

# Education (EDUC)

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## Courses

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### EDUC 24 Freshman Seminar 1 Unit

Terms offered: Fall 2021, Spring 2020, Fall 2019

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

Freshman Seminar: Read More [+]

#### Rules & Requirements

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

#### Hours & Format

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

#### Additional Details

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

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

Freshman Seminar: Read Less [-]

### EDUC 30AC Race and Ethnicity inside Schools 4 Units

Terms offered: Spring 2016, Spring 2009, Fall 2005

Racial and ethnic minorities in American schools and colleges through case studies of Native Americans, Italian Americans, and Mexican Americans. Policies, practices, ideologies, experiences, and outcomes from the perspective of both the dominant and minority groups.

Race and Ethnicity inside Schools: Read More [+]

#### Hours & Format

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

#### Additional Details

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

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

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

Race and Ethnicity inside Schools: Read Less [-]

### EDUC 39A Freshman/Sophomore Seminar: Applying the Universal Design Paradigm to Enhance Educational Access for All Students 3 Units

Terms offered: Summer 2016 10 Week Session, Summer 1998 10 Week Session, Fall 1997

What is access? In this course, students will refine their definition of educational access and learn about the paradigm of universal design, a set of principles originally developed to ensure that the built environment was accessible to all. Universal design has expanded to apply to learning contexts. Educators, in addition to applying universal design to tangible aspects of the learning environment, are also applying it to intangible elements (curriculum, teaching philosophy and practices, etc.) in order to create barrier-free learning environments that serve diverse student populations. Students will analyze the elements that allow for all students to have fair and equal participation in educational settings.

Freshman/Sophomore Seminar: Applying the Universal Design Paradigm to Enhance Educational Access for All Students: Read More [+]

#### Rules & Requirements

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

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

#### Hours & Format

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

#### Additional Details

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

**Grading/Final exam status:** Letter grade. Final Exam To be decided by the instructor when the class is offered.

**Instructor:** Suad-Bakari

Freshman/Sophomore Seminar: Applying the Universal Design Paradigm to Enhance Educational Access for All Students: Read Less [-]

## EDUC 39B Freshman/Sophomore Seminar: Reading the Research University 3 Units

Terms offered: Summer 2014 10 Week Session

How do undergraduates thrive in a research university? This course provides a multi-disciplinary framework for students to interrogate and analyze their educational experiences, including the structures, paradigms, and schooling practices that help shape those experiences. Students will also "read the research university" in order to understand the historical, social, cultural, and economic factors that have created and shaped UC Berkeley. Through this course, students will develop academic frameworks that will inform their learning processes and hone strategies to navigate and thrive in the university.

Freshman/Sophomore Seminar: Reading the Research University: Read More [\[+\]](#)

### Rules & Requirements

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

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

### Hours & Format

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

### Additional Details

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

**Grading/Final exam status:** Letter grade. Final Exam To be decided by the instructor when the class is offered.

**Instructor:** Suad-Bakari

Freshman/Sophomore Seminar: Reading the Research University: Read Less [\[-\]](#)

## EDUC 39D Freshman/Sophomore Seminar 3 Units

Terms offered: Fall 2024, Fall 2023, Fall 2009

Freshman and sophomore seminars offer lower division students the opportunity to explore an intellectual topic with a faculty member and a group of peers in a small-seminar setting.

Freshman/Sophomore Seminar: Read More [\[+\]](#)

### Rules & Requirements

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

**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/Undergraduate

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

Freshman/Sophomore Seminar: Read Less [\[-\]](#)

## EDUC 40AC From Macro to Micro: Experiencing Education (In)equality in and beyond Schools 4 Units

Terms offered: Fall 2024, Fall 2020, Spring 2018

The goal of equality has long dominated social and political discourse in the United States. This goal has struggled alongside our nation's professed commitment to diversity – diversity of race, ethnicity, class, language, culture, ability, and religion (among many others). Public schools are arguably the primary arena within which efforts to nurture equality and diversity have been focused and challenged. The schools, and the myriad educational contexts beyond them, play a central role in the organization of inequality. At the same time, they also offer the potential for increased opportunity and equity.

From Macro to Micro: Experiencing Education (In)equality in and beyond Schools: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Carter

From Macro to Micro: Experiencing Education (In)equality in and beyond Schools: Read Less [\[-\]](#)

## EDUC N40AC Experiencing Education: Race and Ethnicity Inside Schools 3 Units

Terms offered: Summer 2015 Second 6 Week Session, Summer 2014 Second 6 Week Session, Summer 2011 Second 6 Week Session

Racial and ethnic minorities in American schools and colleges through case studies of African Americans, Mexican Americans, Native Americans, and selected Asian American groups. Policies, practices, ideologies, experiences, and outcomes will be analyzed and compared. Experiencing Education: Race and Ethnicity Inside Schools: Read More [\[+\]](#)

### Hours & Format

**Summer:**

6 weeks - 7.5 hours of lecture per week

8 weeks - 5.5-6 hours of lecture per week

### Additional Details

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

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

Experiencing Education: Race and Ethnicity Inside Schools: Read Less [\[-\]](#)

## EDUC 52 Understanding Language in Society 3 Units

Terms offered: Fall 2014, Fall 2013, Fall 2012

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

Understanding Language in Society: Read More [\[+\]](#)

### Hours & Format

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

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

### Additional Details

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

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

**Instructor:** Van Rheenen

Understanding Language in Society: Read Less [\[-\]](#)

## EDUC 52AC Understanding Language in Society 3 Units

Terms offered: Fall 2017, Fall 2016, Fall 2015

This course will explore how speaking, reading and writing are influenced by social and cultural factors. The topics include dialects, Standard English, and slang; the influence of identity on language use; and the dynamic and diverse ways in which people use language to communicate with one another and in their communities. The course will begin by exploring how people communicate within the university, or academic discourse, and how this impacts academic achievement. Thus, a secondary objective is to examine literate strategies and practices of being a student that lead to higher academic achievement.

Understanding Language in Society: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Mirabelli

Understanding Language in Society: Read Less [\[-\]](#)

## EDUC 75 Sport, History, and Cultural Identity 6 Units

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

This Summer Study Abroad course examines the ways in which modern sports provide a potential vehicle for social integration and mobility, as well as the construction of a national identity. Sports likewise provide a means of expressing unique cultural affiliations and identities in parallel with, and at times in opposition to, national pastimes and dominant sporting practices. In particular, the course explores Irish and American cultural history, as well as the Irish-American diaspora.

Sport, History, and Cultural Identity: Read More [\[+\]](#)

### Hours & Format

**Summer:** 4 weeks - 22.5 hours of lecture per week

### Additional Details

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

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

**Instructor:** Van Rheenen

Sport, History, and Cultural Identity: Read Less [\[-\]](#)

## EDUC 75AC American Sports, Culture, and Education 3 Units

Terms offered: Spring 2013, Fall 2010, Fall 2009

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

American Sports, Culture, and Education: Read More [\[+\]](#)

### Hours & Format

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

**Summer:** 6 weeks - 7.5 hours of lecture per week

### Additional Details

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

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

**Instructor:** Van Rheenen

American Sports, Culture, and Education: Read Less [\[-\]](#)

## EDUC 97 Field Studies 1 - 4 Units

Terms offered: Spring 2016, Fall 2015, Spring 2015

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

Field Studies: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Restricted to freshman and sophomores. Consent of instructor

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

### Hours & Format

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

#### Summer:

6 weeks - 1-5 hours of fieldwork per week

8 weeks - 1-4 hours of fieldwork per week

### Additional Details

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

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

Field Studies: Read Less [\[-\]](#)

## EDUC 98 Directed Group Study 1 - 4 Units

Terms offered: Spring 2024, Fall 2022, Spring 2022

Directed Group Study: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

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

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

### Hours & Format

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

#### Summer:

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

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

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

### Additional Details

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

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

Directed Group Study: Read Less [\[-\]](#)

## EDUC 99 Supervised Independent Study 1 - 4 Units

Terms offered: Fall 2022, Fall 2021, Fall 2016

Supervised independent study or research on topics relevant to Education that are not covered in depth by other courses. Topics to be initiated by students.

Supervised Independent Study: Read More [\[+\]](#)

### Rules & Requirements

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

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

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

### Hours & Format

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

#### Summer:

8 weeks - 1.5-7.5 hours of tutorial per week

10 weeks - 1.5-6 hours of tutorial per week

### Additional Details

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

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

Supervised Independent Study: Read Less [\[-\]](#)

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

Terms offered: Spring 2011, Spring 2009, Spring 2008

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

Reforms in Elementary Education: Psychological and Sociocultural Foundations: [Read More](#) [+]

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Gearhart

Reforms in Elementary Education: Psychological and Sociocultural Foundations: [Read Less](#) [-]

## EDUC 114A Early Development and Education 4 Units

Terms offered: Spring 2019, Spring 2018, Spring 2017

Theory and research on early childhood education and psychological development in early childhood. Directed field observation of developmental phenomena and educational practices.

Early Development and Education: [Read More](#) [+]

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Holloway

Early Development and Education: [Read Less](#) [-]

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

Terms offered: Spring 2009, Spring 2008

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

Practicum in Early Development and Education, Children Birth to Age 5: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** 114A recommended

### Hours & Format

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

### Additional Details

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

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

Practicum in Early Development and Education, Children Birth to Age 5: [Read Less](#) [-]

## EDUC C122 Research Methods for Science and Mathematics K-12 Teachers 3 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

Students undertake several in-depth research projects to develop methods for engaging in authentic research in the science or mathematics content area related to their major. Interactive lectures and labs are designed to meet the needs of future teachers by practicing specific techniques--including statistics, mathematical modeling, and scientific writing--needed to address scientific questions so that they may guide their future K-12 students to develop skills in problem solving and research.

Research Methods for Science and Mathematics K-12 Teachers: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** UGIS 82

**Credit Restrictions:** Students will receive no credit for UGIS C122 after completing UGIS 122. A deficient grade in UGIS C122 may be removed by taking UGIS 122.

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Wilkerson

**Formerly known as:** Undergrad Interdisciplinary Studies C122/ Education C122

**Also listed as:** EDSTEM C122

Research Methods for Science and Mathematics K-12 Teachers: Read Less [\[-\]](#)

## EDUC 130 Knowing and Learning in Mathematics and Science 3 Units

Terms offered: Fall 2024, Summer 2024 8 Week Session, Spring 2024

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

Knowing and Learning in Mathematics and Science: Read More [\[+\]](#)

### Rules & Requirements

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

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

### Hours & Format

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

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

### Additional Details

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

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

**Instructor:** Abrahamson

Knowing and Learning in Mathematics and Science: Read Less [\[-\]](#)

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

Terms offered: Fall 2014, Spring 2014, Fall 2013

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

Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Education 130

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Nasir

Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools: Read Less [\[-\]](#)

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

Terms offered: Fall 2024, Spring 2024, Fall 2023

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

Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Education 130

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Poon

Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools: Read Less [\[-\]](#)

## EDUC 132 Language Learning in Chicanx/Latinx Communities 4 Units

Terms offered: Spring 2024, Fall 2022

In this course, we will examine research from bilingual education, sociocultural language and literacy studies, educational anthropology, ethnic studies in education, and policy research in addition to reading/viewing/listening to literature, art and music to investigate the rich and diverse translingual practices of individuals from Chicana/o/x and Latina/o/x communities.

Language Learning in Chicanx/Latinx Communities: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

**Grading/Final exam status:** Letter grade. Final exam required, with common exam group.

**Instructor:** de los Rios

Language Learning in Chicanx/Latinx Communities: Read Less [\[-\]](#)

## EDUC 140AC The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World 4 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

Drawing from both historical and contemporary sociocultural theories on literacy and language as well as recent research from education and new media scholars, we will explore an array of digital and non-digital forms of meaning-making and symbolic creativity, such as meme-generating, video making, micro-blogging, multi-player gaming, and app designing, as well as more traditional and non-digital or pre-digital forms of cultural participation and civic engagement.

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture, 1 hour of discussion, and 2 hours of fieldwork per week

**Summer:** 6 weeks - 6 hours of lecture, 2 hours of discussion, and 7 hours of fieldwork per week

### Additional Details

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

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

**Instructor:** Hull

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: Read Less [\[-\]](#)

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

Terms offered: Summer 2015 10 Week Session, Summer 2015 Second 6 Week Session, Summer 2014 Second 6 Week Session

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

Literacy: Individual and Societal Development: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Hull

Literacy: Individual and Societal Development: Read Less [\[-\]](#)

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

Terms offered: Prior to 2007

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

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: Read More [\[+\]](#)

### Hours & Format

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

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

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

### Additional Details

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

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

**Instructor:** Hull

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: Read Less [\[-\]](#)

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

Terms offered: Fall 2024, Summer 2024 Second 6 Week Session, Spring 2024

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

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: Read More [+]

### Hours & Format

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

### Summer:

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

8 weeks - 6.5 hours of web-based lecture and 1.5 hours of fieldwork per week

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

### Additional Details

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

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

**Instructor:** Hull

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: Read Less [-]

## EDUC W141 Exploring Digital Pedagogy 3 Units

Terms offered: Summer 2024 8 Week Session, Summer 2023 8 Week Session, Spring 2023

Over the past decade, online education and classroom-based education have begun to converge in the form of digital pedagogy. What does this mean for the role of the instructor, how a student learns, the design of a learning experience, the structure of education and the impact on society overall? This course provides the opportunity to explore issues that are impacting 21st century education and pedagogy due to the disruptive force of technology.

Exploring Digital Pedagogy: Read More [+]

### Hours & Format

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

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

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

### Additional Details

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

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

**Instructor:** Conrad

Exploring Digital Pedagogy: Read Less [-]

## EDUC 142 Education in a Global World 3 Units

Terms offered: Spring 2013

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

Education in a Global World: Read More [+]

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Murphy-Graham

Education in a Global World: Read Less [-]

## EDUC C142 Education in a Global World 4 Units

Terms offered: Summer 2024 First 6 Week Session, Spring 2024, Summer 2023 First 6 Week Session, Fall 2021

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

Education in a Global World: Read More [\[+\]](#)

### Rules & Requirements

**Credit Restrictions:** Students will receive no credit for EDUC W142 after completing EDUC 142. A deficient grade in EDUC W142 may be removed by taking EDUC 142.

### Hours & Format

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

**Summer:** 6 weeks - 10 hours of lecture and 0 hours of discussion per week

### Additional Details

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

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

**Instructor:** Murphy-Graham

**Formerly known as:** Education W142

**Also listed as:** GLOBAL C129

Education in a Global World: Read Less [\[-\]](#)

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

Terms offered: Spring 2014, Spring 2013, Spring 2012

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

Introduction to the Teaching of English: Read More [\[+\]](#)

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Sterling

Introduction to the Teaching of English: Read Less [\[-\]](#)

## EDUC W144 Practicum in Education 1 - 3 Units

Terms offered: Fall 2024, Summer 2024 Second 6 Week Session, Spring 2024

The course serves the ED Minor mission of developing students' critical habits of mind and reflection in educational research and practice.

The course develops student awareness of their role as participant/observer, increases their understanding of ethical issues, and their ability to articulate these issues. Topics shape a productive field experience for the student and presume that different students' experiences in may be variable, encompassing different sites with different activities.

Practicum in Education: Read More [+]

### Rules & Requirements

**Prerequisites:** Need instructor's consent on practicum site prior to enrolling. Specifically, enrollment instructions should state: "Students must have confirmed their practicum placement for the course before enrolling. For more information how to find and secure a practicum placement, please contact course instructor

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

### Hours & Format

**Fall and/or spring:** 15 weeks - 1-3 hours of web-based lecture, 1-2 hours of fieldwork, and 1-3 hours of web-based discussion per week

**Summer:** 6 weeks - 2.5-7.5 hours of web-based lecture, 1-4 hours of fieldwork, and 2.5-7.5 hours of web-based discussion per week

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

### Additional Details

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

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

**Instructors:** Hull, Underwood

Practicum in Education: Read Less [-]

## EDUC C145 Literacy through Literature 3 Units

Terms offered: Spring 2014, Fall 2010, Spring 2009, Fall 2002

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

Literacy through Literature: Read More [+]

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Kramsch

**Also listed as:** GERMAN C106

Literacy through Literature: Read Less [-]

## EDUC 146A Education and Migration: Indigeneity in Yucatan and Its Diaspora 6 Units

Terms offered: Summer 2017 10 Week Session

Course addresses complex issues influencing the social experiences of indigenous immigrant youth and their families in the Maya Diaspora (Yucatan-SF). The course introduces contextual background (historical, political, economic, social) to the creation of Maya indigeneity and representation in Yucatan and in the US. It will also address pan-maya social movements that have tried to redefine cultural and linguistic identities.

Education and Migration: Indigeneity in Yucatan and Its Diaspora: Read More [+]

### Hours & Format

**Summer:** 5 weeks - 10 hours of lecture and 8 hours of fieldwork per week

### Additional Details

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

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

**Instructor:** Baquedano-Lopez

Education and Migration: Indigeneity in Yucatan and Its Diaspora: Read Less [-]

## EDUC C148 Education and International Development 4 Units

Terms offered: Spring 2018, Fall 2016, Fall 2015

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

Education and International Development: Read More [+]

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Murphy-Graham

**Also listed as:** GLOBAL C128

Education and International Development: Read Less [-]

## EDUC 150 Advanced Studies in Education 3 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

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

Advanced Studies in Education: Read More [+]

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

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

Advanced Studies in Education: Read Less [-]

## EDUC 151 Education, the Student Body, and Disability 3 Units

Terms offered: Prior to 2007

The course will trace the genealogy of educational curriculum reform movements and draw parallels to how students with disabilities have been excluded from physical, social, and sports opportunities within educational spaces historically. Particular focus will be placed on the student body at the intersection of sport and school, analyzing the historical and controversial relationship between athletics and American educational institutions. A critical component of the course requires students to participate in an engaged scholarship experience with our local non-profit partners. Students will have the opportunity to reflect on readings and engaged scholarship experiences through regular course assignments.

Education, the Student Body, and Disability: Read More [+]

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Van Rheenen

Education, the Student Body, and Disability: Read Less [-]

## EDUC W153 Research in Education: Studying Educational Inequality and Possibility 4 Units

Terms offered: Summer 2024 First 6 Week Session, Fall 2023, Summer 2023 First 6 Week Session

The goal of the Research in Education is to introduce students to educational research and the methods and frameworks used to examine key educational topics related to educational inequity and educational possibility. Students also will develop robust understandings of relevant theories and methods by engaging with research focused around the set of core topics. In this way, students will become 're-searchers' of enduring educational issues.

Research in Education: Studying Educational Inequality and Possibility: Read More [+]

### Rules & Requirements

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

### Hours & Format

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

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

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

### Additional Details

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

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

**Instructor:** Gutiérrez

Research in Education: Studying Educational Inequality and Possibility: Read Less [-]

## EDUC 154 Language in/and the World 3 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

A nuanced understanding of how language reveals and conceals realities of the world is an important asset for any educational enterprise that aims toward a critical and transformative engagement with the world.

This course focuses on the relationship between language and the world: language inhabits the world that language itself contributes to shaping.

Language in/and the World: Read More [+]

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Sterponi

Language in/and the World: Read Less [-]

## EDUC 155AC Asian American Struggles and Collective Learning for Racial Justice 4 Units

Terms offered: Fall 2022

Through a place-based and community-engaged research approach, we examine the social construction and contestation of race, the historical and contemporary consequences of racism, and the ongoing struggle for racial justice in the United States through the lens of Asian American racialization.

Asian American Struggles and Collective Learning for Racial Justice:

Read More [+]

### Hours & Format

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

### Additional Details

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

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

Asian American Struggles and Collective Learning for Racial Justice:

Read Less [-]

## EDUC 161 Digital Learning Environments 3 Units

Terms offered: Fall 2015

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

Digital Learning Environments: Read More [+]

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Pardos

Digital Learning Environments: Read Less [-]

## EDUC W161 Digital Learning Environments 3 Units

Terms offered: Spring 2024, Spring 2022, Spring 2021

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

Digital Learning Environments: Read More [\[+\]](#)

### Hours & Format

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

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

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

### Additional Details

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

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

**Instructor:** Pardos

Digital Learning Environments: Read Less [\[-\]](#)

## EDUC 162A Teachers' Work 3 Units

Terms offered: Fall 2016, Spring 2013, Spring 2012

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

Teachers' Work: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Little

Teachers' Work: Read Less [\[-\]](#)

## EDUC 163 Contemporary Issues in U.S. Education 3 Units

Terms offered: Spring 2024, Summer 2021 First 6 Week Session, Fall 2020

This course surveys the major events, as well as broader social, political, and economic forces, that have coalesced to shape U.S. public schools today and the contemporary reforms that policy makers have designed to improve them. We accomplish this by exploring the scholarship on the roots of educational inequality, the history of school reform, and the most prominent reforms that are present in American schools today. We engage with primary research, historical artifacts, advocacy documents, and guest speakers who represent a range of ideological and political perspectives.

Contemporary Issues in U.S. Education: Read More [\[+\]](#)

### Hours & Format

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

**Summer:** 6 weeks - 7.5 hours of lecture per week

### Additional Details

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

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

**Instructor:** Trujillo

**Formerly known as:** Education 152

Contemporary Issues in U.S. Education: Read Less [\[-\]](#)

## EDUC W164 Early Childhood Policy - Children, Contexts, and Politics in Diverse Societies 3 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

This course examines how, when and why government intervenes in children's lives, through family, pre-/school, community, and digital media contexts, aiming to improve their trajectories. From this basis, we examine how the effects of policies on children locally, nationally, and internationally.

Drawing from a variety of case studies and empirical research, students will gain a deep understanding of policy goals, development, implementation, and implications. After gaining familiarity with early childhood policies, students will develop their own policy at the family, pre-/school, community, or digital media level.

Early Childhood Policy - Children, Contexts, and Politics in Diverse Societies: Read More [\[+\]](#)

### Hours & Format

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

**Summer:** 12 weeks - 3.5 hours of web-based lecture per week

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

### Additional Details

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

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

**Instructors:** Fuller, Bridges

Early Childhood Policy - Children, Contexts, and Politics in Diverse Societies: Read Less [\[-\]](#)

## EDUC W165 Early Learning Environments for Diverse Learners 4 Units

Terms offered: Spring 2021, Spring 2020

Explores diverse ways in which young children are raised across cultural and social-class groups, and implications for early interventions, preschooling, and public schools.

Early Learning Environments for Diverse Learners: Read More [\[+\]](#)

### Hours & Format

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

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

### Additional Details

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

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

**Instructor:** Fuller

Early Learning Environments for Diverse Learners: Read Less [\[-\]](#)

## EDUC 166 Will STEM Save US? The Promises and Perils of STEM Education 3 Units

Terms offered: Fall 2024, Fall 2020

This course is for students interested in STEM education (especially K-12). We explore the promises of STEM of learning in national rhetoric, research, and student accounts. By understanding the productive tensions of STEM as a mechanism for racial and economic justice, we wrangle questions about the purpose of STEM education and how it intersects with issues of dignity and personhood in racially minoritized communities.

Will STEM Save US? The Promises and Perils of STEM Education: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Sengupta-Irving

Will STEM Save US? The Promises and Perils of STEM Education: Read Less [\[-\]](#)

## EDUC 167 Higher Education Policy 3 Units

Terms offered: Prior to 2007

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

Higher Education Policy: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Britton

Higher Education Policy: Read Less [\[-\]](#)

## EDUC 168 Educational Testing in the USA: Issues and Practical Experience 3 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

The aim of this course is to discuss and debate important issues that arise regarding educational testing, focusing on the US context, but including international perspectives as well. In order to give the students a practical experience regarding these issues, each student will participate in a group exercise to develop their own measurement instrument. Thus this course has two parts: (a) to give students exposure to the important contemporary issues in educational testing in the USA; and (b) to give students a chance to experience how tests and other instruments are developed.

Educational Testing in the USA: Issues and Practical Experience: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Some experience with basic descriptive statistics

### Hours & Format

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

### Additional Details

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

**Grading/Final exam status:** Letter grade. Alternate method of final assessment during regularly scheduled final exam group (e.g., presentation, final project, etc.).

**Instructors:** Wilson, Draney

Educational Testing in the USA: Issues and Practical Experience: Read Less [\[-\]](#)

## EDUC 170 K12 Computer and Data Science Education: Design, Research, and Evaluation 3 Units

Terms offered: Spring 2021

A workshop-style course focused on teaching and learning of the computational and data sciences (CDS) in K-12. Students will explore the intersections of pedagogy, equity, and learning in CDS by engaging with major contemporary curricula and tools (e.g. Beauty and Joy of Computing; CS Fundamentals; Mobilize Data Science; Scratch; Code.org; CODAP), analyzing local and immediate tensions between the tech industry and youth CDS initiatives, and designing their own novel curricular activities and intervention.

K12 Computer and Data Science Education: Design, Research, and Evaluation: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

**Grading/Final exam status:** Letter grade. Alternate method of final assessment during regularly scheduled final exam group (e.g., presentation, final project, etc.).

**Instructor:** Wilkerson

K12 Computer and Data Science Education: Design, Research, and Evaluation: Read Less [\[-\]](#)

## EDUC 180 Logic of Inquiry 3 Units

Terms offered: Spring 2009, Fall 2007, Fall 2006

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

Logic of Inquiry: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

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

Logic of Inquiry: Read Less [\[-\]](#)

## EDUC C181 What is the Role of Race in Urban Schools? 3 Units

Terms offered: Fall 2023, Fall 2022, Fall 2021

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

What is the Role of Race in Urban Schools?: [Read More](#) [+]

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Bristol

**Also listed as:** AFRICAM C133A

What is the Role of Race in Urban Schools?: [Read Less](#) [-]

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

Terms offered: Fall 2024, Fall 2023, Spring 2023

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

The Politics of Educational Inequality: [Read More](#) [+]

### Hours & Format

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

**Summer:** 8 weeks - 6 hours of lecture and 2 hours of discussion per week

### Additional Details

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

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

**Instructor:** Garcia Bedolla

The Politics of Educational Inequality: [Read Less](#) [-]

## EDUC 183 High School, The Movie 3 Units

Terms offered: Fall 2020, Spring 2019, Spring 2018

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

High School, The Movie: [Read More](#) [+]

### Hours & Format

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

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

### Additional Details

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

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

**Instructor:** Perlstein

High School, The Movie: [Read Less](#) [-]

## EDUC 184 Philosophical Foundations of Education 3 Units

Terms offered: Fall 2023, Fall 2022, Fall 2021

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

Philosophical Foundations of Education: [Read More](#) [+]

### Hours & Format

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

**Summer:** 6 weeks - 7.5 hours of lecture per week

### Additional Details

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

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

Philosophical Foundations of Education: [Read Less](#) [-]

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

Terms offered: Spring 2012, Fall 2009, Fall 2008

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

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Murphy-Graham

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

## EDUC 186AC The Southern Border 4 Units

Terms offered: Fall 2019, Fall 2018, Fall 2017

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

The Southern Border: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Upper division standing

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

### Hours & Format

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

### Additional Details

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

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

**Instructors:** Manz, Shaiken

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

The Southern Border: Read Less [\[-\]](#)

## EDUC 187A Teachers of Color in the United States 3 Units

Terms offered: Not yet offered

As the United States becomes more ethnoracially diverse, calls from researchers, policy makers, and practitioners to recruit, support, and retain teachers of color have become commonplace in educational discourse for addressing teacher quality and student achievement. These calls highlighting the importance of diversifying the ethnoracial composition of the teacher workforce are based on a growing body of evidence of the added value of teachers of color.

Teachers of Color in the United States: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** EDUC C181/AFRICAM C133A

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Bristol

Teachers of Color in the United States: Read Less [\[-\]](#)

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

Terms offered: Summer 2024 Second 6 Week Session, Fall 2023, Fall 2022

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

Latinas/os and Education: Critical Issues and Perspectives: Read More [\[+\]](#)

### Hours & Format

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

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

### Additional Details

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

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

Latinas/os and Education: Critical Issues and Perspectives: Read Less [\[-\]](#)

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

Terms offered: Spring 2019, Spring 2018, Spring 2017

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

Native American Education: Critical Issues and Possibilities: Read More [+]

### Hours & Format

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

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

### Additional Details

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

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

**Instructor:** Baquedano-Lopez

Native American Education: Critical Issues and Possibilities: Read Less [-]

## EDUC 188F Language, Race, and Power in Education 3 Units

Terms offered: Spring 2024, Spring 2021, Spring 2020

This course is designed to critically examine the intersection of language, race, and power in education. Through dialogue, readings, research, and critical analysis the course aims to foster awareness of the ways in which seemingly neutral education processes are inherently embedded in power dynamics around language use. Participants will discuss the purposes of education, the ways schooling and education are related to other societal structures, and the potential of education to productively address inequalities, especially as they impact students of historically racialized group (e.g. Latino/a, African-American, Native American, and Asian).

Language, Race, and Power in Education: Read More [+]

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Baquedano-Lopez

Language, Race, and Power in Education: Read Less [-]

## EDUC 189 Democracy and Education 4 Units

Terms offered: Spring 2012, Spring 2011, Spring 2010

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

Democracy and Education: Read More [+]

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Hurst

Democracy and Education: Read Less [-]

## EDUC 190 Critical Studies in Education 4 Units

Terms offered: Fall 2015, Spring 2015, Fall 2014

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

Critical Studies in Education: Read More [+]

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Hull

Critical Studies in Education: Read Less [-]

## EDUC 190AC Critical Studies in Education 4 Units

Terms offered: Spring 2023, Spring 2022, Fall 2021

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

Critical Studies in Education: Read More [+]

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Hull

Critical Studies in Education: Read Less [-]

## EDUC N190 Critical Studies in Education 3 Units

Terms offered: Summer 2017 Second 6 Week Session, Summer 2016 First 6 Week Session, Summer 2016 Second 6 Week Session

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

Critical Studies in Education: Read More [+]

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Hull

Critical Studies in Education: Read Less [-]

## EDUC W190 Critical Studies in Education 3 Units

Terms offered: Summer 2024 8 Week Session, Summer 2023 8 Week Session, Summer 2022 8 Week Session

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

Critical Studies in Education: Read More [+]

### Hours & Format

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

### Summer:

6 weeks - 6 hours of web-based lecture per week

8 weeks - 6 hours of web-based lecture per week

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

### Additional Details

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

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

**Instructor:** Hull

Critical Studies in Education: Read Less [-]

## EDUC W190A Berkeley Changemaker: Critical Studies in Education 4 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

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

Berkeley Changemaker: Critical Studies in Education: Read More [+]

### Hours & Format

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

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

### Additional Details

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

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

**Instructor:** Serrano

Berkeley Changemaker: Critical Studies in Education: Read Less [-]

## EDUC 191B Gender Issues in Education 3 Units

Terms offered: Spring 1999

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

Gender Issues in Education: Read More [\[+\]](#)

### Hours & Format

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

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

### Additional Details

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

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

**Instructor:** Woody

Gender Issues in Education: Read Less [\[-\]](#)

## EDUC C193A Environmental Education 3 Units

Terms offered: Fall 2012, Fall 2011, Fall 2010

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

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Hurst

**Also listed as:** ESPM C193A

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

## EDUC 195B Special Topics in the Foundations of Teaching 1 - 4 Units

Terms offered: Spring 2017, Fall 2016, Spring 2016

Reading and language arts.

Special Topics in the Foundations of Teaching: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

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

### Hours & Format

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

### Additional Details

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

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

Special Topics in the Foundations of Teaching: Read Less [\[-\]](#)

## EDUC 195C Special Topics in the Foundations of Teaching 1 - 4 Units

Terms offered: Spring 2013, Fall 2012, Fall 2011

Mathematics and science.

Special Topics in the Foundations of Teaching: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

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

### Hours & Format

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

### Additional Details

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

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

Special Topics in the Foundations of Teaching: Read Less [\[-\]](#)

## EDUC 197 Field Studies 1 - 4 Units

Terms offered: Fall 2022, Spring 2018, Fall 2017

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

Field Studies: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

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

### Hours & Format

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

### Additional Details

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

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

Field Studies: Read Less [\[-\]](#)

## EDUC S197 Field Studies 1 - 4 Units

Terms offered: Prior to 2007

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

Field Studies: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

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

### Hours & Format

**Summer:** 8 weeks - 0 hours of fieldwork per week

### Additional Details

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

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

Field Studies: Read Less [\[-\]](#)

## EDUC 198 Directed Group Study 1 - 3 Units

Terms offered: Fall 2024, Spring 2024, Spring 2022

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

Directed Group Study: Read More [\[+\]](#)

### Rules & Requirements

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

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

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

### Hours & Format

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

### Summer:

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

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

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

### Additional Details

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

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

Directed Group Study: Read Less [\[-\]](#)

## EDUC 199 Supervised Independent Study and Research for Undergraduates 1 - 4 Units

Terms offered: Spring 2022, Spring 2019, Spring 2016

Supervised Independent Study and Research for Undergraduates: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

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

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

### Hours & Format

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

### Summer:

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

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

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

### Additional Details

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

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

Supervised Independent Study and Research for Undergraduates: Read Less [\[-\]](#)

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

Terms offered: Fall 2016, Fall 2015, Spring 2015

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

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

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

## EDUC 200B Social Development 3 Units

Terms offered: Spring 2015, Spring 2013, Spring 2012

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

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Turiel

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

## EDUC 200C Culture and Cognitive Development 3 Units

Terms offered: Fall 2012, Fall 2011, Fall 2010

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

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

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

Terms offered: Fall 2023, Fall 2021, Fall 2020

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

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

### Rules & Requirements

**Prerequisites:** One course in statistics

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Worrell

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

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

Terms offered: Prior to 2007

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

Cognitive Development: Neo Vygotskian Approaches: Read More [+]

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

Cognitive Development: Neo Vygotskian Approaches: Read Less [-]

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

Terms offered: Spring 2020

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

Asian American Educators and Professionals in a Stratified Multiracial Society: Read More [+]

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Philip

Asian American Educators and Professionals in a Stratified Multiracial Society: Read Less [-]

## EDUC 201A Psychology of Reading 3 Units

Terms offered: Spring 2024, Spring 2011, Spring 2010

Comparison and analysis of the psychological and linguistic evidence underlying whole language and skills methods of reading instruction.

Topics include reading readiness, emergent literacy, the English spelling system and decoding, vocabulary development, models of reading, individual differences, and comprehension and schema theory.

Psychology of Reading: Read More [+]

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Cunningham

Psychology of Reading: Read Less [-]

## EDUC 201B Seminars in Intellectual Development 2 Units

Terms offered: Spring 2021, Spring 2017, Fall 2016

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

Seminars in Intellectual Development: Read More [+]

### Rules & Requirements

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Cunningham or Gearhart

Seminars in Intellectual Development: Read Less [-]

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

Terms offered: Spring 2017

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

Development of Elementary Numerical Understandings: Read Less [-]

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

Terms offered: Spring 2024, Fall 2023, Spring 2023

Intensive examination of advanced topics, which will vary from year to year (1) Social Development # (2) Motivation # (3) Personality Development.  
Seminars in Social and Personality Development: Read More [+]

### Rules & Requirements

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Turiel

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

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

Terms offered: Spring 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.

Cultivating Cognitive Development: From Sensorimotor Intelligence to Embodied STEM Concepts: Read More [+]

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Abrahamson

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

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

Terms offered: Fall 2024, Spring 2024, Fall 2023

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

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Worrell

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

## EDUC 205 Instruction and Development 3 Units

Terms offered: Spring 2016, Spring 2015, Spring 2014

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Murata

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

## EDUC 207B Assessment of Cognitive Functioning 4 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

Assessment of Cognitive Functioning: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

Assessment of Cognitive Functioning: Read Less [\[-\]](#)

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

Terms offered: Spring 2024, Spring 2023, Spring 2022

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

Assessment of Developmental, Learning, and Socio-emotional-behavioral Disorders in Children: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

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

Terms offered: Fall 2019, Fall 2018, Fall 2017

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

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

### Hours & Format

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

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

### Additional Details

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

**Grading:** Letter grade.

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

## EDUC 207L Supervision of Assessment Practicum 1 Unit

Terms offered: Fall 2024, Spring 2024, Fall 2023

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Ojeda-Beck

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

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

Terms offered: Spring 2024, Spring 2023, Spring 2022

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Worrell

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

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

Terms offered: Fall 2024, 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.

Biological Bases of Behavior for Applied Psychology: [Read More](#) [+]

### 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

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

## EDUC 209 Academic Writing Support Group 2 Units

Terms offered: Fall 2024, Fall 2023, Spring 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. Academic Writing Support Group: [Read More](#) [+]

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Wilkerson

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

## EDUC 210 Developmental Psychopathology 2 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Crovetti

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

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

Terms offered: Fall 2019, Fall 2017, Fall 2016

Introduction to theories of human development and their application to elementary and preschool education. Topics include cognitive development, moral and social development, language acquisition, psycho-social perspectives on social-emotional development and a developmental analysis of classroom organization. Also supervised child study, individual and small group tutoring, and field experiences. Development, Learning, and Instruction in Cultural Contexts: Read More [\[+\]](#)

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Gearhart

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

## EDUC 211B Social and Emotional Development 3 Units

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

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

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

### Rules & Requirements

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

### Hours & Format

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

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Gearhart

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

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

Terms offered: Spring 2012, Fall 2010, Fall 2009

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

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

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

Terms offered: Spring 2011, Spring 2010, Spring 2009

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Saxe

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

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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

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

### Rules & Requirements

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

### Hours & Format

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

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Ammon

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

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

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Perry

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

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

Terms offered: Spring 2024, Spring 2023, Spring 2022

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Donohue

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

## EDUC 213C School-Based Consultation 3 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Worrell

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

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

Terms offered: Spring 2024, Spring 2023, Spring 2022

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

## EDUC 213L Laboratory for School Psychology 1 Unit

Terms offered: Fall 2021, Spring 2021, Fall 2020

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

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

### Hours & Format

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

### Additional Details

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

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

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

## EDUC 214 Human Development and Education Seminar 1 Unit

Terms offered: Fall 2017, Fall 2016, Fall 2015

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

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

### Rules & Requirements

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

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Holloway

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

## EDUC 215 Socialization Processes Within the Family 3 Units

Terms offered: Fall 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.

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Holloway

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

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

Terms offered: Fall 2024, Fall 2023, Spring 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.

Methods in Educational and Psychological Research: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

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

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

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

Terms offered: Spring 2024, Spring 2023, Spring 2022

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Humphries, Choi

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

## EDUC 221 Curriculum Development and Design 3 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Beckham

Curriculum Development and Design: Read Less [\[-\]](#)

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

Terms offered: Fall 2012, Fall 2011, Fall 2010

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Engle

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

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

Terms offered: Spring 2010

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

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Metz

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

## EDUC 222 Politics and Pedagogies at the Intersections of Data, Technologies, and Inequalities 3 Units

Terms offered: Fall 2020

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Philip

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

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

Terms offered: 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.

Foundations for Bilingual/Dual-language Education (Spanish): Read More [\[+\]](#)

### 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.

Foundations for Bilingual/Dual-language Education (Spanish): Read Less [\[-\]](#)

## 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.

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Abrahamson

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

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

Terms offered: Fall 2024, Spring 2024, Fall 2023

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

Special Problems in Mathematics, Science and Technology Education: Read More [\[+\]](#)

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

Special Problems in Mathematics, Science and Technology Education: Read Less [\[-\]](#)

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

Terms offered: 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.

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

### 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.

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

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

Terms offered: Spring 2024, Fall 2021, Fall 2019

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Schoenfeld

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

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

Terms offered: Fall 2018, Fall 2016, Fall 2014

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Abrahamson

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

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

Terms offered: Spring 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.

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Linn

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

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

Terms offered: Fall 2013, Spring 2013, Spring 2012

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Suad-Bakari

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

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

Terms offered: Spring 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.

Shaping Education Policy:An Introductory Course for Aspiring Teachers, Researchers, and Policymakers: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Bristol

Shaping Education Policy:An Introductory Course for Aspiring Teachers, Researchers, and Policymakers: Read Less [\[-\]](#)

## EDUC 226 Constructive Epistemology 3 Units

Terms offered: Fall 2012, Fall 2010, Fall 2008

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

Constructive Epistemology: Read More [+]

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** diSessa

Constructive Epistemology: Read Less [-]

## EDUC 226A Secondary STEM Methods 3 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

Secondary STEM Methods: Read More [+]

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

Secondary STEM Methods: Read Less [-]

## EDUC 226B Secondary STEM Methods 3 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

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

Secondary STEM Methods: Read More [+]

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Disston, Bakshi

**Formerly known as:** Education 231

Secondary STEM Methods: Read Less [-]

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

Terms offered: Spring 2008, Fall 2007, Fall 2004

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

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

### Hours & Format

#### Summer:

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.

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

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

Terms offered: Not yet offered

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?

Understanding Teaching, Learning, and Equity Using Ethnic Studies:

Read More [+]

### 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

Understanding Teaching, Learning, and Equity Using Ethnic Studies:

Read Less [-]

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

Terms offered: Summer 2020 8 Week Session

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

Universal Design for Learning in K-12 Classrooms: Read More [+]

### Hours & Format

#### Summer:

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.

Universal Design for Learning in K-12 Classrooms: Read Less [-]

## EDUC 228A Qualitative Methodology 3 Units

Terms offered: Spring 2016, Spring 2015, Spring 2014

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

Qualitative Methodology: Read More [+]

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Metz, Saxe

Qualitative Methodology: Read Less [-]

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

Terms offered: 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.

Introduction to Python for Teachers: Read More [+]

### 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.

Introduction to Python for Teachers: Read Less [-]

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

Terms offered: Not yet offered

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)

Universal Design for Learning and the Arts in K-12 Classrooms: Read More [\[+\]](#)

### 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:** Wetzels de Cediell, Patel

Universal Design for Learning and the Arts in K-12 Classrooms: Read Less [\[-\]](#)

## 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.

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

### 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.

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

## 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.

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

### 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.

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

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

Terms offered: Spring 2019, Spring 2018, Spring 2016, Fall 2013

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

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

**Also listed as:** PSYCH C223

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

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

Terms offered: Spring 2016, Fall 2015, Spring 2015

This seminar is an introduction to research on how language and other forms of communication influence what and how people learn. Students are introduced to influential theories of discourse from sociolinguistics, psycholinguistics, and the philosophy of language and learn about how they have been used to understand learning, especially in math and science classrooms. Students take turns helping lead discussion and complete a project relevant to the topic and their own research interests. Discourse and Learning in Math and Science Classrooms: Read More [\[+\]](#)

**Rules & Requirements**

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Engle

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

## EDUC 229F Conceptual Change 3 Units

Terms offered: Fall 2014, Fall 2013, Fall 2011

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** di Sessa

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

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

Terms offered: Spring 2020

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Sengupta-Irving

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

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

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

### 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

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

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

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

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

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Programs

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Mahiri, Nucci

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

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

Terms offered: Spring 2021, Spring 2020, Spring 2019

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

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

### Rules & Requirements

**Prerequisites:** Admission to BE3 program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Philip

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

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

Terms offered: Fall 2019

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

Critical Studies in K-12 STEM Education: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Sengupta-Irving

Critical Studies in K-12 STEM Education: Read Less [\[-\]](#)

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

Terms offered: 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.

Methodology for Language Instruction in a Bilingual Setting (Spanish): Read More [\[+\]](#)

### 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.

Methodology for Language Instruction in a Bilingual Setting (Spanish): Read Less [\[-\]](#)

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

Terms offered: Summer 2020 8 Week Session, Fall 2018

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

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

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Programs

### Hours & Format

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

### Summer:

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

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

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

Terms offered: Spring 2010, Spring 2009, Spring 2008

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

## EDUC 235A Scientific Thinking and Learning 3 Units

Terms offered: Prior to 2007

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

Scientific Thinking and Learning: Read More [\[+\]](#)

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Wilkerson

Scientific Thinking and Learning: Read Less [\[-\]](#)

## EDUC 236 Practitioner-based Research Seminar 2 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

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

Practitioner-based Research Seminar: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Program

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

Practitioner-based Research Seminar: Read Less [\[-\]](#)

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

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

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

### Rules & Requirements

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

### Hours & Format

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

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

### Additional Details

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

**Grading:** Letter grade.

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

## EDUC 236B Elementary Teaching in Mathematics 3 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Gearhart

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

## EDUC 237 Foundations for Teaching Language Arts 2 Units

Terms offered: 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.

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

### Rules & Requirements

**Prerequisites:** Admission to Teaching Credential Program

### Hours & Format

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

### Summer:

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

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

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

Terms offered: Not yet offered

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.

Foundations for Literacy and Language Arts, K-12: Read More [\[+\]](#)

### 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

Foundations for Literacy and Language Arts, K-12: Read Less [\[-\]](#)

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

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

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

### Rules & Requirements

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

### Hours & Format

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

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Cunningham

**Formerly known as:** Education 158

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

## EDUC 239 Foundations for Teaching Social Studies 2 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Formerly known as:** Education 160

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

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

Terms offered: 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.

Practitioner-Focused Ethnic Studies: Read More [\[+\]](#)

### 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

Practitioner-Focused Ethnic Studies: Read Less [\[-\]](#)

## 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.

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

### Hours & Format

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

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez

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

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

Terms offered: Spring 2024, Fall 2021, Spring 2018

Students will review trends in literacy theory, and then will examine current theories of written language acquisition and literacy learning.

Connections will be made between research, theory, and practice.

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Hull, Mahiri

**Formerly known as:** 242

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

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

Terms offered: Spring 2014, Spring 2011, Fall 2010

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

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

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Formerly known as:** 254C

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

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

Terms offered: Spring 2024, Spring 2017, Spring 2016

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

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

## EDUC 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.

Autism as Neurodiversity: Scholarship, Politics, and Culture: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Sterponi

Autism as Neurodiversity: Scholarship, Politics, and Culture: Read Less [\[-\]](#)

## EDUC 241A Multilingual Learner Methods 1 Unit

Terms offered: Fall 2024, Fall 2023, Spring 2001

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:

Multilingual Learner Methods: Read More [\[+\]](#)

### 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.

Multilingual Learner Methods: Read Less [\[-\]](#)

## EDUC 241B Language Socialization 3 Units

Terms offered: Fall 2014, Fall 2013, Fall 2012

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez

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

## EDUC 241C Narrative across Learning Contexts 3 Units

Terms offered: Fall 2021, Fall 2016, Fall 2012

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez

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

## EDUC 241D Perspectives on Classroom Discourse 3 Units

Terms offered: 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.

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez or Sterponi

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

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

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

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

### Rules & Requirements

**Prerequisites:** Good standing in LEEP

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez

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

## EDUC 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.

Critical Qualitative Research Methods in Education: Issues, Approaches, and Design: Read More [+]

### 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

Critical Qualitative Research Methods in Education: Issues, Approaches, and Design: Read Less [-]

## 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.

Advanced Qualitative Methods: Read More [+]

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Gutierrez

Advanced Qualitative Methods: Read Less [-]

## EDUC 244 Data Mining and Analytics 3 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

Data Mining and Analytics: Read More [+]

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Pardos

Data Mining and Analytics: Read Less [-]

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

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

Methods for Teaching English in the Secondary Schools: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the BE3 program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Lai

Methods for Teaching English in the Secondary Schools: Read Less [\[-\]](#)

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

Terms offered: Spring 2024, Spring 2023, Spring 2022

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

Methods for Teaching English in the Secondary Schools: Read More [\[+\]](#)

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Freedman, Cziko

Methods for Teaching English in the Secondary Schools: Read Less [\[-\]](#)

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

Terms offered: Not yet offered

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.

Institutional Change and Public Education: Read More [\[+\]](#)

### 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

Institutional Change and Public Education: Read Less [\[-\]](#)

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

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

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

Approaches in Teaching English as a Second Language: Read More [\[+\]](#)

### Rules & Requirements

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

### Hours & Format

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

### Summer:

6 weeks - 8 hours of lecture per week

8 weeks - 6 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

Approaches in Teaching English as a Second Language: Read Less [\[-\]](#)

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

Terms offered: Spring 2019, Spring 2018, Spring 2017

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

Teaching Linguistic and Cultural Minority Students: Read More [\[+\]](#)

### Rules & Requirements

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

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

Teaching Linguistic and Cultural Minority Students: Read Less [\[-\]](#)

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

Terms offered: Prior to 2007

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

New Literacies of Digital Youth: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Mahiri

New Literacies of Digital Youth: Read Less [\[-\]](#)

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

Terms offered: Spring 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.

Learning & Identity in a Racially-Structured Society: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Philip

Learning & Identity in a Racially-Structured Society: Read Less [\[-\]](#)

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

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

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

Evaluation and Assessment in Reading and Literacy Instruction: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Formerly known as:** 257

Evaluation and Assessment in Reading and Literacy Instruction: Read Less [\[-\]](#)

## EDUC 249C Foundations in Reading (Learning from Text) for Secondary Schools 3 Units

Terms offered: Spring 2018, Summer 2017 8 Week Session, Spring 2016  
Introduction to reading and writing in secondary school settings, basic literacy skills, instructional materials and approaches, and assessment procedures appropriate for use in secondary content area courses.

Learning from text theory to practice.

Foundations in Reading (Learning from Text) for Secondary Schools:

[Read More](#) [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture and 1 hour of fieldwork per week

### Summer:

6 weeks - 8 hours of lecture and 3 hours of fieldwork per week

8 weeks - 6 hours of lecture and 2 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Foundations in Reading (Learning from Text) for Secondary Schools:

[Read Less](#) [-]

## EDUC 250A Qualitative Research in Language/Literacy Education 3 Units

Terms offered: Spring 2017, Spring 2016, Spring 2015

Focuses on students' and teachers' use of language from interrelated perspectives, particularly developmental, sociolinguistic, and ethnographic. Designed to provide students with a view of the classroom as a unique setting whose aims are fostered or rendered problematic by the nature of language use. Students conduct small-scale studies in classroom settings.

Qualitative Research in Language/Literacy Education: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** 241A (formerly 244B) or 240A (formerly 245B); or consent of instructor

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez

**Formerly known as:** 256B

Qualitative Research in Language/Literacy Education: [Read Less](#) [-]

## EDUC 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.

Discourse Analysis: [Read More](#) [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Sterponi

Discourse Analysis: [Read Less](#) [-]

## EDUC 251 The History of College Sports in the United States 3 Units

Terms offered: Prior to 2007

Elite intercollegiate competition is unique to the United States. How and why did it evolve in isolation from the rest of the world? The expansion and democratization of public universities, the Industrial revolution, and student organizations contributed to this emerging phenomenon, and the course continues with an exploration of the social, cultural, political, and economic forces that have shaped what today we call college sports.

The History of College Sports in the United States: [Read More](#) [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Mirabelli

The History of College Sports in the United States: [Read Less](#) [-]

## EDUC C251A Indigenous Language Revitalization: Contexts, Methods, Outcomes 3 Units

Terms offered: 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.

Indigenous Language Revitalization: Contexts, Methods, Outcomes: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Baquedano-Lopez

**Also listed as:** LINGUIS C251A

Indigenous Language Revitalization: Contexts, Methods, Outcomes: Read Less [\[-\]](#)

## EDUC 252A Reading Research: Sociocognitive Perspective 3 Units

Terms offered: Fall 2012, Fall 2010, Fall 2009

An examination of selected topics on reading research including historical aspects of reading research, word recognition, reading comprehension, the relationship between decoding and comprehension, attitudes toward reading, and models of the reading process.

Reading Research: Sociocognitive Perspective: Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Cunningham

**Formerly known as:** 251

Reading Research: Sociocognitive Perspective: Read Less [\[-\]](#)

## EDUC 252B 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.

Ethnographic Methods in the Study of Language and Literacy in Traditional and Digital Environment: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Sterponi

Ethnographic Methods in the Study of Language and Literacy in Traditional and Digital Environment: Read Less [\[-\]](#)

## EDUC 253A Research in Writing 3 Units

Terms offered: Fall 2010, Spring 2008, Spring 2006

Critical examination of major theories and approaches to research in writing. Preparation for designing and conducting research projects on the written language.

Research in Writing: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** 240B (formerly 242) or consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Freedman

**Formerly known as:** 252

Research in Writing: Read Less [\[-\]](#)

## EDUC 254 Introduction to Cultural Historical Activity Theory 3 Units

Terms offered: Spring 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.

Introduction to Cultural Historical Activity Theory: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Gutierrez

Introduction to Cultural Historical Activity Theory: Read Less [\[-\]](#)

## EDUC 257 Theoretical Foundations for the Cultural Study of Sport in Education 3 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

The cultural study of sport examines the ways in which institutionalized physical activity embodies and reflects social meanings and identities. The social practice of sport provides a space in which dominant discourses of race, gender, and social class are reproduced and resisted. As these physical activities become institutionalized, commercialized, and embedded within educational institutions themselves, individuals must navigate a nuanced and often conflicted terrain in their respective participation and performance. This course, then, examines the role of sport in society broadly and the relationship of sport and education more specifically. The curriculum reviews the writing and research on sport and education from a sociological, psychological, and philosophical perspective, with a particular focus on the constructed divide of mind and body, as manifested in the institutional conflicts between school and sport.

Theoretical Foundations for the Cultural Study of Sport in Education: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Van Rheenen

Theoretical Foundations for the Cultural Study of Sport in Education: Read Less [\[-\]](#)

## EDUC 258 Academic Support Services for Student Athletes 3 Units

Terms offered: Spring 2024, Spring 2023, Spring 2018

The increased institutionalization and regulation of intercollegiate athletics have created a new and specialized career field composed of counselors, academic advisers, learning specialists, tutors, and technological and administrative support staff. This course will investigate the historical, philosophical, and ethical foundation of these services, focusing in particular on the analysis of an academic advising and tutorial program for student athletes.

Academic Support Services for Student Athletes: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Van Rheenen

Academic Support Services for Student Athletes: Read Less [\[-\]](#)

## EDUC 259 (co)Participant Observation Research in the Field 4 Units

Terms offered: Spring 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.

(co)Participant Observation Research in the Field: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture and 3 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Gutierrez

(co)Participant Observation Research in the Field: Read Less [\[-\]](#)

## EDUC 260A Issues in Educational Administration and Policy 3 Units

Terms offered: Fall 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.

Issues in Educational Administration and Policy: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Fuller

Issues in Educational Administration and Policy: Read Less [\[-\]](#)

## EDUC 260C Issues in Urban Educational Leadership I 1 Unit

Terms offered: Summer 2005 10 Week Session, Summer 2004 10 Week Session, Summer 2003 10 Week Session

This course gives candidates an opportunity to pull together the four concentration areas of the master's program: Teaching and Learning (TI), Educational Organizational Leadership and Management (EOLM), Education Change and Reform (ECR), and Issues in Urban Education (IUE). Graduate candidates will deepen their inquiry through the use of problem-solving and reflection as they apply the theory of course work to the daily reality of becoming leaders in schools.

Issues in Urban Educational Leadership I: Read More [\[+\]](#)

### Hours & Format

**Summer:** 6 weeks - 2.5 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Treadway

Issues in Urban Educational Leadership I: Read Less [\[-\]](#)

## EDUC 260D Issues in Urban Educational Leadership 1 Unit

Terms offered: Summer 2005 10 Week Session, Summer 2004 10 Week Session, Summer 2003 10 Week Session

This course will provide students the opportunity to make connections between theory and practice as candidates look forward to positions as site-based leaders.

Issues in Urban Educational Leadership: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Program

### Hours & Format

**Summer:** 6 weeks - 2.5 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Tredway

Issues in Urban Educational Leadership: Read Less [\[-\]](#)

## EDUC 260E Good Schools for All Children 3 Units

Terms offered: Spring 2010

The course brings together three bodies of knowledge, developed by people who often work quite separately in the academy: philosophical discourses on the aims of education; research on effective schools and instruction; socio-cultural critiques of schooling inequities. Our quest in this course is to derive from these bodies of theory a conceptualization of the good school around the aims of performance, understanding, and justice.

Good Schools for All Children: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Mintrop

Good Schools for All Children: Read Less [\[-\]](#)

## EDUC 261A Organization Theory in Education and Other Social Services 3 Units

Terms offered: Spring 2024, Fall 2022, Fall 2021

Concepts of power, authority, legitimacy, professions, controls, incentives, etc., as they apply to education or other social services.

Organization Theory in Education and Other Social Services: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Fuller

Organization Theory in Education and Other Social Services: Read Less [\[-\]](#)

## EDUC 261C Causal Inference for Policy and Education Research 3 Units

Terms offered: Not yet offered

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.

Causal Inference for Policy and Education Research: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Trinidad

Causal Inference for Policy and Education Research: Read Less [\[-\]](#)

## EDUC 262A Urban School Leadership and Management 1 3 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

The purpose of this course is to ground aspiring urban leaders in the essential ideas and values that guide their work in schools and their studies in the Principal Leadership Institute. It provides opportunities for future school leaders to deepen their notions of what socially just schools look like, and why; to analyze the challenges to creating socially just schools in urban centers; and to imagine the possible actions that leaders can take to promote such schools.

Urban School Leadership and Management 1: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Institute Program

### Hours & Format

**Summer:** 6 weeks - 8 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Trujillo

Urban School Leadership and Management 1: Read Less [\[-\]](#)

## EDUC 262B School Supervision: Theory and Practice 3 Units

Terms offered: Fall 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.

School Supervision: Theory and Practice: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Tredway

School Supervision: Theory and Practice: Read Less [\[-\]](#)

## EDUC 262C Personnel Administration in School Systems and Social Organizations 3 Units

Terms offered: Spring 2022, Spring 2018, Spring 2017

Concepts and practices related to the administration of personnel services in urban school systems and social organizations.

Personnel Administration in School Systems and Social Organizations:

[Read More](#) [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Tredway

Personnel Administration in School Systems and Social Organizations:

[Read Less](#) [-]

## EDUC 262D Research Group on the Working Lives of Teachers 3 Units

Terms offered: Spring 2014, Spring 2011, Fall 2010

Research group for graduate students specializing in research on teachers' work and organizational and policy contexts of teaching.

Complements but does not substitute for foundational course work in research methods or substantive areas of specialization. Strengthens preparation for research through (a) consultation and feedback on research design, data collection, analysis, and writing; and (b) reading and discussion on selected topics related to teachers' work.

Research Group on the Working Lives of Teachers: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Little

Research Group on the Working Lives of Teachers: [Read Less](#) [-]

## EDUC 262F Organizational Policy and Teachers' Work 3 Units

Terms offered: Fall 2024, Fall 2017, Fall 2016

Students will examine the ways in which state, district, and workplace policy bears upon various aspects of teachers' work. Special emphasis is given to the way in which policy choices--at whatever level--shape the experience of teaching and the organization of schooling. Among the policy areas considered are those governing membership in the teaching occupation, teaching assignments, classroom autonomy regarding curriculum and instruction, performance evaluation, and opportunities for professional development. This course is a requirement for students in educational administration and those students completing the Professional Administration Services Credential. It is open to all other interested students.

Organizational Policy and Teachers' Work: [Read More](#) [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Little

Organizational Policy and Teachers' Work: [Read Less](#) [-]

## EDUC 262G Research on the Education of Teachers 3 Units

Terms offered: Spring 2016, Spring 2015, Spring 2013

The course focuses on research on the education of prospective and practicing teachers, and on the institutional, organizational and policy contexts in which that research has been pursued. It is designed for students who are interested in doing research in this field or in becoming teacher educators, and is built on several organizing questions. What is the work (and workplace) for which teachers are being prepared? What is the occupational conception of teaching that underpins practice, policy, and research? What is the significance of teacher education's fluctuating fortunes and shifting institutional forms? What is the field's capacity for research on teacher education? By comparison with research on teaching and learning, research on the education of teachers has been under-developed both conceptually and methodologically. Throughout the course, we will be judging the accomplishments and limitations of this field of practice and study, and locating opportunities for future research and development.

Research on the Education of Teachers: [Read More](#) [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Little

Research on the Education of Teachers: [Read Less](#) [-]

## EDUC 262H Urban School Leadership and Management 2 2 Units

Terms offered: Spring 2007

The purpose of this course is to build on the essential ideas and values discussed in EDUC 262A: Urban School Leadership and Management I by focusing on effective teaching. This instructional vision guides the work of leaders in schools. It provides opportunities for future school leaders to deepen their notions of what socially just schools look like, and why; to analyze the challenges to creating socially just schools in urban centers; and to imagine the possible actions that leaders can take to promote such schools. The course will be framed by one major question. Goals have been listed under each question.

Urban School Leadership and Management 2: Read More [\[+\]](#)

### Rules & Requirements

**Credit Restrictions:** Students will receive no credit for Education 262H after taking Education 262A.

### Hours & Format

**Summer:** 6 weeks - 5 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Cheung

Urban School Leadership and Management 2: Read Less [\[-\]](#)

## EDUC 263A Legal Issues in Educational Practice 1 - 3 Units

Terms offered: Spring 2020, Spring 2017, Spring 2015

Legal structures and practices in Education for teachers and counselors. Teacher, pupil, counselor rights and responsibilities.

Legal Issues in Educational Practice: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 0 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Legal Issues in Educational Practice: Read Less [\[-\]](#)

## EDUC 263B Legal and Policy Issues in Urban Educational Leadership 3 Units

Terms offered: Spring 2024, Spring 2018, Spring 2017

This course will explore the statutory and judicial constraints upon local decision making as well as the areas in which site decision making is permitted and required.

Legal and Policy Issues in Urban Educational Leadership: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Institute Program

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Legal and Policy Issues in Urban Educational Leadership: Read Less [\[-\]](#)

## EDUC C264 Early Childhood Policy - Children, Contexts, and Politics in Diverse Societies 3 Units

Terms offered: 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.

Early Childhood Policy - Children, Contexts, and Politics in Diverse Societies: Read More [\[+\]](#)

### 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

Early Childhood Policy - Children, Contexts, and Politics in Diverse Societies: Read Less [\[-\]](#)

## EDUC 265 Higher Education Policy 3 Units

Terms offered: Fall 2021

Colleges and universities face numerous challenges today - from both the demand, or student and family perspective, and the supply, or institutional viewpoint. This course will utilize frameworks and theories from economics to better understand the costs, benefits, and incentives colleges and students face.

Higher Education Policy: Read More [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Britton

Higher Education Policy: Read Less [-]

## EDUC 265A Economics of Education and Other Social Services 3 Units

Terms offered: Fall 2012, Fall 2011, Fall 2009

Topics to be considered include the following: alternative methods of assessing the contribution of education to economic growth, demand for education services, education production functions, cost analysis and sectorial planning, economic aspects of innovation.

Economics of Education and Other Social Services: Read More [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Grubb

Economics of Education and Other Social Services: Read Less [-]

## EDUC C265C Research Advances in Race, Diversity, and Educational Policy 3 Units

Terms offered: Fall 2020, Fall 2019, Fall 2018

This introductory graduate seminar will engage the research literature on race, diversity, and educational policy to provide a foundation for examining contemporary issues in American public schooling. We will examine research on race, culture, and learning alongside more policy driven research on school structures, governance, finance, politics, and policy. In doing so, we will blend micro level examinations of teaching and learning with macro level considerations of politics and policy.

Research Advances in Race, Diversity, and Educational Policy: Read More [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructors:** Nasir, Perry, Scott,J.

**Also listed as:** AFRICAM C265

Research Advances in Race, Diversity, and Educational Policy: Read Less [-]

## EDUC 266B School Site Finance and Resources 1 1 Unit

Terms offered: Spring 2024, Spring 2023, Spring 2022

The purpose of this course is to ground aspiring urban school leaders in the essential concepts, skills, and demands related to managing school finance and resources at the site level. Specifically, it will focus on resource allocations and concepts of equity with resources allocations.

School Site Finance and Resources 1: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Institute Program

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Cheung

School Site Finance and Resources 1: Read Less [-]

## EDUC 266C School Site Finance and Resources II 2 Units

Terms offered: Summer 2014 10 Week Session

The purpose of this course is to ground aspiring urban school leaders in the essential concepts, skills, and demands related to managing school finance and resources at the site level. Specifically, it will focus on understanding funding sources, analyzing resource allocations, governance related to resource allocations, and leveraging different types of resources.

School Site Finance and Resources II: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to the Principle Leadership Institute Program

### Hours & Format

**Summer:** 6 weeks - 5 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Castro

School Site Finance and Resources II: Read Less [-]

## EDUC 267 Economics of Education 3 Units

Terms offered: 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.

Economics of Education: Read More [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Britton

Economics of Education: Read Less [-]

## EDUC 268 First-Year Doctoral Seminar-Education Research and Practices 4 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

Required introductory seminar for all first-year doctoral students entering the Graduate School of Education.

First-Year Doctoral Seminar-Education Research and Practices: Read More [+]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3-5 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructors:** Baquedeno-Lopez, Fuller

First-Year Doctoral Seminar-Education Research and Practices: Read Less [-]

## EDUC 270B BEAR Center Seminar 2 or 3 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

This seminar constitutes one of the ways in which the Berkeley Evaluation and Assessment Research (BEAR) Center fulfills its role of supporting student research. The topic of the seminar will change from semester to semester, following themes chosen by the instructor and the participants. The seminar is an opportunity for students and faculty to present their recent and ongoing work for in-depth review and commentary. In addition, visitors to the campus with expertise relevant to the topic(s) under examination will be invited to present at the seminar and join in the discussion. Students taking this course for two units will make a presentation of a current research interest to the seminar. Students taking this course for three units will also be required to attend a one-hour discussion following each presentation and will write a critique of one other student's presentation.

BEAR Center Seminar: Read More [+]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 2 hours of seminar and 1 hour of discussion per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Wilson

BEAR Center Seminar: Read Less [-]

## EDUC 271B Introduction to Qualitative Research Methods 3 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

Introduces principles and methods commonly associated with qualitative field research in the social sciences. Includes assigned readings on basic methodological topics; structured activities related to research design, research ethics and human subjects protection, data collection, data organization and reduction, data analysis; and field research experience through individual or team projects. Course satisfies the qualitative methods requirement for students in the Policy, Organization, Measurement, and Evaluation (POME) program.

Introduction to Qualitative Research Methods: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of lecture and 2 hours of discussion per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Murphy-Graham

**Formerly known as:** 288B

Introduction to Qualitative Research Methods: Read Less [\[-\]](#)

## EDUC 271E Issues in Teaching and Learning for Educational Leaders I 3 Units

Terms offered: Prior to 2007

This course explores the educational contexts and experiences of teachers and students in urban schools. The topics that we will cover include issues of race and privilege, the relationship between good teaching and learning in the context of immigration, desegregation efforts, and educational policies towards linguistic and culturally diverse students. We will discuss the politics of access and inclusion, in particular we will examine issues affecting the performance of language learners.

Issues in Teaching and Learning for Educational Leaders I: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Institute

### Hours & Format

**Summer:** 6 weeks - 8 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Cheung

Issues in Teaching and Learning for Educational Leaders I: Read Less [\[-\]](#)

## EDUC 271F Issues in Teaching and Learning for Educational Leaders II 2 Units

Terms offered: Summer 2006 10 Week Session, Summer 2005 10 Week Session, Summer 2004 10 Week Session

In this course we will build on the topics discussed in EDUC 271E: Issues in Teaching and Learning for Educational Leaders I by exploring the issues of personal identity and vision related to school contexts. To this end, the readings provide theoretical approaches to help you develop and support claims about your personal identity as well as the interplay of personal identity in schools. The assignments are designed to help you develop and refine a personal vision for working in diverse educational settings.

Issues in Teaching and Learning for Educational Leaders II: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the Principal Leadership Institute Program

**Credit Restrictions:** Students will receive no credit for Education 271F after taking Education 271E.

### Hours & Format

**Summer:** 6 weeks - 6 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Kendall

Issues in Teaching and Learning for Educational Leaders II: Read Less [\[-\]](#)

## EDUC 271G 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.

Introduction to Doctoral Research: Qualitative Methods: Read More [\[+\]](#)

### 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

Introduction to Doctoral Research: Qualitative Methods: Read Less [\[-\]](#)

## 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.

School Data Analysis for Principals: Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit up to a total of 7 units.

### Hours & Format

**Fall and/or spring:** 15 weeks - 2-3 hours of lecture per week

**Summer:** 6 weeks - 5-8 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Cheung

School Data Analysis for Principals: Read Less [\[-\]](#)

## EDUC N272B School Data Analysis for Principals 1 Unit

Terms offered: Prior to 2007

The course focuses on preparing future school leaders for leading school improvement by using statistical analysis, understanding the use of formative assessments, evaluating and using educational research particularly related to instructional materials and best practices, creating an effective PowerPoint presentation, and understanding different types of classroom grading and grade reporting practices. Term assessments include keys to quality assessment audit, best practice case study, research-based instructional materials analysis, educational research presentation, grading policy, and several reflection pieces.

School Data Analysis for Principals: Read More [\[+\]](#)

### Hours & Format

**Summer:** 6 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Cheung

School Data Analysis for Principals: Read Less [\[-\]](#)

## EDUC 273 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.

People and Personnel: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the LEAD program

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Saddler

People and Personnel: Read Less [\[-\]](#)

## EDUC 273B Research Group on Policy Implementation 3 Units

Terms offered: Spring 2016, Fall 2015, Spring 2015

This year-long research and writing group is intended for graduate students who plan to specialize in studying educational policy implementation. In the course, we will investigate what happens from the time a policy is enacted until the policy is actually implemented in classrooms, schools, and districts. The centerpiece of the research group is reviewing and providing feedback to members on their works-in-progress related to policy implementation. The goal is to strengthen participants' preparation for research in this area through a combination of consultation and feedback on specific problems related to conceptualizing and enacting high quality research, including but not limited to the formulation of research questions, theory development, research design, data collection, analysis, writing, and publication. We will supplement this activity by reading research together to help build a shared understanding of the different theoretical perspectives that can potentially inform the study of policy implementation, including institutional theory, social movements analysis, conflict perspectives, and organizational learning theory.

Research Group on Policy Implementation: Read More [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Coburn

Research Group on Policy Implementation: Read Less [-]

## EDUC 273C Democratic Decision Making 3 Units

Terms offered: Spring 2014, Spring 2012

This course is the first in three in a series entitled Democratic Decision-Making. Together, the courses examine decision-making through different lenses, beginning with this summer's exploration of the role of democracy in discussions on public education. Romantic notions tying education and democracy have been around since this nation's founding. Wealthy and intellectual, the framers of the Constitution envisioned the torch-bearers of their new democracy to be "well-educated men" able to translate the vision set forth by the time's great thinkers (or at least those who were recognized as such - White, well-to-do men like Thomas Paine and John Locke).

Democratic Decision Making: Read More [+]

### Rules & Requirements

**Prerequisites:** Good Standing in LEAD

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

**Summer:** 6 weeks - 8 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Rosenthal

Democratic Decision Making: Read Less [-]

## EDUC 273D 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 1'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.

Democratic Decision Making II: Read More [+]

### 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

Democratic Decision Making II: Read Less [-]

## EDUC 274A Measurement in Education and the Social Sciences I 4 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

Students will learn good measurement practice by constructing an instrument and investigating its measurement properties (specifically, validity, and reliability). The act of measuring will be positioned as a link between qualitative observations and quantitative measures, and this will be discussed in a variety of contexts, such as interviewing, standardized testing, and performance assessment. We will discuss both classical and modern testing approaches from conceptual and practical points of view. Measurement in Education and the Social Sciences I: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 4 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Wilson

**Formerly known as:** Educational Psychology 208A

Measurement in Education and the Social Sciences I: Read Less [\[-\]](#)

## EDUC 274B Measurement in Education and the Social Sciences II 4 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

An introduction to classical test theory and item response theory from a theoretical viewpoint. Application of these techniques to a practical measurement situation will be studied. Topics such as test bias, computerized and polytomous response modes will be discussed. Measurement in Education and the Social Sciences II: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** 274A or sufficient background to follow the mathematical development

### Hours & Format

**Fall and/or spring:** 15 weeks - 4 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Wilson

**Formerly known as:** Educational Psychology 208B

Measurement in Education and the Social Sciences II: Read Less [\[-\]](#)

## EDUC 274C Research Seminar in Measurement 2 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

The seminar will address a current research issue in the area of educational and psychological measurement. Topics will vary from year to year. Some examples are polytomous item response theory, measurement of cognitive processes and learning, and assessment issues in evaluation.

Research Seminar in Measurement: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** 274A or equivalent

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 2 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Wilson

**Formerly known as:** Educational Psychology 208C

Research Seminar in Measurement: Read Less [\[-\]](#)

## EDUC 274D Multidimensional Measurement 4 Units

Terms offered: Spring 2023, Spring 2019, Spring 2017

Exploratory factor analysis, confirmatory factor analysis, and multidimensional item response theory.

Multidimensional Measurement: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 4 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Wilson

**Formerly known as:** Educational Psychology 208D

Multidimensional Measurement: Read Less [\[-\]](#)

## EDUC 275B Data Analysis in Educational Research II 4 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

A second course in educational statistics and data analysis. Emphasis is on using and interpreting multiple regression, loglinear models, and the analysis of variance for a variety of data sets and with a variety of analytic objectives. Must be taken concurrently with the computer laboratory Education 275L.

Data Analysis in Educational Research II: Read More [ + ]

### Rules & Requirements

**Prerequisites:** 293A and 293L or equivalent recommended or consent of instructor

### Hours & Format

**Fall and/or spring:** 15 weeks - 4 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Formerly known as:** Educational Psychology 209B

Data Analysis in Educational Research II: Read Less [ - ]

## EDUC 275G Hierarchical and Longitudinal Modeling 5 Units

Terms offered: Fall 2023, Fall 2022, Fall 2021

The course introduces hierarchical linear and generalized linear models for longitudinal or clustered data. Such models are important in education research where longitudinal development such as learning is of interest and where students are clustered in classes or schools. Other examples of clustering are people nested in neighborhoods, hospitals, or firms. Students will practice formulating and estimating hierarchical models using either educational data sets provided or their own data sets.

Hierarchical and Longitudinal Modeling: Read More [ + ]

### Rules & Requirements

**Prerequisites:** Linear and logistic regression, 275B or equivalent

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture and 2 hours of laboratory per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Rabe-Hesketh

Hierarchical and Longitudinal Modeling: Read Less [ - ]

## EDUC 275H Research Group in Multilevel Modeling 1 or 2 Units

Terms offered: Spring 2024, Fall 2023, Spring 2023

Multilevel models are useful when the units of observation are grouped in clusters such as students in schools, patients in hospitals, or prisoners in prisons. The research group is for students who wish to analyze such data or who have an interest in the methodology. In each meeting, we will either discuss students' ongoing research projects, or a methodological topic of interest. Readings (papers, chapters, drafts of student projects) will be distributed a week in advance.

Research Group in Multilevel Modeling: Read More [ + ]

### Rules & Requirements

**Prerequisites:** Linear and logistic regression, equivalent to 275B

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 8 weeks - 2 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Rabe-Hesketh

Research Group in Multilevel Modeling: Read Less [ - ]

## EDUC 275L Educational Data Analysis Laboratory II 1 Unit

Terms offered: Spring 2024, Spring 2023, Spring 2022

Students use the program SYSTAT to do intermediate and advanced data analysis projects using a variety of educational data sets in conjunction with 275B. Assumes basic familiarity with the statistical program SYSTAT. Must be taken concurrently with 275B.

Educational Data Analysis Laboratory II: Read More [ + ]

### Rules & Requirements

**Prerequisites:** 293A and 293L recommended or equivalent

### Hours & Format

**Fall and/or spring:** 15 weeks - 2 hours of laboratory per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Rabe Hesketh

**Formerly known as:** 209L

Educational Data Analysis Laboratory II: Read Less [ - ]

## EDUC 276A Introduction to Program Evaluation 3 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

This course provides an introduction to the field of program evaluation ("programs" might be curriculum innovations, school reorganizations, teacher training reforms, instructional methods innovations, funding programs, or programs in the health or welfare areas). It will give an overview of issues of concern to practicing evaluators, researchers, program managers, and academics interested in field-based research. Those taking the course will be introduced to the history of the field, the basic concepts and intellectual disputes, the major methodological issues, and to some common "models" of how an evaluation ought to be conducted. Based on the understandings of the topics and issues discussed in this course, participants will be asked to conceptualize and design an evaluation in their area of personal and/or professional interests. The purpose of this exercise is for participants to develop skills for framing evaluation questions, designing, and describing an evaluation plan.

Introduction to Program Evaluation: Read More [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Newton

**Formerly known as:** 293C

Introduction to Program Evaluation: Read Less [-]

## EDUC 276C Practicum in Evaluation 2 - 4 Units

Terms offered: Spring 2015, Fall 2013, Spring 2013

For students involved in an evaluation or assessment project as graduate student researchers or part of a practicum or apprenticeship experience.

The purpose of this course is to integrate practical experiences with evaluation theory and research literatures relevant to specific evaluation questions or methods. Also provides additional instructional support to students using project data in courses, position papers, dissertations. Readings relate to evaluation topics (e.g., evaluation of professional development programs, use of student data to evaluate teaching) and discussions focus on design, methodology, and research questions of specific projects being conducted by the students.

Practicum in Evaluation: Read More [+]

### Rules & Requirements

**Prerequisites:** 293A, 293L

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 2 hours of seminar and 4-3 hours of laboratory per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Formerly known as:** 293F

Practicum in Evaluation: Read Less [-]

## EDUC 276D Theoretical Issues in Evaluation 3 Units

Terms offered: Spring 2013, Spring 2010, Spring 2008

In this seminar, we will engage in a critical examination of various scholars' theoretical perspectives on some of the fundamental issues in evaluation practice, understand why we should care about these issues and what theorists have to say, how theorists' perspectives reflect their disciplinary training, methodological preferences, and/or their personal evaluation experiences, and the extent to which their theoretical perspectives are or are not connected with evaluation practice.

Theoretical Issues in Evaluation: Read More [+]

### Rules & Requirements

**Prerequisites:** 276A

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Newton

Theoretical Issues in Evaluation: Read Less [-]

## EDUC 276E Research Design and Methods for Program and Policy Evaluation 3 Units

Terms offered: Spring 2011, Spring 2009, Spring 2005

This course, designed to graduate students with some prior training to quantitative research methods, will introduce students to a toolkit of methods to enable them to address issues related to "what works" in program and policy evaluation. In addition, the course intends to help students understand the assumptions implicit in each of these approaches. Topics include (1) validity, threats to validity, and causal inference framework; (2) randomized experiments and quasi-experiment designs (regression discontinuity and propensity score matching); (3) multilevel modeling technique used in multi-site evaluation and longitudinal intervention studies; (4) mixed-methods approach; (5) meta-analysis for synthesizing evaluation/empirical studies; and (6) power and sample size in designing new evaluation studies.

Research Design and Methods for Program and Policy Evaluation: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** 276A or consent of instructor

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Newton

Research Design and Methods for Program and Policy Evaluation: Read Less [\[-\]](#)

## EDUC 277A 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.

Leaders of System Transformation I: Read More [\[+\]](#)

### 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.

Leaders of System Transformation I: Read Less [\[-\]](#)

## 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.

Leaders of Systemic Transformation II: Read More [\[+\]](#)

### 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

Leaders of Systemic Transformation II: Read Less [\[-\]](#)

## 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.

Educational Equity I: Identity, Diversity and Belonging: Read More [\[+\]](#)

### 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

Educational Equity I: Identity, Diversity and Belonging: Read Less [\[-\]](#)

## 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. Excellence and Equity 2: The Dynamics of Improving Schools and Organizations: Read More [\[+\]](#)

### 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.

Excellence and Equity 2: The Dynamics of Improving Schools and Organizations: Read Less [\[-\]](#)

## 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.

Milestone 2: Mapping the Professional Knowledge Base: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Education 294E. Good standing in LEEP

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

**Summer:** 8 weeks - 6 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Mintrop

Milestone 2: Mapping the Professional Knowledge Base: Read Less [\[-\]](#)

## EDUC 278D Research Design and Methodology 3 Units

Terms offered: Spring 2023, Fall 2022, Spring 2016

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.

Research Design and Methodology: Read More [\[+\]](#)

### 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.

Research Design and Methodology: Read Less [\[-\]](#)

## EDUC 279A Resource Management 1 3 Units

Terms offered: Fall 2023, Fall 2011, Fall 2009

This course examines effective financial management practices for school system leaders. Presenting strategies from both business and educational perspectives, we challenge conventional practices across California. Areas of force include maximizing resources, planning around existing constraints, and accomplishing educational objectives through the financial application. The underlying assumption of the course is that informed financial leadership advances equity in public school organizations.

Resource Management 1: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to LEAD EdD

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

**Summer:** 8 weeks - 6 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructors:** Mahiri, Cazares

Resource Management 1: Read Less [\[-\]](#)

## EDUC 279B Resource Management 2 3 Units

Terms offered: Spring 2016, Summer 2013 8 Week Session, Summer 2012 8 Week Session

In general, the purpose of this course is to prepare a new generation of superintendents. This course will expand on the foundation laid in the Budgeting 1 class, which serves as a "bootcamp" for fundamental management skills and concepts used in business and nonprofit organizations. The topics covered will be more focused on developing knowledge and skills needed by superintendents and educational leaders in the present.

Resource Management 2: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** 279A or consent of instructor

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

**Summer:** 8 weeks - 6 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Gifford

Resource Management 2: Read Less [\[-\]](#)

## EDUC 280A Proseminar: Sociocultural Critique of Education 3 Units

Terms offered: Fall 2024, Fall 2023, Spring 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?

Proseminar: Sociocultural Critique of Education: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Leonardo

Proseminar: Sociocultural Critique of Education: Read Less [\[-\]](#)

## EDUC 280B Proseminar: Sociocultural Critique of Education 3 Units

Terms offered: Spring 2024, Fall 2022, Spring 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?

Proseminar: Sociocultural Critique of Education: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Leonardo

Proseminar: Sociocultural Critique of Education: Read Less [\[-\]](#)

## EDUC 280C Research Apprenticeship and Qualitative Methodology Seminar I 3 Units

Terms offered: Fall 2017, Fall 2016, Fall 2015

The emphasis in this course is on the practice of research. Each student, ordinarily in the second year of graduate study, develops a research project with a faculty mentor and carries it out under direction. At the same time, students work together in this seminar. Short written assignments during the first eight weeks result in a research proposal to be carried out by the end of the semester. Students spend about 50 hours on the field research.

Research Apprenticeship and Qualitative Methodology Seminar I: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** 280A or consent of instructor

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Shaiken

Research Apprenticeship and Qualitative Methodology Seminar I: Read Less [\[-\]](#)

## EDUC 280D Research Apprenticeship and Qualitative Methodology Seminar II 3 Units

Terms offered: Spring 2017, Spring 2016, Spring 2015

This is the second in a sequence of courses on the practice of research. In the first semester students work with faculty mentors and in the seminar to carry out a field research project. Continuing both apprenticeship and seminar, this semester is devoted to analyzing the field materials and preparing a paper on the research.

Research Apprenticeship and Qualitative Methodology Seminar II: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** 280C or consent of instructor

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Shaiken

Research Apprenticeship and Qualitative Methodology Seminar II: Read Less [\[-\]](#)

## EDUC 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.

Critical Race Theory, Education, & Society: Read More [\[+\]](#)

### 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

Critical Race Theory, Education, & Society: Read Less [\[-\]](#)

## EDUC 281A Race, Whiteness Studies and Education 3 Units

Terms offered: Spring 2023, Spring 2021, Spring 2019

Course is designed to introduce graduate students to the area of whiteness studies and how it has been taken up by scholars in education, the social sciences and humanities. It asks the student to assess what this innovation within race theory (as well as secondarily within other theories, such as class and gender analysis) produces in terms of knowledge and understanding of a general racial predicament.

Race, Whiteness Studies and Education: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Leonardo

Race, Whiteness Studies and Education: Read Less [\[-\]](#)

## EDUC 282 Introduction to Disciplined Inquiry 3 Units

Terms offered: Fall 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.

Introduction to Disciplined Inquiry: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Trujillo

Introduction to Disciplined Inquiry: Read Less [\[-\]](#)

## EDUC 283B Historical Perspectives on American Education 3 Units

Terms offered: Spring 2020, Spring 2017, Spring 2016

Public schooling today reflects a long evolution, producing an institution that embodies social inequalities as well as democratic aspirations. Politicians, teachers, school reformers, and others interested in education invoke elements of this history to justify their efforts. This course examines the relationship of the changing goals, organization, and practices of American schools to broader social, economic, political, and intellectual developments.

Historical Perspectives on American Education: Read More [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Perlstein

Historical Perspectives on American Education: Read Less [-]

## EDUC 283D Popular Education 3 Units

Terms offered: Spring 2010, Spring 2009, Spring 2008

The empowerment of adults through democratically structured cooperative study and action directed toward achieving more just and peaceful societies within a life-sustaining global environment. The historical development of theory and practice as well as the current state of this major international educational movement and its associated research model--participatory research--will be examined using case studies and theoretical works. Our principal method will be dialogue.

Popular Education: Read More [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 4 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Hurst

Popular Education: Read Less [-]

## EDUC 283F Urban Education 3 Units

Terms offered: Fall 2019, Fall 2018, Fall 2017

This course will explore the relationship between macroeconomic and political trends and public education in inner city schools. The impact of these larger societal phenomena upon drop-out rates, school climate, teacher morale, and academic achievement will be investigated through a combination of reading and field research in Oakland and Berkeley schools. An examination and evaluation of current proposals for reform of urban schools will also be included.

Urban Education: Read More [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

**Summer:** 6 weeks - 8 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Mahiri

Urban Education: Read Less [-]

## EDUC 284A Philosophy of Education 3 Units

Terms offered: Fall 2009, Fall 2005, Fall 2004

Philosophical analysis applied to current educational problems and key concepts.

Philosophy of Education: Read More [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Tredway

Philosophy of Education: Read Less [-]

## EDUC 285 Globalization and International Education 3 Units

Terms offered: Spring 2015, Fall 2012, Spring 2009

What is globalization? What are the implications of living in a "global world" for educational systems? In this course, we explore these questions by first examining various theoretical perspectives on globalization. We will then discuss several major developments associated with globalization that are affecting different levels of education (from primary to university) including the rise in accountability and testing, skills for the "knowledge" economy, and immigration. We will consider the role of international organizations such as the World Bank and the United Nations in shaping international policy and programs. We will also examine the role that the state, local communities, and non-governmental agencies play in providing and improving the quality of education. In the final part of the course, we examine topics including language policy, technology, and strategies to combat educational inequality. To explore these topics, we will read and discuss case studies from Asia, Africa, Latin America, and the United States to provide concrete examples of how global forces are changing the context and content of education internationally.

Globalization and International Education: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Murphy-Graham

Globalization and International Education: Read Less [\[-\]](#)

## EDUC C286 The Education of African-American Students 3 Units

Terms offered: Spring 2012, Fall 2010, Spring 2010

This seminar will examine a wide range of perspectives on the education of African American children and adolescents in the United States. Readings will support students in understanding some of the key issues and tensions in African American education and school achievement, including the roles that culture, identity, parents, families, and communities play in the education and schooling of African American students; systemic issues in educational improvement and the perpetuation of "achievement gaps"; and language and power.

The Education of African-American Students: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Suad-Bakari

**Also listed as:** AFRICAM C286

The Education of African-American Students: Read Less [\[-\]](#)

## EDUC 287 Race, Gender, and Immigration: Citizenship and Education 3 Units

Terms offered: Spring 2013, Spring 2012, Spring 2011

U.S. citizenship has been defined in racialized and gendered terms since the nation's founding. This course explores how those definitions have affected the historical development of U.S. public schooling, particularly the unequal educational opportunities available to racial minorities and women, and how they have affected American approaches to civic education.

Race, Gender, and Immigration: Citizenship and Education: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Garcia Bedolla

Race, Gender, and Immigration: Citizenship and Education: Read Less [\[-\]](#)

## EDUC 288 Intersectionality in Education Research 3 Units

Terms offered: Fall 2013, Fall 2012, Fall 2011

This course is designed to explore the theoretical and methodological questions raised by the concept of intersectionality - the idea that human beings possess multiple identities simultaneously. Most of the work in this area has been theoretical. This course acquaints students with that theoretical literature and helps them apply these theories in their empirical work. The goal is to provide students with the background necessary to incorporate intersectionality into their future research.

Intersectionality in Education Research: Read More [\[+\]](#)

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Garcia Bedolla

Intersectionality in Education Research: Read Less [\[-\]](#)

## EDUC 289 Comprehensive Health Education for Teachers 1 Unit

Terms offered: Spring 2024, Spring 2023, Spring 2022

This course addresses comprehensive school health education, including content areas of health instruction in the California Health Framework for teachers K-12, e.g., nutrition, communicable diseases, drug use and abuse, physical fitness, and community health services. For elementary teachers, the focus is on their responsibilities as primary health instructors. For secondary teachers, the focus is on their role as a member of a comprehensive health team with responsibility for providing adolescents with guidance on decision making regarding consumerism, environmental issues, drugs, and sex.

Comprehensive Health Education for Teachers: Read More [+]

### Rules & Requirements

**Prerequisites:** For students admitted to teacher education programs only

### Hours & Format

**Fall and/or spring:** 2 weeks - 7.5 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Offered for satisfactory/unsatisfactory grade only.

Comprehensive Health Education for Teachers: Read Less [-]

## EDUC W289 Comprehensive Health Education for Teachers 1 Unit

Terms offered: Fall 2015, Fall 2014, Fall 2013

This course addresses California's requirements for comprehensive school health education; finding and presenting reliable, trustworthy health information. Elementary teachers will focus on their responsibilities as primary health instructors. Secondary teachers will focus on the meaning and application of health education in their domain. Using a wiki online format the teachers will create one lesson plan, and a rubric for evaluating online health tools. This course is web-based.

Comprehensive Health Education for Teachers: Read More [+]

### Rules & Requirements

**Prerequisites:** For students admitted to teacher education programs only

### Hours & Format

**Fall and/or spring:** 5 weeks - 2 hours of web-based lecture and 2 hours of web-based discussion per week

**Online:** This is an online course.

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Formerly known as:** 289

Comprehensive Health Education for Teachers: Read Less [-]

## EDUC 290A Special Topics Seminars: Policy, Organization, Measurement, and Evaluation 1 - 4 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

Topics to vary from semester to semester and section to section.

Special Topics Seminars: Policy, Organization, Measurement, and

Evaluation: Read More [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1-4 hours of seminar per week

**Summer:** 8 weeks - 1.5-7.5 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Special Topics Seminars: Policy, Organization, Measurement, and

Evaluation: Read Less [-]

## EDUC 290B Special Topics Seminars: Education in Language, Literacy, and Culture 1 - 4 Units

Terms offered: Spring 2024, Spring 2023, Fall 2022

Topics to vary from semester to semester and section to section.

Special Topics Seminars: Education in Language, Literacy, and Culture:

Read More [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1-4 hours of seminar per week

### Summer:

6 weeks - 2.5-10 hours of seminar per week

8 weeks - 2-7.5 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Special Topics Seminars: Education in Language, Literacy, and Culture:

Read Less [-]

## EDUC 290C Special Topics Seminars: Cognition and Development 1 - 4 Units

Terms offered: Spring 2024, Spring 2022, Fall 2021

Topics to vary from semester to semester and section to section.

Special Topics Seminars: Cognition and Development: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1-4 hours of seminar per week

### Summer:

8 weeks - 2-7.5 hours of seminar per week

10 weeks - 1.5-6 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Special Topics Seminars: Cognition and Development: Read Less [\[-\]](#)

## EDUC 290D Special Topics Seminars: Special Topic Seminar 1 - 4 Units

Terms offered: Fall 2009, Spring 2009, Fall 2008

Topics to vary from semester to semester and section to section.

Special Topics Seminars: Special Topic Seminar: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 15-60 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Special Topics Seminars: Special Topic Seminar: Read Less [\[-\]](#)

## EDUC 290E Special Topics Seminars: Special Topics Seminar 1 - 4 Units

Terms offered: Spring 2023, Spring 2016, Spring 2015

Topics to vary from semester to semester and section to section.

Special Topics Seminars: Special Topics Seminar: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 0 hours of seminar per week

**Summer:** 8 weeks - 1.5-7.5 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Special Topics Seminars: Special Topics Seminar: Read Less [\[-\]](#)

## EDUC 291 Purposes and Values in Urban Educational Leadership 3 Units

Terms offered: Summer 2003 10 Week Session

This course examines the relationships among multiple and often competing purposes of public education, dilemmas rooted in a history of persistent race- and class-linked inequities in American schools, and the possibilities and challenges of educational leadership. It highlights the pursuit of educational quality and equity in urban school systems as the organizing problem for educational leadership. Students will use research to analyze leadership practices to strengthen urban education.

Purposes and Values in Urban Educational Leadership: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the Joint Doctoral Program in Urban Educational Leadership

### Hours & Format

**Summer:** 8 weeks - 6 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Grubb

Purposes and Values in Urban Educational Leadership: Read Less [\[-\]](#)

## EDUC 291A The Educational System of the United States 3 Units

Terms offered: Fall 2012, Fall 2011, Fall 2009

Historical development and contemporary status of principal features of American schooling and major issues of policy and practice. The course will focus primarily upon public elementary and secondary schools. The course will stress relationships between education and other sectors of society.

The Educational System of the United States: Read More [+]

### Rules & Requirements

**Prerequisites:** Graduate standing

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture and 1 hour of discussion per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Grubb

The Educational System of the United States: Read Less [-]

## EDUC 293 Distributed Leadership in Multilayered Organizations 3 Units

Terms offered: 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.

Distributed Leadership in Multilayered Organizations: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to LEAD EdD program

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Green

Distributed Leadership in Multilayered Organizations: Read Less [-]

## EDUC 293A Data Analysis in Education Research 4 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

Introduces students to quantitative statistical methods for educational research. Emphasizes parameter estimation and hypothesis testing, in particular of group differences based on means, medians, proportions and correlation coefficients. Section 1 takes a conceptual and heuristic approach and includes a module on distribution free statistics. Section 2 takes an algebraic approach and includes a module on multiple regression. High school algebra is strongly recommended for section 2. Data Analysis in Education Research: Read More [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

### Hours & Format

**Fall and/or spring:** 15 weeks - 4 hours of lecture per week

**Summer:** 6 weeks - 10 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Data Analysis in Education Research: Read Less [-]

## EDUC 293L Educational Data Analysis Laboratory 1 Unit

Terms offered: Fall 2024, Fall 2023, Fall 2022

Exercises and computer programs are presented and discussed. Educational Data Analysis Laboratory: Read More [+]

### Rules & Requirements

**Prerequisites:** Must be taken concurrently with 293A

### Hours & Format

**Fall and/or spring:** 15 weeks - 2 hours of laboratory per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Educational Data Analysis Laboratory: Read Less [-]

## EDUC 293V Video-Analysis Seminar 1 - 3 Units

Terms offered: Spring 2018, Fall 2014, Spring 2013

This ongoing seminar is for anyone devoting a significant portion of a given semester to analyzing videotaped records as part of their research. Video-based data are now ubiquitous in educational research and this group is designed to help us all become more savvy at analyzing them. Strands of the seminar, each worth 1 unit of credit, are devoted to participating in video-analysis sessions, reading about video-analysis methods, and completing a paper on your own video-analysis project. Video-Analysis Seminar: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Graduate standing or consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1-3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Engle

Video-Analysis Seminar: Read Less [\[-\]](#)

## EDUC 294A Thesis Seminar: Policy, Organization, Measurement, and Evaluation (POME) 1 - 4 Units

Terms offered: Fall 2017, Fall 2016, Fall 2015

Recommended for M.A. students working on seminar papers or theses, and doctoral students preparing dissertation proposals. Topic varies with instructor.

Thesis Seminar: Policy, Organization, Measurement, and Evaluation (POME): Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar and 4 hours of independent study per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Formerly known as:** 294

Thesis Seminar: Policy, Organization, Measurement, and Evaluation (POME): Read Less [\[-\]](#)

## EDUC 294B Thesis Seminar--ELLC 1 - 6 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

Recommended for students working on seminar papers, qualifying papers, theses, and dissertation proposals in language and literacy studies. # Section 1: Recommended for Ed.D. students and M.A. students working on curriculum projects. # Section 2: Recommended for Ph.D. students and M.A. students working on research studies. Thesis Seminar--ELLC: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1-3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Formerly known as:** Education in Language and Literacy 294

Thesis Seminar--ELLC: Read Less [\[-\]](#)

## EDUC 294C Seminar on Formulation of Educational Research 1 - 4 Units

Terms offered: Spring 2012, Spring 2011, Spring 2010

Discussion of criteria for useful educational research. Emphasis is on applying these criteria while developing plans for research on topics of interest to the participants.

Seminar on Formulation of Educational Research: Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit up to a total of 8 units.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1-4 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Formerly known as:** Education in Mathematics, Science, and Technology 294

Seminar on Formulation of Educational Research: Read Less [\[-\]](#)

## EDUC 294E Thesis Seminar 1 - 4 Units

Terms offered: Spring 2018, Fall 2017, Spring 2017

Recommended for M.A. students working on seminar papers or theses, and doctoral students preparing dissertation proposals.

Thesis Seminar: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Good standing in the LEEP

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3-12 hours of discussion per week

**Summer:** 8 weeks - 5.5-22.5 hours of discussion per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Formerly known as:** Educational Psychology 294E

Thesis Seminar: Read Less [\[-\]](#)

## EDUC 295B Technology, Computing, and Data in Classrooms 3 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

This course explores the affordances and constraints of digital technologies in classrooms, especially emergent issues with computing and digital data. Particularly, students will examine the equity contexts, consequences, and possibilities of digital technologies in classrooms. Students will construct a technology portfolio and prepare guiding principles for use in their first year of teaching.

Technology, Computing, and Data in Classrooms: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the BE3 program

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructors:** Thomas, Wilkerson

**Formerly known as:** Education in Mathematics, Science, and Technology 291B

Technology, Computing, and Data in Classrooms: Read Less [\[-\]](#)

## EDUC 295C Integrating Technology into Secondary English Instruction 4 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

This course will cover (a) basic skills in using computer hardware and software, (b) knowledge of the legal and ethical issues surrounding the use of computers in classroom instruction, (c) communicating through a variety of electronic media, (d) designing, adapting, and using lessons to promote information literacy for lifelong learning, (e) optimizing lessons based upon the technological resources available in the classroom or school setting. (f) contributing to planning the use of technological resources in the school setting.

Integrating Technology into Secondary English Instruction: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission into the MUSE Credential/MA Program

### Hours & Format

**Fall and/or spring:** 15 weeks - 3.5 hours of lecture and .5 hours of laboratory per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Integrating Technology into Secondary English Instruction: Read Less [\[-\]](#)

## EDUC 296A Governance and Strategic Planning 3 Units

Terms offered: Not yet offered

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.

Governance and Strategic Planning: Read More [\[+\]](#)

### 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

Governance and Strategic Planning: Read Less [\[-\]](#)

## EDUC 297 Design Principles for Disenfranchised Communities 3 Units

Terms offered: Prior to 2007

Public school systems are organized not by best practice, but by historical evolution. In this course, we ask a simple question, "What if we instead designed school systems with the needs of students furthest from opportunity?" We begin by charting the existing landscape within complex school systems. Through our inquiry, we identify organizational factors that can be leveraged to reshape these existing systems to produce student outcomes that are in line with students' full potential.

Design Principles for Disenfranchised Communities: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to LEAD EdD program

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructors:** Green, Rosenthal

Design Principles for Disenfranchised Communities: Read Less [-]

## EDUC 297A Leading Systems In and Through Crisis 3 Units

Terms offered: Prior to 2007

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.

Leading Systems In and Through Crisis: Read More [+]

### 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

Leading Systems In and Through Crisis: Read Less [-]

## 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.

Group Study for Graduate Students--POME: Read More [+]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1-5 hours of lecture per week

**Summer:** 6 weeks - 2.5-12 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Offered for satisfactory/unsatisfactory grade only.

Group Study for Graduate Students--POME: Read Less [-]

## EDUC 298B Group Study for Graduate Students--LLSC 1 - 3 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

Research on special problems and topics not covered by courses or seminars.

Group Study for Graduate Students--LLSC: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit when topic changes.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1-3 hours of lecture per week

#### Summer:

6 weeks - 2.5-7.5 hours of lecture per week

8 weeks - 1.5-5.5 hours of lecture per week

10 weeks - 1.5-4.5 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** The grading option will be decided by the instructor when the class is offered.

**Formerly known as:** Education in Language and Literacy 298

Group Study for Graduate Students--LLSC: Read Less [\[-\]](#)

## EDUC 298C Group Studies, Seminars, or Group Research--DCEMST 1 - 4 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

Advanced group study in education. Topics vary from semester to semester. May consist of organized lectures or seminar discussions, related chiefly to the research area in which the group is working.

Group Studies, Seminars, or Group Research--DCEMST: Read More [\[+\]](#)

### 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

Group Studies, Seminars, or Group Research--DCEMST: Read Less [\[-\]](#)

## EDUC 298E Group Study and Research 1 - 6 Units

Terms offered: Spring 2022, Spring 2014, Spring 2013

Group study and research on special problems and topics.

Group Study and Research: Read More [\[+\]](#)

### 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

Group Study and Research: Read Less [\[-\]](#)

## EDUC 299 Special Study and Research 1 - 12 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

Special study or research under direction of a faculty member. One unit of credit for every four hours of conference and independent research time per week.

Special Study and Research: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 0 hours of independent study per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Offered for satisfactory/unsatisfactory grade only.

Special Study and Research: Read Less [\[-\]](#)

## EDUC N299 Special Study and Research 1 - 6 Units

Terms offered: Summer 2016 10 Week Session, Summer 2015 10 Week Session, Summer 2013 10 Week Session

Special study or research under direction of a faculty member. One unit of credit for every 8 hours of conference and independent research time per week.

Special Study and Research: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Summer:** 8 weeks - 1-6 hours of independent study per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Offered for satisfactory/unsatisfactory grade only.

Special Study and Research: Read Less [\[-\]](#)

## EDUC 301A The Teaching of Writing 4 Units

Terms offered: Summer 1996 10 Week Session

A study of recent research and trends in the teaching of composition in secondary schools. In this class, teacher participants are trained to be Bay Area Writing Project (BAWP) Teacher/Consultants who conduct workshops in schools and districts.

The Teaching of Writing: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** 301B or equivalent. Enrollment limited to educators invited to participate in BAWP Consultant Training Program

### Hours & Format

**Summer:**

5 weeks - 24 hours of lecture per week

6 weeks - 7.5 hours of lecture per week

8 weeks - 7.5 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Letter grade.

**Instructor:** Smith

The Teaching of Writing: Read Less [\[-\]](#)

## EDUC 305 California Literature Project Seminar 3 Units

Terms offered: Prior to 2007

This workshop/seminar introduces teachers to literature-based, student-centered literacy instruction. The course is designed to help K-12 teachers apply the California English/Language Arts Framework, the K-8 Model Curriculum Guidelines, and the 9-12 Model Curriculum Standards. Participants will develop a literature-based curriculum plan for their own classrooms.

California Literature Project Seminar: Read More [\[+\]](#)

### Hours & Format

**Summer:** 2 weeks - 30 hours of workshop per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Letter grade.

**Formerly known as:** Summer Program for Educators 305

California Literature Project Seminar: Read Less [\[-\]](#)

## EDUC 313A Practicum in School Psychology: Elementary School Settings and Students 1 Unit

Terms offered: Fall 2024, Fall 2023, Fall 2022

This course provides supervision and evaluation of student performance in the school-based practicum assignment, "Elementary School Settings and Students", which is a requirement of EDUC 213A.

Practicum in School Psychology: Elementary School Settings and Students: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of discussion per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Instructor:** Ojeda-Beck

Practicum in School Psychology: Elementary School Settings and Students: Read Less [\[-\]](#)

## EDUC 313B Practicum in School Psychology: Secondary School Settings and Students 1 Unit

Terms offered: Spring 2024, Spring 2023, Spring 2022

This course provides supervision and evaluation of student performance in the school-based practicum assignment, "Secondary School Settings and Students", which is a requirement of EDUC 213B.

Practicum in School Psychology: Secondary School Settings and Students: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of discussion per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Instructor:** Ojeda-Beck

Practicum in School Psychology: Secondary School Settings and Students: [Read Less](#) [-]

## EDUC 313C Practicum in School Psychology: Teacher Consultation and Systems Level Support 1 Unit

Terms offered: Fall 2024, Fall 2023, Fall 2022

This course provides supervision and evaluation of student performance in the school-based practicum assignment, "Teacher Consultation and Systems Level Support", which is a requirement of EDUC 213C.

Practicum in School Psychology: Teacher Consultation and Systems Level Support: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of discussion per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Instructor:** Payson Hays

Practicum in School Psychology: Teacher Consultation and Systems Level Support: [Read Less](#) [-]

## EDUC 313D Practicum in School Psychology: Academic, Behavioral and SEL Interventions 1 Unit

Terms offered: Spring 2024, Spring 2023, Spring 2022

This course provides supervision and evaluation of student performance in the school-based practicum assignment, "Academic, Behavioral and SEL Interventions", which is a requirement of EDUC 213D.

Practicum in School Psychology: Academic, Behavioral and SEL Interventions: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of discussion per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Instructor:** Payson Hays

Practicum in School Psychology: Academic, Behavioral and SEL Interventions: [Read Less](#) [-]

## EDUC 313E Practicum in School Psychology: Psychological Assessment 1 Unit

Terms offered: Fall 2024, Spring 2024, Spring 2023

This course provides supervision and evaluation of student performance in the clinic-based practicum assignment, "Psychological Assessment", which is a requirement of EDUC 210.

Practicum in School Psychology: Psychological Assessment: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of discussion per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Instructor:** Crovetti

Practicum in School Psychology: Psychological Assessment: [Read Less](#) [-]

## EDUC 313F Practicum in School Psychology: Mental Health Intervention I 1 Unit

Terms offered: Fall 2024, Fall 2023, Fall 2022

This course provides supervision and evaluation of student performance in the field-based practicum assignment in a community-based agency, "Mental Health Interventions I", which is a requirement of EDUC 413A. Practicum in School Psychology: Mental Health Intervention I: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of discussion per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Instructor:** Payson Hays

Practicum in School Psychology: Mental Health Intervention I: Read Less [\[-\]](#)

## EDUC 313G Practicum in School Psychology: Mental Health Intervention II 1 Unit

Terms offered: Spring 2024, Spring 2023, Spring 2022

This course provides supervision and evaluation of student performance in the field-based practicum assignment in a community-based agency, "Mental Health Interventions II", which is a requirement of EDUC 413B. Practicum in School Psychology: Mental Health Intervention II: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of discussion per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Instructor:** Payson Hays

Practicum in School Psychology: Mental Health Intervention II: Read Less [\[-\]](#)

## EDUC 313H Internship in School Psychology I 2 - 7 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

This course provides supervision and evaluation of student performance in the first semester of their school-based Internship, which is a program requirement.

Internship in School Psychology I: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 2-7 hours of discussion per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Instructor:** Worrell

Internship in School Psychology I: Read Less [\[-\]](#)

## EDUC 313I Internship in School Psychology II 2 - 7 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

This course provides supervision and evaluation of students performance in the final semester of their School Psychology Internship, which is a program requirement.

Internship in School Psychology II: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**Repeat rules:** Course may be repeated for credit with instructor consent.

### Hours & Format

**Fall and/or spring:** 15 weeks - 2-7 hours of discussion per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Instructor:** Worrell

Internship in School Psychology II: Read Less [\[-\]](#)

## EDUC 375 The Art Of Teaching 1 - 6 Units

Terms offered: Fall 2024, Spring 2024, Fall 2022

Consultation and analysis for teaching assistants.

The Art Of Teaching: Read More [ + ]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1-6 hours of seminar per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

**Instructor:** Hull

The Art Of Teaching: Read Less [ - ]

## EDUC 390A Supervised Teaching for Secondary English 7 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

Twenty-four to twenty-eight hours of supervised teaching in public school classrooms and one hour of lecture per week. Sequence begins with the fall semester.

Supervised Teaching for Secondary English: Read More [ + ]

### Rules & Requirements

**Prerequisites:** Admission to a teaching credential program

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of lecture and 24-28 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Letter grade.

**Instructor:** Cziko

**Formerly known as:** Education in Language and Literacy 390A-390B

Supervised Teaching for Secondary English: Read Less [ - ]

## EDUC 390B Supervised Teaching for Secondary English 8 Units

Terms offered: Spring 2019, Spring 2018, Spring 2017

Twenty-four to twenty-eight hours of supervised teaching in public school classrooms and one hour of lecture per week. Sequence begins with the fall semester.

Supervised Teaching for Secondary English: Read More [ + ]

### Rules & Requirements

**Prerequisites:** Admission to a teaching credential program

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of lecture and 24-28 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Letter grade.

**Instructor:** Cziko

Supervised Teaching for Secondary English: Read Less [ - ]

## EDUC 390C Supervised Teaching Seminar 8 Units

Terms offered: Spring 2024, Spring 2023, Fall 2022

Fieldwork for teaching credential. Supervised teaching may begin with the opening of the public schools in the fall and extend through the spring semester.

Supervised Teaching Seminar: Read More [ + ]

### Rules & Requirements

**Prerequisites:** Admission to 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:** Wetzel de Cediell

**Formerly known as:** Educational Psychology 390

Supervised Teaching Seminar: Read Less [ - ]

## EDUC 390D Supervised Teaching in Mathematics and Science for Secondary Schools 2 - 6 Units

Terms offered: Spring 2019, Fall 2018, Spring 2018

Fieldwork for teaching credential. Supervised teaching may begin with the opening of the public schools in the fall and extend through the spring semester.

Supervised Teaching in Mathematics and Science for Secondary Schools: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to credential program

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 2 hours of lecture and 2-10 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Letter grade.

**Instructor:** Zimmerlin

**Formerly known as:** Education in Mathematics, Science, and Technology 390

Supervised Teaching in Mathematics and Science for Secondary Schools: [Read Less](#) [-]

## EDUC 391A Technology, Curriculum, and Instruction 1 Unit

Terms offered: Spring 2018, Spring 2017, Spring 2016

Meets level 1 technology for the California Multiple Subject Credential. Introduction to basic computer skills and applications.

Technology, Curriculum, and Instruction: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the Developmental Teacher Education Program

### Hours & Format

**Fall and/or spring:** 4 weeks - 4 hours of lecture and 8 hours of laboratory per week

**Summer:** 8 weeks - 2 hours of lecture and 4 hours of laboratory per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Letter grade.

**Instructor:** Eslinger

Technology, Curriculum, and Instruction: [Read Less](#) [-]

## EDUC 392 Transformative Arts Integration 1 - 3 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

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.

Transformative Arts Integration: [Read More](#) [+]

### 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

Transformative Arts Integration: [Read Less](#) [-]

## 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.

Arts Integration in K-12 Classrooms: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to BE3 Education Program

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Summer:** 8 weeks - 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

Arts Integration in K-12 Classrooms: [Read Less](#) [-]

## EDUC 393 Preparation for Completion of the California TPA 1 Unit

Terms offered: Spring 2024, Spring 2023, Spring 2022

This course is designed to support candidates as they prepare for and complete the Elementary Mathematics Performance Assessment for CA teachers (PACT). The PACT is required for all credential candidates prior to recommendation for credentialing as designated by the state of California. Candidates will become familiar with the requirements for the PACT, begin planning their teaching event, view, share, and critique "work in progress," read and respond to relevant articles, review guidelines for preparing video records of teaching practice, and design scoring criteria for assessing student work.

Preparation for Completion of the California TPA: Read More [+]

### Rules & Requirements

**Prerequisites:** Completion of required first year course work and field placements in the Developmental Teacher Education Program

### Hours & Format

**Fall and/or spring:** 15 weeks - 1.5 hours of lecture and 2 hours of discussion per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

Preparation for Completion of the California TPA: Read Less [-]

## EDUC 399 Special Study for Educators 1 - 4 Units

Terms offered: Summer 1996 10 Week Session, Summer 1995 10 Week Session

Special study of professional topics under direction of a faculty member. One unit of credit for ever 7 hours of consultation and special study per week.

Special Study for Educators: Read More [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

#### Summer:

5 weeks - 1-4 hours of independent study per week

6 weeks - 1-5 hours of independent study per week

8 weeks - 1-4 hours of independent study per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Offered for satisfactory/unsatisfactory grade only.

Special Study for Educators: Read Less [-]

## EDUC 399S Special Study for Educators 1 - 4 Units

Terms offered: Summer 1992 10 Week Session

Special study of professional topics under direction of a faculty member. One unit of credit for ever 7 hours of consultation and special study per week.

Special Study for Educators: Read More [+]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Summer:** 8 weeks - 0 hours of independent study per week

### Additional Details

**Subject/Course Level:** Education/Professional course for teachers or prospective teachers

**Grading:** Letter grade.

Special Study for Educators: Read Less [-]

## EDUC 413A Evidence-Based Mental Health Interventions for Children and Adolescents: Part I 2 - 7 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

This first seminar in a 2 seminar series is completed concurrently with a part-time advanced practicum placement in a mental health setting (school, clinic, or hospital). Students will learn evidence-based interventions for children and adolescents with various mental health issues. Through readings, lecture, discussion, case vignettes, videos and role plays, students will then be introduced to specific treatment modalities and how each may be applied in the treatment of specific disorders.

Evidence-Based Mental Health Interventions for Children and Adolescents: Part I: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 2-7 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Other professional

**Grading:** Letter grade.

**Instructor:** Payson Hays

Evidence-Based Mental Health Interventions for Children and Adolescents: Part I: Read Less [-]

## EDUC 413B Evidence-Based Mental Health Interventions for Children and Adolescents: Part 2 2 - 7 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

This second in a 2-series seminar is completed concurrently with a part-time advanced practicum placement in a mental health setting (school, clinic, or hospital). Students will learn evidence-based interventions for children and adolescents with various mental health issues. Through readings, lecture, discussion, case vignettes, videos and role plays, students will then be introduced to specific treatment modalities and how each may be applied in the treatment of specific disorders.

Evidence-Based Mental Health Interventions for Children and Adolescents: Part 2: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 4-16 hours of internship per week

### Additional Details

**Subject/Course Level:** Education/Other professional

**Grading:** Letter grade.

**Instructor:** Payson Hays

Evidence-Based Mental Health Interventions for Children and Adolescents: Part 2: Read Less [-]

## EDUC 413C School-Based Internship in School Psychology 2 - 8 Units

Terms offered: Fall 2019, Fall 2018, Fall 2017

Supervised assignment to a school district in the capacity of school psychologist.

School-Based Internship in School Psychology: Read More [+]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 2-8 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Other professional

**Grading:** Letter grade.

**Instructor:** Yabrove

School-Based Internship in School Psychology: Read Less [-]

## EDUC 413D School-Based Internship in School Psychology 2 - 8 Units

Terms offered: Spring 2020, Spring 2019, Spring 2018

Supervised assignment to a school district in capacity of school psychologist.

School-Based Internship in School Psychology: Read More [+]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 4-20 hours of internship per week

### Additional Details

**Subject/Course Level:** Education/Other professional

**Grading:** Letter grade.

School-Based Internship in School Psychology: Read Less [-]

## EDUC 413L Consultation for School Psychology Students 1 Unit

Terms offered: Fall 2024, Spring 2024, Fall 2023

Consultation for School Psychology Students: Read More [+]

### Rules & Requirements

**Prerequisites:** Must be taken concurrently with 213C-213D and 413C-413D

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of independent study and 6 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Other professional

**Grading:** Offered for satisfactory/unsatisfactory grade only.

Consultation for School Psychology Students: Read Less [-]

## EDUC 460A Practicum in School Site Management I 1 - 4 Units

Terms offered: Fall 2024, Summer 2024 8 Week Session, Spring 2024  
Supervised field experience, conferences, and colloquium.

Practicum in School Site Management I: [Read More](#) [+]

### 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.

Practicum in School Site Management I: [Read Less](#) [-]

## EDUC 460B Practicum in School Site Management 1 or 2 Units

Terms offered: Spring 2019, Spring 2018, Fall 2017  
Supervised field experience, conferences, and colloquium.

Practicum in School Site Management: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** 460B

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 3-6 hours of fieldwork per week

**Summer:** 6 weeks - 7.5-15.5 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Other professional

**Grading:** Letter grade.

Practicum in School Site Management: [Read Less](#) [-]

## EDUC 460C Research Practicum in Administration 1 - 3 Units

Terms offered: Spring 2019, Summer 2018 8 Week Session, Spring 2018  
During the fall semester, students complete 294A in which the preliminary Leadership Action Research Project is designed - a summative assessment for the Principal Leadership Institute and the MA program at Berkeley. Through the LARP process, students engage in a cycle of inquiry about a problem or concern that matters to their overall leadership agenda and creates more equitable spaces in urban schools. In this course, students solidify the design of their LARP, take leadership action to implement their action plan, reflect on the action plan, revise the action plan - and make changes as appropriate - thus, engaging actively in the cycle of inquiry.

Research Practicum in Administration: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** 294A

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 1 hour of lecture and 3-6 hours of fieldwork per week

### Summer:

6 weeks - 2.5 hours of lecture and 7.5-15 hours of fieldwork per week

8 weeks - 2 hours of lecture and 6-12 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Other professional

**Grading:** Letter grade.

**Instructor:** Cheung

Research Practicum in Administration: [Read Less](#) [-]

## EDUC 470A Residency: Leaders for Equity and Democracy 1 - 3 Units

Terms offered: Fall 2024, Spring 2024, Fall 2023

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.

Residency: Leaders for Equity and Democracy: Read More [+]

### 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.

Residency: Leaders for Equity and Democracy: Read Less [-]

## EDUC 470B Residency: Excellence and Equity and Systemic Reform 3 Units

Terms offered: Summer 2011 10 Week Session, Summer 2009 10 Week Session, Spring 2009

Students will meet weekly for one hour with a residency adviser at one of the following campuses: San Francisco State University; California State University, East Bay; or San Jose State University. The residency will require six hours weekly at a school district site to conduct research on curriculum, instruction, assessment, and professional development topics selected by students in conjunction with their faculty counselors and residency advisers in collaboration with the district consultant. An additional two hours weekly will be dedicated to preparation of case study materials from the residency assignment. Students will be expected to present the results of their residency research to the faculty and students of the Joint Doctoral Program.

Residency: Excellence and Equity and Systemic Reform: Read More [+]

### Rules & Requirements

**Prerequisites:** 470A, Good standing in LEEP

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 2 hours of lecture and 3 hours of fieldwork per week

**Summer:** 8 weeks - 4 hours of lecture and 6 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Other professional

**Grading:** Letter grade.

**Instructor:** Mintrop

Residency: Excellence and Equity and Systemic Reform: Read Less [-]

## EDUC 470C Residency: Decision Making and Resource Management 3 Units

Terms offered: Summer 2012 10 Week Session, Summer 2012 8 Week Session, Summer 2010 10 Week Session

Residencies are a central part of the LEEP curriculum. The goals of the residencies are to give students a first-hand experience of the workings of district or system level administration and encourage them to conduct systematic inquiries in this setting; help them make the transition from school-based actors to district-based actors with an appreciation for systemic and political aspects of that role; anchor theoretical knowledge acquired in campus-based seminars in the practice of management and leadership; and prepare for their dissertation projects.

Residency: Decision Making and Resource Management: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** 470A, Good standing in LEEP

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

**Fall and/or spring:** 15 weeks - 2 hours of lecture and 3 hours of fieldwork per week

**Summer:** 8 weeks - 4 hours of lecture and 6 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Other professional

**Grading:** Letter grade.

**Instructor:** Coburn

Residency: Decision Making and Resource Management: Read Less [\[-\]](#)

## EDUC 601 Individual Study for Master's Students 1 - 8 Units

Terms offered: Spring 2015, Spring 2014, Spring 2013

Individual study for the master's examination in consultation with a faculty adviser. One unit of credit for each four hours of conference and independent research per week.

Individual Study for Master's Students: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Credit Restrictions:** Course does not satisfy unit or residence requirements for master's degree.

**Repeat rules:** Course may be repeated for credit up to a total of 16 units.

### Hours & Format

**Fall and/or spring:** 15 weeks - 0 hours of independent study per week

### Additional Details

**Subject/Course Level:** Education/Graduate examination preparation

**Grading:** Offered for satisfactory/unsatisfactory grade only.

Individual Study for Master's Students: Read Less [\[-\]](#)

## EDUC 602 Individual Study for Doctoral Students 1 - 8 Units

Terms offered: Spring 2009, Fall 2008, Spring 2008

Individual study in preparation for the doctoral qualifying examination. One unit of credit for each four hours of conference and independent research per week.

Individual Study for Doctoral Students: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Credit Restrictions:** Course does not satisfy unit or residence requirements for doctoral degree.

**Repeat rules:** Course may be repeated for credit up to a total of 16 units.

### Hours & Format

**Fall and/or spring:** 15 weeks - 0 hours of independent study per week

### Additional Details

**Subject/Course Level:** Education/Graduate examination preparation

**Grading:** Offered for satisfactory/unsatisfactory grade only.

Individual Study for Doctoral Students: Read Less [\[-\]](#)