and Education Research 3 Units

Terms offered: Spring 2025

This course is about providing students with those tools and frameworks, particularly important for understanding the intended and at times unintended consequences of policies, practices, structures, and behaviors. While the course will discuss field experimental approaches, students will also learn what to do when one cannot (and should not) perform randomized controlled experiments through quasi-experimental methods and by using observational data.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Trinidad

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Institute Program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Trujillo

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

Terms offered: Fall 2017, Fall 2016, Fall 2015

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Tredway

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

Terms offered: Spring 2022, Spring 2018, Spring 2017

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Tredway

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

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.

### 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

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

Terms offered: Fall 2025, Fall 2024, Fall 2017

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Little

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

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Little

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

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.

### Rules & Requirements

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

### Hours & Format

**Summer:** 6 weeks - 5 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Cheung

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

Terms offered: Spring 2020, Spring 2017, Spring 2015

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

Terms offered: Spring 2025, Spring 2024, Spring 2018

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

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Institute Program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

## EDUC C264 Early Childhood Policy - Children, Contexts, and Politics in Diverse Societies 3 Units

Terms offered: Spring 2025, Spring 2024

Course reviews theories of why the state enters the child and family policy arena, then walks through four specific policy domains. Utilizing multi-media material, funded through ILTI at UCOP, including interviews with leaders in the field, video clips, and conventional academic journal articles.

### Rules & Requirements

**Credit Restrictions:** Students will receive no credit for EDUC C264 after completing EDUC W164, PUB POL 264, or EDUC C264. A deficient grade in EDUC C264 may be removed by taking PUB POL 264, or EDUC C264.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Formerly known as:** Education 264

**Also listed as:** PUB POL C264

## EDUC 265 Higher Education Policy 3 Units

Terms offered: Spring 2025, 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.

### 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

## 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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Grubb

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

Terms offered: 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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Nasir, Perry, Scott, J.

**Also listed as:** AFRICAM C265

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Institute Program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Cheung

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

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.

### Rules & Requirements

**Prerequisites:** Admission to the Principle Leadership Institute Program

### Hours & Format

**Summer:** 6 weeks - 5 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Castro

## EDUC 267 Economics of Education 3 Units

Terms offered: Prior to 2007

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.

### 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

## EDUC 268 First Year Graduate Seminar in Education Research & Practice 3 Units

Terms offered: Fall 2025, Fall 2024, Spring 2024

This course aims to provide first-year graduate students at Berkeley School of Education(BSE)with tools and resources needed to be successful while enrolled in BSE MA/PhD programs and to support their development as education scholars and practitioners. The course will address these aims along five dimensions: (1) scholarly writing; (2) foundational knowledge for exploring educational issues; (3) community building; (4) scholarly identity development; (5) goal setting. Throughout the course we will explore some of the prominent themes, texts, and scholarly traditions in the study of education and human learning. We will engage in critical discussion of the topics, theories, and methods used in the field of education.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Garcia, Britton

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit 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

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Murphy-Graham, Baquedano-López

**Formerly known as:** 288B

## 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.

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Institute

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Cheung

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

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.

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Institute Program

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Kendall

## EDUC 271G Introduction to Doctoral Research: Qualitative Methods 3 Units

Terms offered: Spring 2024, Fall 2022, Fall 2015

This course introduces early-stage doctoral students to qualitative research so that they will be able to read qualitative studies critically, 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 approaches and the kinds of topics and queries they support. Students will read and critique examples of published research, partially chosen for the interests of course participants. Next, students will investigate topic development, the various methods of collecting and analyzing qualitative data, and report writing.

### Rules & Requirements

**Prerequisites:** Good standing in the LEAD 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:** Mahiri, Murphy Graham

## EDUC 272B School Data Analysis for Principals 2 - 3 Units

Terms offered: Spring 2018, Fall 2017, Spring 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.

### 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

## 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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Cheung

## EDUC 273 People and Personnel 3 Units

Terms offered: Spring 2024, Spring 2022

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.

### 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

## 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.

### 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

## 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).

### 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

## EDUC 273D Democratic Decision Making II 3 Units

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

This course is the second in a series of three entitled Democratic-Making. Together, the courses examine democratic decision-making through different lenses, beginning with Decision-Making I's macro exploration of the interwoven nature of American democracy and its system of public education. In this course, we will examine democratic decision-making at the micro and meso levels, including in relation to our own personal and interpersonal identities.

### Rules & Requirements

**Prerequisites:** Admission to LEAD EdD

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Scott

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Wilson

**Formerly known as:** Educational Psychology 208A

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Wilson

**Formerly known as:** Educational Psychology 208B

## EDUC 274C Research Seminar in Measurement 2 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

### Rules & Requirements

**Prerequisites:** 274A or equivalent

**Repeat rules:** Course may be repeated for credit 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

## EDUC 274D Multidimensional Measurement 4 Units

Terms offered: Fall 2025, Spring 2023, Spring 2019

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Wilson

**Formerly known as:** Educational Psychology 208D

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Formerly known as:** Educational Psychology 209B

## EDUC 275G Hierarchical and Longitudinal Modeling 5 Units

Terms offered: Fall 2025, Fall 2023, Fall 2022

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Rabe-Hesketh

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

Terms offered: Fall 2025, Spring 2025, Spring 2024

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

### Rules & Requirements

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

**Repeat rules:** Course may be repeated for credit 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

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Rules & Requirements

**Prerequisites:** 293A and 293L recommended or equivalent

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Rabe Hesketh

**Formerly known as:** 209L

## EDUC 276A Introduction to Program Evaluation 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Newton

**Formerly known as:** 293C

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

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.

### 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

## 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.

### Rules & Requirements

**Prerequisites:** 276A

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Newton

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

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.

### Rules & Requirements

**Prerequisites:** 276A or consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Newton

## EDUC 277A Leaders of System Transformation 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.

### Rules & Requirements

**Prerequisites:** Admission LEAD EdD

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

## EDUC 277B Leaders of Systemic Transformation II 3 Units

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

This course continues the inquiry begun in Systemic Reform I: how can educational leaders effect change within and across intersecting system? After this course, you will understand the history behind systems thinking and various of its applications. You will be challenged both to apply systems tools (fishbone diagrams, icebergs, system archetypes, ladders of inference, etc.) and to interrogate these with an eye toward criticality and undoing often-hidden oppressive practices.

### Rules & Requirements

**Prerequisites:** Admission to LEAD EdD program

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Rosenthal

## EDUC 278A Educational Equity I: Identity, Diversity and Belonging 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.

### Rules & Requirements

**Prerequisites:** Good standing in LEEP or consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Mahiri

## EDUC 278B Excellence and Equity 2: The Dynamics of Improving Schools and Organizations 4 Units

Terms offered: Fall 2014, Spring 2014, Spring 2013

This course will focus on understanding the similarities and differences in perennial problems, topics, and dynamics between and across Pre-K through 20 in the areas of transformation and change, policy influences, system leadership levers, college access and success, schools and equity, teachers and teaching, standards and assessment. This course will also focus on viewing P-20 education as an interconnected, interdependent (yet at times unproductively disconnected) pipeline - a necessary conceptualization to advance lifelong equity outcomes.

### Rules & Requirements

**Prerequisites:** Admission to LEAD EdD Program

### Hours & Format

**Summer:** 6 weeks - 10 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

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

Terms offered: Fall 2024, Fall 2015, Spring 2015

This second milestone course continues students' development of their knowledge base in relation to their established problem of practice.

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

### Rules & Requirements

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

**Repeat rules:** Course may be repeated for credit 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

## EDUC 278D Research Design and Methodology 3 Units

Terms offered: Spring 2025, Spring 2023, Fall 2022

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

### Rules & Requirements

**Prerequisites:** 278C

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

## EDUC 279A Resource Management 1 3 Units

Terms offered: Fall 2025, Fall 2023, Fall 2011

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.

### 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

## 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.

### Rules & Requirements

**Prerequisites:** 279A or consent of instructor

### Hours & Format

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

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Gifford

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Leonardo

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

Terms offered: Spring 2025, Spring 2024, Fall 2022

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Leonardo

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

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.

### **Rules & Requirements**

**Prerequisites:** 280A or consent of instructor

### **Hours & Format**

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

### **Additional Details**

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

**Grading:** Letter grade.

**Instructor:** Shaiken

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

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.

### **Rules & Requirements**

**Prerequisites:** 280C or consent of instructor

### **Hours & Format**

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

### **Additional Details**

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

**Grading:** Letter grade.

**Instructor:** Shaiken

## **EDUC 281 Critical Race Theory, Education, & Society 3 Units**

Terms offered: Fall 2024, Fall 2023

This graduate level course is designed to introduce students to the area of Critical Race Theory (CRT) and its applications in educational settings and broader study of society. It engages readings that launched the U.S.-based movement of CRT, which came primarily from legal studies, and will link these developments with critical theories of race found across the disciplines and applied to education.

### **Rules & Requirements**

**Credit Restrictions:** Students will receive no credit for EDUC 281 after completing EDUC 281. A deficient grade in EDUC 281 may be removed by taking EDUC 281.

### **Hours & Format**

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

### **Additional Details**

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

**Grading:** Letter grade.

**Instructor:** Leonardo

## **EDUC 281A Race, Whiteness Studies and Education 3 Units**

Terms offered: Spring 2025, Spring 2023, Spring 2021

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.

### **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

## EDUC 282 Introduction to Disciplined Inquiry 3 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

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.

### 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

## 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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Perlstein

## EDUC 283D Popular Education 3 Units

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Hurst

## EDUC 283F Urban Education 3 Units

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.

### Hours & Format

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

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Mahiri

## EDUC 284A Philosophy of Education 3 Units

Terms offered: Fall 2009, Fall 2005, Fall 2004

Philosophical analysis applied to current educational problems and key concepts.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Tredway

## EDUC 285 Globalization and International Education 3 Units

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Murphy-Graham

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

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Suad-Bakari

**Also listed as:** AFRICAM C286

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

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Garcia Bedolla

## EDUC 288 Intersectionality in Education Research 3 Units

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.

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Garcia Bedolla

## EDUC 289 Comprehensive Health Education for Teachers 1 Unit

Terms offered: Spring 2025, Spring 2024, Spring 2023

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.

### 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.

## 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.

### Rules & Requirements

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

### Hours & Format

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

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

### Additional Details

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

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

**Formerly known as:** 289

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

Terms offered: Fall 2025, Fall 2024, Spring 2024

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit 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.

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

Terms offered: Spring 2024, Spring 2023, Fall 2022

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit 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.

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

Terms offered: Spring 2025, Spring 2024, Spring 2022

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit 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.

## 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.

### 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.

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

Terms offered: Fall 2025, Spring 2023, Spring 2016

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit 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.

## 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.

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Grubb

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

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.

### Rules & Requirements

**Prerequisites:** Graduate standing

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Grubb

## EDUC 293 Distributed Leadership in Multilayered Organizations 3 Units

Terms offered: Spring 2024, Spring 2022

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.

### 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

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

**Summer:** 6 weeks - 10 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

## EDUC 293L Educational Data Analysis Laboratory 1 Unit

Terms offered: Fall 2025, Fall 2024, Fall 2023

Exercises and computer programs are presented and discussed.

### Rules & Requirements

**Prerequisites:** Must be taken concurrently with 293A

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

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.

### 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

## **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.

### **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

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

### **Rules & Requirements**

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit 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

## **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.

### **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

## **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.

### **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

## EDUC 295B Technology, Computing, and Data in Classrooms 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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.

### 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

## 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.

### Rules & Requirements

**Prerequisites:** Admission into the MUSE Credential/MA Program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

## EDUC 296A Governance and Strategic Planning 3 Units

Terms offered: Fall 2024

Public schools and their governing boards are arguably the most political of human enterprises. Every single member of the community has a rightful say in the operation of the school district. Everyone went to school. Everyone has a legal right to participate in decision-making regarding public schools, both through their elected trustees and through participation in their governing board meetings. This course prepares aspiring system leaders for facilitating change by reviewing research and engaging in dynamic case studies focused on issues of governance and strategic planning.

### Rules & Requirements

**Prerequisites:** Admission to LEAD EdD or permission of both instructors and the LEAD Director

### 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:** Kitamura

## EDUC 297 Design Principles for Disenfranchised Communities 3 Units

Terms offered: Fall 2025

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.

### 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

## EDUC 297A Leading Systems In and Through Crisis 3 Units

Terms offered: Spring 2025

Crisis is a fixed condition of contemporary organizational life (Roitman, 2014) and growing in magnitude, frequency and complexity (Helsloot, Boin, Jacobs, & Comfort, 2012). For public system leaders in education and other public sectors anticipating crisis is not a question of if but of when, what and how. As stewards of the public good, educational system leaders must be ready and willing to serve their communities in and through crisis. This course will critically examine a public education leader's role in crisis situations, from prevention through response and recovery.

### Rules & Requirements

**Prerequisites:** Admission to LEAD ED or permission both instructor and the LEAD Director

### 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:** Kitamura

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

Terms offered: Fall 2022, Spring 2021, Spring 2020

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

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit 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.

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

Terms offered: Spring 2025, Fall 2024, Spring 2024

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

### 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

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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.

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit when topic changes. Students may enroll in multiple sections of this course within the same semester.

### Hours & Format

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

### Summer:

6 weeks - 1.5-10 hours of lecture per week

10 weeks - 1.5-6 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

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

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

Terms offered: Fall 2025, Spring 2022, Spring 2014

Group study and research on special problems and topics.

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit when topic changes. Students may enroll in multiple sections of this course within the same semester.

### Hours & Format

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

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

### Additional Details

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

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

**Formerly known as:** Educational Psychology 298

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit 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.

## 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.

### 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.

## 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.

### Rules & Requirements

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

### Hours & Format

#### Summer:

5 weeks - 24 hours of lecture per week

6 weeks - 7.5 hours of lecture per week

8 weeks - 7.5 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Smith

## EDUC 305 California Literature Project Seminar 3 Units

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.

### Hours & Format

**Summer:** 2 weeks - 30 hours of workshop per week

### Additional Details

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

**Grading:** Letter grade.

**Formerly known as:** Summer Program for Educators 305

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### 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

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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.

### 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

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### 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

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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.

### 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

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

### 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

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### 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

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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.

### 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

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

### 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

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### 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

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

Terms offered: Fall 2025, Fall 2024, Spring 2024

Consultation and analysis for teaching assistants.

### 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

## 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.

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Cziko

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

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

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.

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Cziko

## EDUC 390C Supervised Teaching Seminar 8 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Rules & Requirements

**Prerequisites:** Admission to BE3 credential program

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Wetzal de Cediel

**Formerly known as:** Educational Psychology 390

## 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.

### 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

## 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.

### 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

## EDUC 392 Transformative Arts Integration 1 - 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

The authentic integration of the visual and performing arts presents limitless opportunities for operationalizing the principles of Universal Design for Learning, Culturally Responsive, and critical transformative arts pedagogies. This course will offer two distinct points of engagement: 1) intensive personal study and collective practice with visual thinking and arts, theater, and dance. 2) guided design of an arts integrated unit that builds from personal practice with arts modalities and media, content and grade band knowledge and arts education theory.

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Wetzels De Cediell

## EDUC 392C Arts Integration in K-12 Classrooms 2 Units

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.

### Rules & Requirements

**Prerequisites:** Admission to BE3 Education Program

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Wetzels de Cediell

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

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

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

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.

### 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.

## 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.

### 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.

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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.

### 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

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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.

### 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

## 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.

### 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

## 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.

### 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.

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

### 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.

## EDUC 460A Practicum in School Site Management I 1 - 4 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024

Supervised field experience, conferences, and colloquium.

### Rules & Requirements

**Prerequisites:** Admission to Administrative Services Credential program

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

### Hours & Format

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

**Summer:** 6 weeks - 3-12 hours of lecture and 3-12 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Other professional

**Grading:** Letter grade.

## 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.

### 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.

## 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.

### 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

## EDUC 470A Residency: Leaders for Equity and Democracy 1 - 3 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024

As scholar-practitioners and aspiring system leaders, LEAD students benefit from fieldwork opportunities that allow them to experience the complexities of educational leadership firsthand. Students will work with their advisor and program faculty to identify meaningful fieldwork experiences based on their research interests and future vocational aspirations.

### Rules & Requirements

**Prerequisites:** Enrollment in LEAD EdD

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

### Hours & Format

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

**Summer:** 6 weeks - 3-6 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Other professional

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

## 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.

### 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

## 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.

### 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

## 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.

### 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.

## **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.

### **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.