

Education (EDUC)

Courses

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.

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.

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.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Formerly known as: 40AC taken before fall 2004

EDUC 39A Freshman/Sophomore Seminar: Applying the Universal Design Paradigm to Enhance Educational Access 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.

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.

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.

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

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.

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.

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.

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

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.

Hours & Format

Summer:

6 weeks - 7.5 hours of lecture per week

8 weeks - 5.5-6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

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

EDUC 42 The Ecology of School Improvement 3 Units

Terms offered: Summer 2025 Second 6 Week Session

The course explores the many organizations outside schools that affect education, investigates the benefits and risks of these organizations, highlights their potential contribution to social transformation, and provides opportunities for students to explore careers in education beyond teaching in schools.

Hours & Format

Summer: 6 weeks - 6 hours of lecture and 1.5 hours of discussion per week

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Trinidad

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.

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

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.

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

EDUC 53 Neurodiversity: Scholarship, Politics, and Culture 3 Units

Terms offered: Fall 2025

This class offers an in-depth exploration of the concepts of neurodiversity and neurodivergence, terms initially developed by autistic activists and self-advocates these concepts challenge traditional medical and psychological perspectives by advocating for a more inclusive understanding of neurological, mental, and cognitive differences. Throughout the course, we will delve into how neurodiversity seeks to depathologize conditions like autism, ADHD, dyslexia, and other neurodivergent ways of being, framing them instead as natural variations in human experience.

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/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: Sterponi

EDUC 58 Social Emotional Learning (SEL) in Education: Foundations, Practice, and Policy 3 Units

Terms offered: Summer 2025 Second 6 Week Session

This course explores Social Emotional Learning (SEL) within educational contexts and examines: (a) the historical underpinnings of SEL and its critical role in supporting students and fostering meaningful relationships in schools (b); SEL programming across educational settings and strategies for effective assessment of SEL skills and practices; (c) approaches for implementing SEL and integrating it into broader systems; and (d) future trends, international perspectives, and implications of SEL in creating equitable, inclusive, and supportive learning environments.

Hours & Format

Summer: 6 weeks - 2 hours of lecture and 1 hour of discussion per week

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Worrell

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.

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

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.

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

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.

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.

EDUC 98 Directed Group Study 1 - 4 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024

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.

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.

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.

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.

Rules & Requirements

Prerequisites: Background in psychology. Consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Gearhart

EDUC 114A Early Development and Education 4 Units

Terms offered: Fall 2025, Spring 2025, Spring 2019

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Holloway

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

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.

Rules & Requirements

Prerequisites: 114A recommended

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

EDUC 120 Language and Social Justice in Education 4 Units

Terms offered: Fall 2025

This course, held in seminar format, offers an introduction to current frameworks for studying social justice. It will provide students with the tools for engaging concretely in language and social justice work in/ for education. Class discussion and a variety of writing activities will be geared towards supporting students in the development, planning, and engagement of projects with the goal of advancing educational equity and social justice. Ideally suited for junior and senior class standing, class time will be devoted to writing activities, reviewing proposal writing, and project development that can support students' individual or collaborative projects.

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-López

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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.

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

EDUC 130 Knowing and Learning in Mathematics and Science 3 Units

Terms offered: Fall 2025, Summer 2025 8 Week Session, Spring 2025

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

Rules & Requirements

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

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

Hours & Format

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

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Abrahamson

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

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.

Rules & Requirements

Prerequisites: Education 130

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Nasir

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

Rules & Requirements

Prerequisites: Education 130

Requirements this course satisfies: Satisfies the American Cultures requirement

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Poon

EDUC 132 Language Learning in Chicanx/Latinx Communities 4 Units

Terms offered: Spring 2025, 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.

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

EDUC 134 Applied Early Developmental Psychology 3 Units

Terms offered: Summer 2025 First 6 Week Session

This lecture and small group activity course will examine the development of young children—from the prenatal period to age 8—in the varied contexts in which development occurs. The course is designed to introduce the basic theories and the research approaches that have been used to develop them. We will also explore how the contexts, the influences of environments in which children are growing and living, affect their development and our understanding of children. We will discuss how this understanding may be different, depending on whether one has studied psychology, neuroscience, education, social welfare, public health, or public policy, and how each contributes to our deeper understanding of children's healthy development.

Rules & Requirements

Prerequisites: Prioritizing ED&LS Summer-Only Minor Students

Credit Restrictions: Students will receive no credit for EDUC 134 after completing PSYCH S142, or PSYCH S142X. A deficient grade in EDUC 134 may be removed by taking PSYCH S142, or PSYCH S142X.

Hours & Format

Summer:

6 weeks - 8 hours of seminar per week

12 weeks - 4 hours of seminar 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.).

Formerly known as: Psychology 142

EDUC 135 Early Development & Learning Science Core Seminar 3 Units

Terms offered: Summer 2025 Second 6 Week Session

This course serves as the foundation to the Early Development & Learning Science minor. It will help students understand how best to promote children's robust early development and learning, integrating a variety of different perspectives. A wide range of approaches, representing different disciplines—education neuroscience, psychology, public health, public policy, and social work—will be presented by visiting lecturers to impart key aspects of supporting young children. Each perspective is necessary to understand and integrate with the others to most effectively address the complex problems facing young children and their families today.

Rules & Requirements

Prerequisites: Prioritizing ED&LS Summer-Only Minor Students

Hours & Format

Summer:

6 weeks - 7.5 hours of seminar per week

12 weeks - 4 hours of seminar per week

Additional Details

Subject/Course Level: Education/Undergraduate

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

Formerly known as: Psychology 149

EDUC 135A The Developing Child Practicum: Linking Research and Practice 3 Units

Terms offered: Summer 2025 First 6 Week Session

A new seminar and fieldwork course designed to increase participants' knowledge of interdisciplinary, developmental science and how it applies to interdisciplinary practices when working with or on behalf of children ages 0-8. Participants will learn how to apply and integrate current research findings through hands-on experiences provided through their fieldwork placements. They will learn how to engage in more effective, research-informed interactions with children. The focus is on professional growth, including how to develop a interdisciplinary approach to working with or on behalf of children and their families.

Objectives & Outcomes

Course Objectives: Participants will (further) develop their skills in facilitating Social and Emotional Support, Well-Organized Classrooms, Instructional Interactions. The course is grouped into five modules using these three areas as focal points. Each class meeting will give students the opportunity to know, see, do, and reflect, as the core components of effective and intentional interactions with young children.

Rules & Requirements

Prerequisites: Prioritizing ED&LS Summer-Only Minor Students 1) Sign up for a weekly 5-hour practicum placement 2) Provide copies of records verifying: - Tuberculosis (TB) clearance - Measles, Mumps, and Rubella Immunization (MMR) - Pertussis/Whooping Cough Immunization - Influenza (Flu) Vaccination or a signed opt-out statement

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar and 4 hours of fieldwork per week

Summer:

6 weeks - 7.5 hours of seminar and 10 hours of fieldwork per week

12 weeks - 4 hours of seminar and 5 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Undergraduate

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

Formerly known as: Psychology 149A

EDUC 135B Contexts of Early Development 3 Units

Terms offered: Summer 2025 First 6 Week Session

This seminar will examine the developmental context of young children—from the prenatal period to age 8. The course is designed to introduce research on how individual, family, pre-/school, community, and digital media contexts influence children's development and learning. We will discuss how this understanding may be different, depending on whether one has studied psychology, neuroscience, education, social welfare, public health, or public policy, and how each contributes to our deeper understanding of children's healthy development.

Rules & Requirements

Prerequisites: Prioritizing ED&LS Summer-Only Minor Students

Hours & Format

Summer:

6 weeks - 7.5 hours of seminar per week

12 weeks - 4 hours of seminar per week

Additional Details

Subject/Course Level: Education/Undergraduate

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

Formerly known as: Psychology 149B

EDUC 135D Early Childhood Policy 3 Units

Terms offered: Summer 2025 Second 6 Week Session

This seminar examines how the diverse policy contexts in which children are born and raised have dramatic implications for their life trajectories. We will explore how, when and why government intervenes in children's lives, through family, pre-/school, community, and digital media contexts, aiming to improve their developmental trajectories. From this basis, we investigate 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 early childhood policy.

Objectives & Outcomes

Course Objectives: Learn to use new digital tools in creating multimedia texts and artifacts that demonstrate critical understanding of course content.

Build collaboration skills.

Demonstrate their understanding and skills through designing family, pre-/school, community, and digital media policy that supports the health and development of young children.

Gain fluency in writing and analytic thinking by critiquing existing and proposed policy.

In this course, students will:

Learn to interpret relevant contextual factors that determine the viability and impact of family, pre-/school, community, and digital media policy.

Rules & Requirements

Prerequisites: Prioritizing ED&LS Summer-Only Minor Students

Hours & Format

Summer:

6 weeks - 7.5 hours of seminar per week

12 weeks - 4 hours of seminar 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.).

Formerly known as: Psychology 149D

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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.

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

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.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Hull

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

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.

Hours & Format

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

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

Online: This is an online course.

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Hull

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

Terms offered: Fall 2025, Summer 2025 Second 6 Week Session, Spring 2025

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

Hours & Format

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

Summer:

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

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

EDUC W141 Exploring Digital Pedagogy 3 Units

Terms offered: Summer 2025 8 Week Session, Summer 2024 8 Week Session, Summer 2023 8 Week Session

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.

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

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).

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Murphy-Graham

EDUC C142 Education in a Global World 4 Units

Terms offered: Summer 2025 First 6 Week Session, Summer 2024 First 6 Week Session, Spring 2024, 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).

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

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.

Rules & Requirements

Prerequisites: Upper division standing or consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Sterling

EDUC W144 Practicum in Education 1 - 3 Units

Terms offered: Fall 2025, Summer 2025 Second 6 Week Session, Spring 2025

The Practicum in Education is designed to provide an opportunity for undergraduates to gain knowledge of research methods while working directly in educational settings, from classrooms to educational organizations, and research or policy contexts. Students will learn to observe and reflect, to think critically with a conceptual framework, and think and write like a researcher. The course will offer students tools to strengthen their individual and collective capacities in educational practice.

Rules & Requirements

Prerequisites: Students wanting to enroll in EDUC W144 must complete a Course Request Form in order to obtain a class permission number. See Class Notes to access the form

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

Hours & Format

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

Summer: 6 weeks - 1-2 hours of lecture, 1-2 hours of discussion, and 7-21 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.

Instructors: Hull, Underwood

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.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Kramsch

Also listed as: GERMAN C106

EDUC 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.

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

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.

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

EDUC 150 Advanced Studies in Education 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

EDUC 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.

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

EDUC 152A Firebaugh Scholars Research Seminar 3 Units

Terms offered: Not yet offered

This seminar introduces scholars to the practice of conducting academic research and prepares you to conduct your Firebaugh research project. Topics we cover include crafting a research question, engaging in library research, conducting literature review, and composing a research proposal. We recognize that our scholars come from the social sciences, humanities, and sciences with varying degrees of expertise in research. With this in mind, we aim to make the seminar one that maximizes the benefits of diversity within the collective and fosters a sense of community.

Rules & Requirements

Prerequisites: Must be an admitted Firebaugh Scholar

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Garcia Bedolla

EDUC 152B Firebaugh Scholars Research Seminar 3 Units

Terms offered: Not yet offered

This seminar extends the Firebaugh Program by offering scholars practical support and hands-on experience conducting academic research. We recognize that Firebaugh scholars come from the social sciences, humanities, and sciences with varying degrees of expertise in research. With this in mind, we aim to make this seminar one that maximizes the benefits of diversity within the collective and fosters a sense of community.

Rules & Requirements

Prerequisites: Must be admitted to the Firebaugh Scholars Program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Garcia Bedolla

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

Terms offered: Summer 2025 First 6 Week Session, Summer 2024 First 6 Week Session, Fall 2023

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.

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

EDUC 154 Language in/and the World 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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.

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

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.

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.

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.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Pardos

EDUC 161A Organization Theory in Education and Other Social Services 3 Units

Terms offered: Fall 2025

This course integrates perspectives from organizational theory, sociology, and psychology to understand how schools function as complex social organizations. It draws on classic and contemporary studies to help students analyze, understand, and formulate responses to problems, dilemmas, and changes in schools and other social services.

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: Trinidad

EDUC 161C Causal Inference for Policy and Education Research 3 Units

Terms offered: Not yet offered

This course introduces concepts and tools for the quantitative social scientific study of policies and practices, with a focus on education, health, and social services. The course introduces concepts using the "potential outcomes" framework for causal inference, and is divided into four sets of topics. It introduces potential outcomes framework, directed acyclic graphs, regressions, propensity score matching/ stratification, fixed effects, instrumental variable, regression discontinuity design, difference-in-differences, heterogeneous treatment effects, causal mediation analysis, & critical quantitative methods.

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: Trinidad

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.

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

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.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Little

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

Terms offered: Fall 2025, Spring 2025, Spring 2024

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.

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

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.

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

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.

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

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

Terms offered: 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.

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

EDUC 167 Higher Education Policy 3 Units

Terms offered: Spring 2025

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Britton

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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.

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

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.

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

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.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

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

Terms offered: Fall 2025, Fall 2023, Fall 2022

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Bristol

Also listed as: AFRICAM C133A

EDUC 182AC The Politics of Educational Inequality 4 Units

Terms offered: Fall 2023, Spring 2023, Spring 2019

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

Hours & Format

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

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

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.

Hours & Format

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

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Perlstein

EDUC 184 Philosophical Foundations of Education 3 Units

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.

Hours & Format

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

Summer: 6 weeks - 7.5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

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

EDUC 185 Gender and Education: International Perspectives 3 Units

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.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Murphy-Graham

EDUC 186AC The Southern Border 4 Units

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.

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

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

Terms offered: Spring 2025

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.

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

EDUC 188 Latines/xs in Education: Critical Issues and Perspectives 3 Units

Terms offered: Fall 2025, Fall 2023, Fall 2022

This course will examine contemporary issues facing Latines/xs, looking at the overall ecology of schooling from K-12 and into and through higher education. The course engages with perspectives of critical Latine/x scholars, theorists, and practitioners and includes a look at the experiences and outcomes of Latines/xs in schools and colleges while complicating the idea of race, ethnicity, language, history, and Latinidad. We will intentionally center asset-based and liberatory approaches to serving Latines/xs within educational spaces. The course includes a look at the experiences and outcomes of Latinxs in college while complicating the idea of race, ethnicity, language, history, and Latinidad.

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: Garcia

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.

Hours & Format

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

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Baquedano-Lopez

EDUC 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).

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

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.

Rules & Requirements

Prerequisites: Junior standing or consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Hurst

EDUC 190 Critical Studies in Education 4 Units

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.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Hull

EDUC 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.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Hull

EDUC 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.

Hours & Format

Summer: 6 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Hull

EDUC W190 Critical Studies in Education 3 Units

Terms offered: Summer 2025 8 Week Session, Summer 2024 8 Week Session, Summer 2023 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.

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

EDUC W190A Berkeley Changemaker: Critical Studies in Education 4 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024

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.

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

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.

Hours & Format

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

Summer: 8 weeks - 5.5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Woody

EDUC C193A Environmental Education 3 Units

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.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

Instructor: Hurst

Also listed as: ESPM C193A

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

Terms offered: Spring 2017, Fall 2016, Spring 2016

Reading and language arts.

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.

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

Terms offered: Spring 2013, Fall 2012, Fall 2011

Mathematics and science.

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.

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.

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.

EDUC 198 Directed Group Study 1 - 3 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

Rules & Requirements

Prerequisites: Consent of instructor, upper division standing

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

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

Hours & Format

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

Summer:

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

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

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

Additional Details

Subject/Course Level: Education/Undergraduate

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

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

Terms offered: Spring 2025, Spring 2022, Spring 2019

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.

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

Terms offered: Fall 2016, Fall 2015, Spring 2015

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

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

EDUC 200B Social Development 3 Units

Terms offered: Spring 2015, Spring 2013, Spring 2012

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

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Turiel

EDUC 200C Culture and Cognitive Development 3 Units

Terms offered: Fall 2012, Fall 2011, Fall 2010

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

Rules & Requirements

Prerequisites: 200A and consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

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

Terms offered: Fall 2025, Fall 2023, Fall 2021

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

Rules & Requirements

Prerequisites: One course in statistics

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Worrell

EDUC 200H Cognitive Development: Neo Vygotskian Approaches 3 Units

Terms offered: Prior to 2007

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

Rules & Requirements

Prerequisites: EDUC 200A or consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

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

Terms offered: Spring 2020

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Philip

EDUC 201A Psychology of Reading 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2011

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cunningham

EDUC 201B Seminars in Intellectual Development 2 Units

Terms offered: Spring 2021, Spring 2017, Fall 2016

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

Rules & Requirements

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

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cunningham or Gearhart

EDUC 202A Development of Elementary Numerical Understandings 3 Units

Terms offered: Spring 2017

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

Rules & Requirements

Prerequisites: EDUC 200A or consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

EDUC 202D Seminars in Social and Personality Development 2 Units

Terms offered: Spring 2025, Spring 2024, Fall 2023

Intensive examination of advanced topics, which will vary from year to year in the areas denoted by the titles of the following sections: # (1) Social Development # (2) Motivation # (3) Personality Development.

Rules & Requirements

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

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Turiel

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

Terms offered: Spring 2024, Spring 2022, Spring 2021

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Abrahamson

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

The doctoral program in Educational Psychology requires that students complete extensive projects of documentary and empirical research.

As they engage in these projects, students will enroll (ordinarily during alternate years) in appropriate sections of this seminar. At each meeting, participants will present their own projects, and analyze those presented by others.

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Worrell

EDUC 205 Instruction and Development 3 Units

Terms offered: Spring 2016, Spring 2015, Spring 2014

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Murata

EDUC 207B Assessment of Cognitive Functioning 4 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Fall 2019, Fall 2018, Fall 2017

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

Hours & Format

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

Summer: 8 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 207L Supervision of Assessment Practicum 1 Unit

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Ojeda-Beck

EDUC 208 Social Bases of Behavior for Applied Psychology 1 Unit

Terms offered: Spring 2025, Spring 2024, Spring 2023

This course provides an overview of the social bases of behavior as it relates to applied psychology. Students will be exposed to scientific literature from the fields of social psychology, social influence, and social cognition. Students will acquire knowledge of interpersonal and intrapersonal processes and dynamics, intergroup and intragroup processes and dynamics, theories of personality, and diversity issues.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Worrell

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

Terms offered: Fall 2025, Fall 2022

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Worrell

EDUC 209 Academic Writing Support Group 2 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Wilkerson

EDUC 210 Developmental Psychopathology 2 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: EDUC 207B, EDUC 207C

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Crovetti

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

Terms offered: Fall 2019, Fall 2017, Fall 2016

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gearhart

EDUC 211B Social and Emotional Development 3 Units

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

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

Rules & Requirements

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

Hours & Format

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

Summer: 8 weeks - 5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gearhart

EDUC 211C Advanced Human Development and Education 4 Units

Terms offered: Spring 2012, Fall 2010, Fall 2009

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

EDUC 211D Advanced Human Development and Education 4 Units

Terms offered: Spring 2011, Spring 2010, Spring 2009

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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

Students write papers on related topics for a class anthology.

Rules & Requirements

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

Hours & Format

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

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Ammon

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Perry

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Donohue

EDUC 213C School-Based Consultation 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Worrell

EDUC 213D Educational Interventions for the School Psychologist 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 213L Laboratory for School Psychology 1 Unit

Terms offered: Fall 2021, Spring 2021, Fall 2020

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 214 Human Development and Education Seminar 1 Unit

Terms offered: Fall 2017, Fall 2016, Fall 2015

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

Rules & Requirements

Prerequisites: Graduate standing and consent of instructor

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Holloway

EDUC 215 Socialization Processes Within the Family 3 Units

Terms offered: Fall 2022, Fall 2020, Fall 2019

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Holloway

EDUC 217 Methods in Educational and Psychological Research 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 220 History and Social Studies Methods: Secondary 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Admission to the BE3 teacher education program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Humphries, Choi

EDUC 221 Curriculum Development and Design 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Admission to BE3 teacher education program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Beckham

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

Terms offered: Fall 2012, Fall 2011, Fall 2010

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

Rules & Requirements

Prerequisites: Graduate standing or consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Engle

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

Terms offered: Spring 2010

Examination of the relation between development, learning, and instruction of scientific cognition, from the perspective of the cognitive developmental and cognition and instruction research literatures.

The course project takes the form of the design, implementation and microgenetic analysis of a short-term educational design experiment. Emphasis on K-8.

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Metz

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

Terms offered: Fall 2020

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Philip

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 222C Design-Based Research Forum 3 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Abrahamson

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Prior to 2007

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

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

Rules & Requirements

Prerequisites: Admitted to BE3 or instructor approval

Hours & Format

Summer:

8 weeks - 4 hours of seminar per week

10 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 224A Mathematical Thinking and Problem Solving 3 Units

Terms offered: Fall 2025, Spring 2024, Fall 2021

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Schoenfeld

EDUC 224B Paradigmatic Didactical Mathematical Problematic Situations 3 Units

Terms offered: Fall 2018, Fall 2016, Fall 2014

Paradigmatic Didactical Mathematical Problematic Situations are contexts for collaborative inquiry into the practice, epistemology, and pedagogy of mathematics. Building on the Learning Sciences literature, the course creates opportunities for students to engage in interesting mathematical problems from secondary-school content. Final projects include design, implementation, and analysis of a lesson. Meets the "Discipline" programmatic requirement of graduate students in EMST and MACSME.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Abrahamson

EDUC 224C Gender, Mathematics and Science 3 Units

Terms offered: Spring 2022, Spring 2020, Spring 2017

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Linn

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

Terms offered: Fall 2013, Spring 2013, Spring 2012

This course builds foundational knowledge of important contemporary issues and research in mathematics education. The seminar is designed around readings, discussion, and course activities aimed at developing a comprehensive grounding in the literature on current research and innovations in mathematics education as well as historical debates surrounding student achievement, curriculum, teaching practice, and teacher preparation.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Suad-Bakari

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

Terms offered: Spring 2023, Spring 2021

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Bristol

EDUC 226 Constructive Epistemology 3 Units

Terms offered: Fall 2012, Fall 2010, Fall 2008

Many approaches to education take the knowledge to be taught as fixed, and the manipulable objects to be things like methods. By focusing on knowledge per se: what is it; how is it organized and encoded in humans, we are led to questions about what should be taught, based on principles of learnability, etc., rather than just "effective methods." This tactic is valuable in view of the radical changes information technology may have on what we need to teach and what general areas are teachable.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: diSessa

EDUC 226A Secondary STEM Methods 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Admission to the BE3 teacher education program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 226B Secondary STEM Methods 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Disston, Bakshi

Formerly known as: Education 231

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

Terms offered: Spring 2008, Fall 2007, Fall 2004

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

Hours & Format

Summer:

8 weeks - 3 hours of lecture per week

10 weeks - 1.5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Prior to 2007

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

Rules & Requirements

Prerequisites: Admission to BTEP Program

Hours & Format

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Beckham, Salahuddin

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

Terms offered: Summer 2020 8 Week Session

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

Hours & Format

Summer:

8 weeks - 4 hours of lecture per week

10 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 228A Qualitative Methodology 3 Units

Terms offered: Spring 2016, Spring 2015, Spring 2014

The course will be organized by principal activities: group readings, book reports, expert and novice methodology presentations, in-class research and analysis, and student research. For each activity, we will look at the full breadth of methodology, from "how-to" methods and specific areas of concern to general questions including: what constitutes objective data, what are strengths and weaknesses of methods in regard to various issues, and what are the relations between theory and data?

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Metz, Saxe

EDUC 228B Introduction to Python for Teachers 3 Units

Terms offered: Prior to 2007

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

Rules & Requirements

Prerequisites: Admission to the BE3 program

Hours & Format

Summer:

8 weeks - 5 hours of seminar per week

10 weeks - 4.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Prior to 2007

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

Rules & Requirements

Prerequisites: Admission to BTEP Program

Hours & Format

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Wetzel de Cediell, Patel

EDUC 229 Methods for Teaching Computer Science 1 Unit

Terms offered: Prior to 2007

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

Rules & Requirements

Prerequisites: Admitted to the BE3 program or Instructor approval

Hours & Format

Summer:

8 weeks - 2 hours of seminar per week

10 weeks - 1.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Prior to 2007

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

Rules & Requirements

Prerequisites: Admission to the BE3 program

Hours & Format

Summer:

8 weeks - 2.5 hours of seminar per week

10 weeks - 1.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC C229A Proseminar: Problem Solving and Understanding 3 Units

Terms offered: Spring 2019, Spring 2018, Spring 2016, Fall 2013

Students will examine problem solving in children and adults, from a predominantly cognitive science perspective, beginning with an examination of thinking involved in diverse problem types. Students will then analyze the literature concerning cognitive issues that transcend problem types, including representation, "understanding," access and availability of knowledge, access to one's own cognitive processing, categorization, the architecture of knowledge, and the control of cognition.

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: Education C229A, Psychology C220D

Also listed as: PSYCH C223

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

Terms offered: Spring 2016, Fall 2015, Spring 2015

This seminar is an introduction to research on how language and other forms of communication influence what and how people learn. Students are introduced to influential theories of discourse from sociolinguistics, psycholinguistics, and the philosophy of language and learn about how they have been used to understand learning, especially in math and science classrooms. Students take turns helping lead discussion and complete a project relevant to the topic and their own research interests.

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Engle

EDUC 229F Conceptual Change 3 Units

Terms offered: Fall 2014, Fall 2013, Fall 2011

"Conceptual change" concerns broad and deep changes in a person's knowledge about a domain. This opposes it, for example, to the learning of facts and skill acquisition. The course emphasizes recent cognitive science-oriented approaches to: defining "broad and deep" learning; understanding its properties. It draws on diverse other approaches including developmental psychology; analogies to the history of science; "misconceptions;" computational and epistemological approaches.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: di Sessa

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

Terms offered: Spring 2025, Spring 2020

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Sengupta-Irving

EDUC 231A Teaching, Learning and Equity I 2 Units

Terms offered: Summer 2018 8 Week Session

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

Rules & Requirements

Prerequisites: Admission to the BE3 Program

Hours & Format

Summer:

8 weeks - 4 hours of seminar per week

10 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Beckham

EDUC 231B Teaching, Learning and Equity II 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Admission to the BE3 Programs

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Mahiri, Nucci

EDUC 231C Teaching, Learning and Equity III 3 Units

Terms offered: Spring 2021, Spring 2020, Spring 2019

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

Rules & Requirements

Prerequisites: Admission to BE3 program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Philip

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

Terms offered: Fall 2019

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Sengupta-Irving

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Intermediate to fluent proficiency in Spanish

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Summer 2020 8 Week Session, Fall 2018

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

Rules & Requirements

Prerequisites: Admission to the BE3 Programs

Hours & Format

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

Summer:

8 weeks - 4 hours of lecture per week

10 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Altschul

EDUC 235 Elementary Teaching in Mathematics and Science 3 Units

Terms offered: Spring 2010, Spring 2009, Spring 2008

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 235A Scientific Thinking and Learning 3 Units

Terms offered: Prior to 2007

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

Rules & Requirements

Prerequisites: GSE students only, others by consent of instructors

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Wilkerson

EDUC 236 Practitioner-based Research Seminar 2 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

Rules & Requirements

Prerequisites: Admission to the BE3 Program

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 236A Science Education for Elementary School Children 2 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Admission to Developmental Teacher Education program

Hours & Format

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

Summer: 8 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 236B Elementary Teaching in Mathematics 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: 211A, 236A, and 390C

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gearhart

EDUC 237 Foundations for Teaching Language Arts 2 Units

Terms offered: Prior to 2007

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

Rules & Requirements

Prerequisites: Admission to Teaching Credential Program

Hours & Format

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

Summer:

8 weeks - 4 hours of lecture per week

10 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Pearson

Formerly known as: Education 149

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

Terms offered: Prior to 2007

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

Rules & Requirements

Prerequisites: Admission to BTEP Program

Hours & Format

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Patel, Herrera, Lai

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

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

Hours & Format

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

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cunningham

Formerly known as: Education 158

EDUC 239 Foundations for Teaching Social Studies 2 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Admission to a teaching credential program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: Education 160

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

Terms offered: Spring 2025, Spring 2024

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Beckham

EDUC 240A Language Study for Educators 3 Units

Terms offered: Fall 2024, Fall 2019, Fall 2018

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

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

Hours & Format

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

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

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

Terms offered: Fall 2025, Spring 2024, Fall 2021

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Hull, Mahiri

Formerly known as: 242

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

Terms offered: Spring 2014, Spring 2011, Fall 2010

This course deals with issues related to language learning and development in school-age children. How do they acquire the language skills needed for literacy and academic development? How do children make the transition from home to school language use? How do children learn a second language? What happens when learning a second language results in the loss of the first language? We will consider the educational, social and cognitive implications of these issues.

Rules & Requirements

Prerequisites: Course in linguistics or language acquisition

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: 254C

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

Terms offered: Fall 2025, Spring 2024, Spring 2017

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Sterponi

EDUC 241A Multilingual Learner Methods 1 Unit

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Participation in BTEP Program

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 241B Language Socialization 3 Units

Terms offered: Fall 2014, Fall 2013, Fall 2012

Throughout the lifespan we are socialized through language to become competent participants and members of various groups and communities, including schooling institutions. For the past 20 years, this theory and method for analyzing human development has made important contribution to our understanding of how we learn to become competent members of community, how we learn through language, and how we are socialized into language. This course will provide opportunities to overview the theoretical cornerstones of language socialization as a field of study, as well as review current studies and chart future research trajectories. Course participants are expected to collect and analyze audio/video data from any educational and other learning context where language socialization might be taking place.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

EDUC 241C Narrative across Learning Contexts 3 Units

Terms offered: Fall 2021, Fall 2016, Fall 2012

The study of narrative has solidified into an important body of literature that is of particular relevance to educators. Across learning contexts, narrative is a ubiquitous literacy tool, and as such, it underlies many learning activities. We tell narratives for their potency to explain, rationalize, and delineate past, present, and possible experience. This narrative act is a collaborative undertaking, co-told and designed with the audience's input, addressing an audience's present and future concerns. Narrative can thus potentially create shared understandings and community among those participating in narrative activity, yet narratives can become sites for rejection and contestation. Narrative is also a socializing tool. The course will also address methodological approaches to the study of narrative that are relevant to the field of education. Students enrolled in this course are expected to collect narrative samples from naturally occurring interactions (video and audio-taped conversation, classroom interaction), written narrative texts, or other.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

EDUC 241D Perspectives on Classroom Discourse 3 Units

Terms offered: Spring 2023, Fall 2015, Spring 2012

This course is designed to provide opportunities for students to observe and analyze classroom talk and interaction, and the language of classroom material and ideological artifacts. In this course we will survey the classic literature on classroom discourse and we explore new orientations to the study of classroom talk. We will draw from literature from interrelated disciplinary perspectives that include linguistics, language socialization, linguistic anthropology, conversation analysis, ethnomethodology, and the ethnography of speaking.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez or Sterponi

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

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

We will examine the instructional design, practice, and policies that shape educational contexts for English Language Learners (ELLs) in urban schools. The topics address the relationship between language policy, immigration, language development, and the intersections of race and ethnicity. The course will also survey key research on language use, bilingualism, and second language acquisition and how the findings of this research are reflected on educational practices and policies.

Rules & Requirements

Prerequisites: Good standing in LEEP

Hours & Format

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

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

Terms offered: Fall 2024, Fall 2023

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

Rules & Requirements

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

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

EDUC 243 Advanced Qualitative Methods 3 Units

Terms offered: Fall 2024, Spring 2022, Fall 2020

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

Rules & Requirements

Prerequisites: One seminar of introductory qualitative methods or equivalent

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gutierrez

EDUC 244 Data Mining and Analytics 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: DATA C200 or similar is a suggested prerequisite

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Pardos

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Admission to the BE3 program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Lai

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Freedman, Cziko

EDUC 245 Institutional Change and Public Education 2 - 3 Units

Terms offered: Spring 2025

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

Rules & Requirements

Prerequisites: Participation in BTEP Program OR open to undergraduates

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: Education 394

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

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

This course is primarily concerned with methods of teaching English as a second language (ESL) to K-12 students and adults. Traditional methods emphasizing the development of structural knowledge, and new methods focused on the development of communications skills, will be examined. Topics include teaching English through content instruction, "structured English immersion," syllabus and curriculum design, second language reading, and language testing for placement and evaluation.

Rules & Requirements

Prerequisites: Applied linguistics course or a course in second language acquisition

Hours & Format

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

Summer:

6 weeks - 8 hours of lecture per week

8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Spring 2019, Spring 2018, Spring 2017

The objective of this course is to prepare teachers to work with linguistic minority students. We will consider ways in which different groups socialize children for learning and ways in which learning patterns acquired in the home can conflict with the culture of school. Student teachers will consider instructional approaches for working with linguistically and culturally diverse students in their classrooms.

Rules & Requirements

Prerequisites: Admission in a teaching credential program

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 247C New Literacies of Digital Youth 3 Units

Terms offered: Prior to 2007

This course explores new practices of literacy by contemporary youth enabled by digital technologies in places beyond schools. It also assesses how these practices work to enhance or impede literacy and social development in schools. It develops a New Literacy Studies conceptual framework and an ethnography of communications methodological framework for students to understand and analyze these new literacy practices.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mahiri

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

Terms offered: Spring 2025, Spring 2022, Spring 2019

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Philip

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

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

Explores both formal (e.g., standardized measures) and informal (e.g., reading inventories, portfolios) measures of assessing reading and writing ability. The course is designed to familiarize students with the most widely used reading measures, to develop competency in administering and interpreting these measures, and to develop an understanding of current issues in the assessment of reading comprehension. Students will explore the issues of cultural bias in testing, the organization and display of student knowledge in different formats, and expectations for the achievement of cultural and linguistic minority students.

Hours & Format

Summer: 6 weeks - 9 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: 257

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

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

Introduction to reading and writing in secondary school settings, basic literacy skills, instructional materials and approaches, and assessment procedures appropriate for use in secondary content area courses. Learning from text theory to practice.

Hours & Format

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

Summer:

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

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Spring 2017, Spring 2016, Spring 2015

Focuses on students' and teachers' use of language from interrelated perspectives, particularly developmental, sociolinguistic, and ethnographic. Designed to provide students with a view of the classroom as a unique setting whose aims are fostered or rendered problematic by the nature of language use. Students conduct small-scale studies in classroom settings.

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

Formerly known as: 256B

EDUC 250C Discourse Analysis 3 Units

Terms offered: Spring 2024, Spring 2023, Spring 2022

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Sterponi

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

Terms offered: Prior to 2007

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mirabelli

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

Terms offered: Fall 2025, Spring 2024, Fall 2022

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

Also listed as: LINGUIS C251A

EDUC 252A Reading Research: Sociocognitive Perspective 3 Units

Terms offered: Fall 2012, Fall 2010, Fall 2009

An examination of selected topics on reading research including historical aspects of reading research, word recognition, reading comprehension, the relationship between decoding and comprehension, attitudes toward reading, and models of the reading process.

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cunningham

Formerly known as: 251

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

Terms offered: Fall 2022, Fall 2021, Fall 2019

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Sterponi

EDUC 253A Research in Writing 3 Units

Terms offered: Fall 2010, Spring 2008, Spring 2006

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

Rules & Requirements

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

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Freedman

Formerly known as: 252

EDUC 254 Introduction to Cultural Historical Activity Theory 3 Units

Terms offered: Spring 2023, Spring 2020

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gutierrez

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Van Rheenen

EDUC 258 Academic Support Services for Student Athletes 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Van Rheenen

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

Terms offered: Spring 2023, Spring 2021, Spring 2020

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gutierrez

EDUC 260 Machine Learning in Education 3 Units

Terms offered: Spring 2025

This course covers AI and computer adaptive learning approaches in education. We will cover theories and methodologies underpinning current approaches to knowledge discovery and data mining in education and survey the latest developments in the broad field of human learning research. The course is project-based; teams will be introduced to online learning platforms and their datasets with the objective of pairing data analysis with theory or implementation. Literature review will add context and grounding to projects.

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Pardos

EDUC 260A Issues in Educational Administration and Policy 3 Units

Terms offered: Fall 2023, Spring 2022, Fall 2020

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Fuller

EDUC 260C Issues in Urban Educational Leadership I 1 Unit

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

This course gives candidates an opportunity to pull together the four concentration areas of the master's program: Teaching and Learning (TI), Educational Organizational Leadership and Management (EOLM), Education Change and Reform (ECR), and Issues in Urban Education (IUE). Graduate candidates will deepen their inquiry through the use of problem-solving and reflection as they apply the theory of course work to the daily reality of becoming leaders in schools.

Hours & Format

Summer: 6 weeks - 2.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Treadway

EDUC 260D Issues in Urban Educational Leadership 1 Unit

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

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

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Program

Hours & Format

Summer: 6 weeks - 2.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Tredway

EDUC 260E Good Schools for All Children 3 Units

Terms offered: Spring 2010

The course brings together three bodies of knowledge, developed by people who often work quite separately in the academy: philosophical discourses on the aims of education; research on effective schools and instruction; socio-cultural critiques of schooling inequities. Our quest in this course is to derive from these bodies of theory a conceptualization of the good school around the aims of performance, understanding, and justice.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mintrop

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

Terms offered: Fall 2025, Spring 2025, Spring 2024

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Fuller

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

Terms offered: Spring 2025

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Trinidad

EDUC 262A Urban School Leadership and Management 1 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Institute Program

Hours & Format

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Trujillo

EDUC 262B School Supervision: Theory and Practice 3 Units

Terms offered: Fall 2017, Fall 2016, Fall 2015

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Tredway

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

Terms offered: Spring 2022, Spring 2018, Spring 2017

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Tredway

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

Terms offered: Spring 2014, Spring 2011, Fall 2010

Research group for graduate students specializing in research on teachers' work and organizational and policy contexts of teaching. Complements but does not substitute for foundational course work in research methods or substantive areas of specialization. Strengthens preparation for research through (a) consultation and feedback on research design, data collection, analysis, and writing; and (b) reading and discussion on selected topics related to teachers' work.

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Little

EDUC 262F Organizational Policy and Teachers' Work 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2017

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Little

EDUC 262G Research on the Education of Teachers 3 Units

Terms offered: Spring 2016, Spring 2015, Spring 2013

The course focuses on research on the education of prospective and practicing teachers, and on the institutional, organizational and policy contexts in which that research has been pursued. It is designed for students who are interested in doing research in this field or in becoming teacher educators, and is built on several organizing questions. What is the work (and workplace) for which teachers are being prepared? What is the occupational conception of teaching that underpins practice, policy, and research? What is the significance of teacher education's fluctuating fortunes and shifting institutional forms? What is the field's capacity for research on teacher education? By comparison with research on teaching and learning, research on the education of teachers has been under-developed both conceptually and methodologically. Throughout the course, we will be judging the accomplishments and limitations of this field of practice and study, and locating opportunities for future research and development.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Little

EDUC 262H Urban School Leadership and Management 2 2 Units

Terms offered: Spring 2007

The purpose of this course is to build on the essential ideas and values discussed in EDUC 262A: Urban School Leadership and Management I by focusing on effective teaching. This instructional vision guides the work of leaders in schools. It provides opportunities for future school leaders to deepen their notions of what socially just schools look like, and why; to analyze the challenges to creating socially just schools in urban centers; and to imagine the possible actions that leaders can take to promote such schools. The course will be framed by one major question. Goals have been listed under each question.

Rules & Requirements

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

Hours & Format

Summer: 6 weeks - 5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cheung

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

Terms offered: Spring 2020, Spring 2017, Spring 2015

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Spring 2025, Spring 2024, Spring 2018

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

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Institute Program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Spring 2025, Spring 2024

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: Education 264

Also listed as: PUB POL C264

EDUC 265 Higher Education Policy 3 Units

Terms offered: Spring 2025, Fall 2021

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Britton

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

Terms offered: Fall 2012, Fall 2011, Fall 2009

Topics to be considered include the following: alternative methods of assessing the contribution of education to economic growth, demand for education services, education production functions, cost analysis and sectorial planning, economic aspects of innovation.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Grubb

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

Terms offered: Fall 2020, Fall 2019, Fall 2018

This introductory graduate seminar will engage the research literature on race, diversity, and educational policy to provide a foundation for examining contemporary issues in American public schooling. We will examine research on race, culture, and learning alongside more policy driven research on school structures, governance, finance, politics, and policy. In doing so, we will blend micro level examinations of teaching and learning with macro level considerations of politics and policy.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Nasir, Perry, Scott, J.

Also listed as: AFRICAM C265

EDUC 266B School Site Finance and Resources 1 1 Unit

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Institute Program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cheung

EDUC 266C School Site Finance and Resources II 2 Units

Terms offered: Summer 2014 10 Week Session

The purpose of this course is to ground aspiring urban school leaders in the essential concepts, skills, and demands related to managing school finance and resources at the site level. Specifically, it will focus on understanding funding sources, analyzing resource allocations, governance related to resource allocations, and leveraging different types of resources.

Rules & Requirements

Prerequisites: Admission to the Principle Leadership Institute Program

Hours & Format

Summer: 6 weeks - 5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Castro

EDUC 267 Economics of Education 3 Units

Terms offered: Prior to 2007

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Britton

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

Terms offered: Fall 2025, Fall 2024, Spring 2024

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Garcia, Britton

EDUC 270B BEAR Center Seminar 2 or 3 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Wilson

EDUC 271B Introduction to Qualitative Research Methods 3 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Murphy-Graham, Baquedano-López

Formerly known as: 288B

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

Terms offered: Prior to 2007

This course explores the educational contexts and experiences of teachers and students in urban schools. The topics that we will cover include issues of race and privilege, the relationship between good teaching and learning in the context of immigration, desegregation efforts, and educational policies towards linguistic and culturally diverse students. We will discuss the politics of access and inclusion, in particular we will examine issues affecting the performance of language learners.

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Institute

Hours & Format

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cheung

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

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

In this course we will build on the topics discussed in EDUC 271E: Issues in Teaching and Learning for Educational Leaders I by exploring the issues of personal identity and vision related to school contexts. To this end, the readings provide theoretical approaches to help you develop and support claims about your personal identity as well as the interplay of personal identity in schools. The assignments are designed to help you develop and refine a personal vision for working in diverse educational settings.

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Institute Program

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

Hours & Format

Summer: 6 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Kendall

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

Terms offered: Spring 2024, Fall 2022, Fall 2015

This course introduces early-stage doctoral students to qualitative research so that they will be able to read qualitative studies critically, and learn to design and conduct qualitatively oriented studies themselves. Beginning with an overview of the epistemological assumptions behind different kinds of research, the course will explore various approaches and the kinds of topics and queries they support. Students will read and critique examples of published research, partially chosen for the interests of course participants. Next, students will investigate topic development, the various methods of collecting and analyzing qualitative data, and report writing.

Rules & Requirements

Prerequisites: Good standing in the LEAD Program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Mahiri, Murphy Graham

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

Terms offered: Spring 2018, Fall 2017, Spring 2017

The course focuses on preparing future school leaders for leading school improvement by using statistical analysis, understanding the use of formative assessments, evaluating and using educational research particularly related to instructional materials and best practices, creating an effective PowerPoint presentation, and understanding different types of classroom grading and grade reporting practices. Term assessments include keys to quality assessment audit, best practice case study, research-based instructional materials analysis, educational research presentation, grading policy, and several reflection pieces.

Rules & Requirements

Repeat rules: Course may be repeated for credit up to a total of 7 units.

Hours & Format

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

Summer: 6 weeks - 5-8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cheung

EDUC N272B School Data Analysis for Principals 1 Unit

Terms offered: Prior to 2007

The course focuses on preparing future school leaders for leading school improvement by using statistical analysis, understanding the use of formative assessments, evaluating and using educational research particularly related to instructional materials and best practices, creating an effective PowerPoint presentation, and understanding different types of classroom grading and grade reporting practices. Term assessments include keys to quality assessment audit, best practice case study, research-based instructional materials analysis, educational research presentation, grading policy, and several reflection pieces.

Hours & Format

Summer: 6 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cheung

EDUC 273 People and Personnel 3 Units

Terms offered: Spring 2024, Spring 2022

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

Rules & Requirements

Prerequisites: Admission to the LEAD program

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saddler

EDUC 273B Research Group on Policy Implementation 3 Units

Terms offered: Spring 2016, Fall 2015, Spring 2015

This year-long research and writing group is intended for graduate students who plan to specialize in studying educational policy implementation. In the course, we will investigate what happens from the time a policy is enacted until the policy is actually implemented in classrooms, schools, and districts. The centerpiece of the research group is reviewing and providing feedback to members on their works-in-progress related to policy implementation. The goal is to strengthen participants' preparation for research in this area through a combination of consultation and feedback on specific problems related to conceptualizing and enacting high quality research, including but not limited to the formulation of research questions, theory development, research design, data collection, analysis, writing, and publication. We will supplement this activity by reading research together to help build a shared understanding of the different theoretical perspectives that can potentially inform the study of policy implementation, including institutional theory, social movements analysis, conflict perspectives, and organizational learning theory.

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Coburn

EDUC 273C Democratic Decision Making 3 Units

Terms offered: Spring 2014, Spring 2012

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

Rules & Requirements

Prerequisites: Good Standing in LEAD

Hours & Format

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

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Rosenthal

EDUC 273D Democratic Decision Making II 3 Units

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

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

Rules & Requirements

Prerequisites: Admission to LEAD EdD

Hours & Format

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Scott

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Wilson

Formerly known as: Educational Psychology 208A

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Wilson

Formerly known as: Educational Psychology 208B

EDUC 274C Research Seminar in Measurement 2 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

Rules & Requirements

Prerequisites: 274A or equivalent

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Wilson

Formerly known as: Educational Psychology 208C

EDUC 274D Multidimensional Measurement 4 Units

Terms offered: Fall 2025, Spring 2023, Spring 2019

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Wilson

Formerly known as: Educational Psychology 208D

EDUC 275B Data Analysis in Educational Research II 4 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: Educational Psychology 209B

EDUC 275G Hierarchical and Longitudinal Modeling 5 Units

Terms offered: Fall 2025, Fall 2023, Fall 2022

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

Rules & Requirements

Prerequisites: Linear and logistic regression, 275B or equivalent

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Rabe-Hesketh

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

Terms offered: Fall 2025, Spring 2025, Spring 2024

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

Rules & Requirements

Prerequisites: Linear and logistic regression, equivalent to 275B

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Rabe-Hesketh

EDUC 275L Educational Data Analysis Laboratory II 1 Unit

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: 293A and 293L recommended or equivalent

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Rabe Hesketh

Formerly known as: 209L

EDUC 276A Introduction to Program Evaluation 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Newton

Formerly known as: 293C

EDUC 276C Practicum in Evaluation 2 - 4 Units

Terms offered: Spring 2015, Fall 2013, Spring 2013

For students involved in an evaluation or assessment project as graduate student researchers or part of a practicum or apprenticeship experience. The purpose of this course is to integrate practical experiences with evaluation theory and research literatures relevant to specific evaluation questions or methods. Also provides additional instructional support to students using project data in courses, position papers, dissertations. Readings relate to evaluation topics (e.g., evaluation of professional development programs, use of student data to evaluate teaching) and discussions focus on design, methodology, and research questions of specific projects being conducted by the students.

Rules & Requirements

Prerequisites: 293A, 293L

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

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of seminar and 4-3 hours of laboratory per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: 293F

EDUC 276D Theoretical Issues in Evaluation 3 Units

Terms offered: Spring 2013, Spring 2010, Spring 2008

In this seminar, we will engage in a critical examination of various scholars' theoretical perspectives on some of the fundamental issues in evaluation practice, understand why we should care about these issues and what theorists have to say, how theorists' perspectives reflect their disciplinary training, methodological preferences, and/or their personal evaluation experiences, and the extent to which their theoretical perspectives are or are not connected with evaluation practice.

Rules & Requirements

Prerequisites: 276A

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Newton

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

Terms offered: Spring 2011, Spring 2009, Spring 2005

This course, designed to graduate students with some prior training to quantitative research methods, will introduce students to a toolkit of methods to enable them to address issues related to "what works" in program and policy evaluation. In addition, the course intends to help students understand the assumptions implicit in each of these approaches. Topics include (1) validity, threats to validity, and causal inference framework; (2) randomized experiments and quasi-experiment designs (regression discontinuity and propensity score matching); (3) multilevel modeling technique used in multi-site evaluation and longitudinal intervention studies; (4) mixed-methods approach; (5) meta-analysis for synthesizing evaluation/empirical studies; and (6) power and sample size in designing new evaluation studies.

Rules & Requirements

Prerequisites: 276A or consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Newton

EDUC 277A Leaders of System Transformation I 3 Units

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

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

Rules & Requirements

Prerequisites: Admission LEAD EdD

Hours & Format

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 277B Leaders of Systemic Transformation II 3 Units

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

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

Rules & Requirements

Prerequisites: Admission to LEAD EdD program

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

Hours & Format

Summer: 6 weeks - 8 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Rosenthal

EDUC 278A Educational Equity I: Identity, Diversity and Belonging 3 Units

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

The issues of inequality, of various kinds, and of equity, again with many different conceptions, have been central to debates over American schooling, particularly in urban areas. This course provides a conceptual framework to begin understanding the different dimensions of inequality and equity. As part of the thematic study of issues of equity within the LEAD EdD program, it will be followed by additional courses that examine certain topics in greater depth.

Rules & Requirements

Prerequisites: Good standing in LEEP or consent of instructor

Hours & Format

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mahiri

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

Terms offered: Fall 2014, Spring 2014, Spring 2013

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

Rules & Requirements

Prerequisites: Admission to LEAD EdD Program

Hours & Format

Summer: 6 weeks - 10 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Fall 2024, Fall 2015, Spring 2015

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

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

Rules & Requirements

Prerequisites: Education 294E. Good standing in LEEP

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

Hours & Format

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

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mintrop

EDUC 278D Research Design and Methodology 3 Units

Terms offered: Spring 2025, Spring 2023, Fall 2022

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

Rules & Requirements

Prerequisites: 278C

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 279A Resource Management 1 3 Units

Terms offered: Fall 2025, Fall 2023, Fall 2011

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

Rules & Requirements

Prerequisites: Admission to LEAD EdD

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

Hours & Format

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

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Mahiri, Cazares

EDUC 279B Resource Management 2 3 Units

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

In general, the purpose of this course is to prepare a new generation of superintendents. This course will expand on the foundation laid in the Budgeting 1 class, which serves as a "bootcamp" for fundamental management skills and concepts used in business and nonprofit organizations. The topics covered will be more focused on developing knowledge and skills needed by superintendents and educational leaders in the present.

Rules & Requirements

Prerequisites: 279A or consent of instructor

Hours & Format

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

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gifford

EDUC 280A Proseminar: Sociocultural Critique of Education 3 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Leonardo

EDUC 280B Proseminar: Sociocultural Critique of Education 3 Units

Terms offered: Spring 2025, Spring 2024, Fall 2022

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

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Leonardo

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

Terms offered: Fall 2017, Fall 2016, Fall 2015

The emphasis in this course is on the practice of research. Each student, ordinarily in the second year of graduate study, develops a research project with a faculty mentor and carries it out under direction. At the same time, students work together in this seminar. Short written assignments during the first eight weeks result in a research proposal to be carried out by the end of the semester. Students spend about 50 hours on the field research.

Rules & Requirements

Prerequisites: 280A or consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Shaiken

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

Terms offered: Spring 2017, Spring 2016, Spring 2015

This is the second in a sequence of courses on the practice of research. In the first semester students work with faculty mentors and in the seminar to carry out a field research project. Continuing both apprenticeship and seminar, this semester is devoted to analyzing the field materials and preparing a paper on the research.

Rules & Requirements

Prerequisites: 280C or consent of instructor

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Shaiken

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

Terms offered: Fall 2024, Fall 2023

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Leonardo

EDUC 281A Race, Whiteness Studies and Education 3 Units

Terms offered: Spring 2025, Spring 2023, Spring 2021

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Leonardo

EDUC 282 Introduction to Disciplined Inquiry 3 Units

Terms offered: Fall 2024, Fall 2023, Fall 2022

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Trujillo

EDUC 283B Historical Perspectives on American Education 3 Units

Terms offered: Spring 2020, Spring 2017, Spring 2016

Public schooling today reflects a long evolution, producing an institution that embodies social inequalities as well as democratic aspirations. Politicians, teachers, school reformers, and others interested in education invoke elements of this history to justify their efforts. This course examines the relationship of the changing goals, organization, and practices of American schools to broader social, economic, political, and intellectual developments.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Perlstein

EDUC 283D Popular Education 3 Units

Terms offered: Spring 2010, Spring 2009, Spring 2008

The empowerment of adults through democratically structured cooperative study and action directed toward achieving more just and peaceful societies within a life-sustaining global environment. The historical development of theory and practice as well as the current state of this major international educational movement and its associated research model--participatory research--will be examined using case studies and theoretical works. Our principal method will be dialogue.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Hurst

EDUC 283F Urban Education 3 Units

Terms offered: Fall 2019, Fall 2018, Fall 2017

This course will explore the relationship between macroeconomic and political trends and public education in inner city schools. The impact of these larger societal phenomena upon drop-out rates, school climate, teacher morale, and academic achievement will be investigated through a combination of reading and field research in Oakland and Berkeley schools. An examination and evaluation of current proposals for reform of urban schools will also be included.

Hours & Format

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

Summer: 6 weeks - 8 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mahiri

EDUC 284A Philosophy of Education 3 Units

Terms offered: Fall 2009, Fall 2005, Fall 2004

Philosophical analysis applied to current educational problems and key concepts.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Tredway

EDUC 285 Globalization and International Education 3 Units

Terms offered: Spring 2015, Fall 2012, Spring 2009

What is globalization? What are the implications of living in a "global world" for educational systems? In this course, we explore these questions by first examining various theoretical perspectives on globalization. We will then discuss several major developments associated with globalization that are affecting different levels of education (from primary to university) including the rise in accountability and testing, skills for the "knowledge" economy, and immigration. We will consider the role of international organizations such as the World Bank and the United Nations in shaping international policy and programs. We will also examine the role that the state, local communities, and non-governmental agencies play in providing and improving the quality of education. In the final part of the course, we examine topics including language policy, technology, and strategies to combat educational inequality. To explore these topics, we will read and discuss case studies from Asia, Africa, Latin America, and the United States to provide concrete examples of how global forces are changing the context and content of education internationally.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Murphy-Graham

EDUC C286 The Education of African-American Students 3 Units

Terms offered: Spring 2012, Fall 2010, Spring 2010

This seminar will examine a wide range of perspectives on the education of African American children and adolescents in the United States. Readings will support students in understanding some of the key issues and tensions in African American education and school achievement, including the roles that culture, identity, parents, families, and communities play in the education and schooling of African American students; systemic issues in educational improvement and the perpetuation of "achievement gaps"; and language and power.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Suad-Bakari

Also listed as: AFRICAM C286

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

Terms offered: Spring 2013, Spring 2012, Spring 2011

U.S. citizenship has been defined in racialized and gendered terms since the nation's founding. This course explores how those definitions have affected the historical development of U.S. public schooling, particularly the unequal educational opportunities available to racial minorities and women, and how they have affected American approaches to civic education.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Garcia Bedolla

EDUC 288 Intersectionality in Education Research 3 Units

Terms offered: Fall 2013, Fall 2012, Fall 2011

This course is designed to explore the theoretical and methodological questions raised by the concept of intersectionality - the idea that human beings possess multiple identities simultaneously. Most of the work in this area has been theoretical. This course acquaints students with that theoretical literature and helps them apply these theories in their empirical work. The goal is to provide students with the background necessary to incorporate intersectionality into their future research.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Garcia Bedolla

EDUC 289 Comprehensive Health Education for Teachers 1 Unit

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: For students admitted to teacher education programs only

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC W289 Comprehensive Health Education for Teachers 1 Unit

Terms offered: Fall 2015, Fall 2014, Fall 2013

This course addresses California's requirements for comprehensive school health education; finding and presenting reliable, trustworthy health information. Elementary teachers will focus on their responsibilities as primary health instructors. Secondary teachers will focus on the meaning and application of health education in their domain. Using a wiki online format the teachers will create one lesson plan, and a rubric for evaluating online health tools. This course is web-based.

Rules & Requirements

Prerequisites: For students admitted to teacher education programs only

Hours & Format

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

Online: This is an online course.

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

Formerly known as: 289

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

Terms offered: Fall 2025, Fall 2024, Spring 2024

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

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

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

Summer: 8 weeks - 1.5-7.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Spring 2024, Spring 2023, Fall 2022

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

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

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

Summer:

6 weeks - 2.5-10 hours of seminar per week

8 weeks - 2-7.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Spring 2025, Spring 2024, Spring 2022

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

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

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

Summer:

8 weeks - 2-7.5 hours of seminar per week

10 weeks - 1.5-6 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Fall 2009, Spring 2009, Fall 2008

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

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

Fall and/or spring: 15 weeks - 15-60 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

Terms offered: Fall 2025, Spring 2023, Spring 2016

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

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

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

Summer: 8 weeks - 1.5-7.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 291 Purposes and Values in Urban Educational Leadership 3 Units

Terms offered: Summer 2003 10 Week Session

This course examines the relationships among multiple and often competing purposes of public education, dilemmas rooted in a history of persistent race- and class-linked inequities in American schools, and the possibilities and challenges of educational leadership. It highlights the pursuit of educational quality and equity in urban school systems as the organizing problem for educational leadership. Students will use research to analyze leadership practices to strengthen urban education.

Rules & Requirements

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

Hours & Format

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Grubb

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

Terms offered: Fall 2012, Fall 2011, Fall 2009

Historical development and contemporary status of principal features of American schooling and major issues of policy and practice. The course will focus primarily upon public elementary and secondary schools. The course will stress relationships between education and other sectors of society.

Rules & Requirements

Prerequisites: Graduate standing

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Grubb

EDUC 293 Distributed Leadership in Multilayered Organizations 3 Units

Terms offered: Spring 2024, Spring 2022

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

Rules & Requirements

Prerequisites: Admission to LEAD EdD program

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Green

EDUC 293A Data Analysis in Education Research 4 Units

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

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

Summer: 6 weeks - 10 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 293L Educational Data Analysis Laboratory 1 Unit

Terms offered: Fall 2025, Fall 2024, Fall 2023

Exercises and computer programs are presented and discussed.

Rules & Requirements

Prerequisites: Must be taken concurrently with 293A

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 293V Video-Analysis Seminar 1 - 3 Units

Terms offered: Spring 2018, Fall 2014, Spring 2013

This ongoing seminar is for anyone devoting a significant portion of a given semester to analyzing videotaped records as part of their research. Video-based data are now ubiquitous in educational research and this group is designed to help us all become more savvy at analyzing them. Strands of the seminar, each worth 1 unit of credit, are devoted to participating in video-analysis sessions, reading about video-analysis methods, and completing a paper on your own video-analysis project.

Rules & Requirements

Prerequisites: Graduate standing or consent of instructor

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Engle

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

Terms offered: Fall 2017, Fall 2016, Fall 2015

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

Rules & Requirements

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

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar and 4 hours of independent study per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: 294

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: Education in Language and Literacy 294

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

Terms offered: Spring 2012, Spring 2011, Spring 2010

Discussion of criteria for useful educational research. Emphasis is on applying these criteria while developing plans for research on topics of interest to the participants.

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

Formerly known as: Education in Mathematics, Science, and Technology 294

EDUC 294E Thesis Seminar 1 - 4 Units

Terms offered: Spring 2018, Fall 2017, Spring 2017

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

Rules & Requirements

Prerequisites: Good standing in the LEEP

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

Hours & Format

Fall and/or spring: 15 weeks - 3-12 hours of discussion per week

Summer: 8 weeks - 5.5-22.5 hours of discussion per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: Educational Psychology 294E

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Admission to the BE3 program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Thomas, Wilkerson

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

EDUC 295C Integrating Technology into Secondary English Instruction 4 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

This course will cover (a) basic skills in using computer hardware and software, (b) knowledge of the legal and ethical issues surrounding the use of computers in classroom instruction, (c) communicating through a variety of electronic media, (d) designing, adapting, and using lessons to promote information literacy for lifelong learning, (e) optimizing lessons based upon the technological resources available in the classroom or school setting, (f) contributing to planning the use of technological resources in the school setting.

Rules & Requirements

Prerequisites: Admission into the MUSE Credential/MA Program

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 296A Governance and Strategic Planning 3 Units

Terms offered: Fall 2024

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Kitamura

EDUC 297 Design Principles for Disenfranchised Communities 3 Units

Terms offered: Fall 2025

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

Rules & Requirements

Prerequisites: Admission to LEAD EdD program

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Green, Rosenthal

EDUC 297A Leading Systems In and Through Crisis 3 Units

Terms offered: Spring 2025

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

Rules & Requirements

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Kitamura

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

Terms offered: Fall 2022, Spring 2021, Spring 2020

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

Rules & Requirements

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

Hours & Format

Fall and/or spring: 15 weeks - 1-5 hours of lecture per week

Summer: 6 weeks - 2.5-12 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

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

Terms offered: Spring 2025, Fall 2024, Spring 2024

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

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

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

Summer:

6 weeks - 2.5-7.5 hours of lecture per week

8 weeks - 1.5-5.5 hours of lecture per week

10 weeks - 1.5-4.5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: The grading option will be decided by the instructor when the class is offered.

Formerly known as: Education in Language and Literacy 298

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

Advanced group study in education. Topics vary from semester to semester. May consist of organized lectures or seminar discussions, related chiefly to the research area in which the group is working.

Rules & Requirements

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

Hours & Format

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

Summer:

6 weeks - 1.5-10 hours of lecture per week

10 weeks - 1.5-6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

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

EDUC 298E Group Study and Research 1 - 6 Units

Terms offered: Fall 2025, Spring 2022, Spring 2014
Group study and research on special problems and topics.

Rules & Requirements

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

Hours & Format

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

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

Formerly known as: Educational Psychology 298

EDUC 299 Special Study and Research 1 - 12 Units

Terms offered: Fall 2025, Spring 2025, Fall 2024
Special study or research under direction of a faculty member. One unit of credit for every four hours of conference and independent research time per week.

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC N299 Special Study and Research 1 - 6 Units

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

Special study or research under direction of a faculty member. One unit of credit for every 8 hours of conference and independent research time per week.

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

Summer: 8 weeks - 1-6 hours of independent study per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 301A The Teaching of Writing 4 Units

Terms offered: Summer 1996 10 Week Session
A study of recent research and trends in the teaching of composition in secondary schools. In this class, teacher participants are trained to be Bay Area Writing Project (BAWP) Teacher/Consultants who conduct workshops in schools and districts.

Rules & Requirements

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

Hours & Format

Summer:

5 weeks - 24 hours of lecture per week
6 weeks - 7.5 hours of lecture per week
8 weeks - 7.5 hours of lecture per week

Additional Details

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

Grading: Letter grade.

Instructor: Smith

EDUC 305 California Literature Project Seminar 3 Units

Terms offered: Prior to 2007

This workshop/seminar introduces teachers to literature-based, student-centered literacy instruction. The course is designed to help K-12 teachers apply the California English/Language Arts Framework, the K-8 Model Curriculum Guidelines, and the 9-12 Model Curriculum Standards. Participants will develop a literature-based curriculum plan for their own classrooms.

Hours & Format

Summer: 2 weeks - 30 hours of workshop per week

Additional Details

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

Grading: Letter grade.

Formerly known as: Summer Program for Educators 305

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Admission to the School Psychology Program

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

Hours & Format

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

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Ojeda-Beck

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Admission to the School Psychology Program

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

Hours & Format

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

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Ojeda-Beck

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Admission to the School Psychology Program

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

Hours & Format

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

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Payson Hays

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Admission to the School Psychology Program

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

Hours & Format

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

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Payson Hays

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

Rules & Requirements

Prerequisites: Admission to the School Psychology Program

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

Hours & Format

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

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Croveti

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Admission to the School Psychology Program

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

Hours & Format

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

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Payson Hays

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Admission to the School Psychology Program

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

Hours & Format

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

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Payson Hays

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Admission to the School Psychology Program

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

Hours & Format

Fall and/or spring: 15 weeks - 2-7 hours of discussion per week

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Worrell

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Admission to the School Psychology Program

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

Hours & Format

Fall and/or spring: 15 weeks - 2-7 hours of discussion per week

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Worrell

EDUC 375 The Art Of Teaching 1 - 6 Units

Terms offered: Fall 2025, Fall 2024, Spring 2024

Consultation and analysis for teaching assistants.

Rules & Requirements

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

Hours & Format

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

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Hull

EDUC 390A Supervised Teaching for Secondary English 7 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

Twenty-four to twenty-eight hours of supervised teaching in public school classrooms and one hour of lecture per week. Sequence begins with the fall semester.

Rules & Requirements

Prerequisites: Admission to a teaching credential program

Hours & Format

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

Additional Details

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

Grading: Letter grade.

Instructor: Cziko

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

EDUC 390B Supervised Teaching for Secondary English 8 Units

Terms offered: Spring 2019, Spring 2018, Spring 2017

Twenty-four to twenty-eight hours of supervised teaching in public school classrooms and one hour of lecture per week. Sequence begins with the fall semester.

Rules & Requirements

Prerequisites: Admission to a teaching credential program

Hours & Format

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

Additional Details

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

Grading: Letter grade.

Instructor: Cziko

EDUC 390C Supervised Teaching Seminar 8 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Admission to BE3 credential program

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

Hours & Format

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

Additional Details

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

Grading: Letter grade.

Instructor: Wetzels de Cedi

Formerly known as: Educational Psychology 390

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

Terms offered: Spring 2019, Fall 2018, Spring 2018

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

Rules & Requirements

Prerequisites: Admission to credential program

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

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture and 2-10 hours of fieldwork per week

Additional Details

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

Grading: Letter grade.

Instructor: Zimmerlin

Formerly known as: Education in Mathematics, Science, and Technology 390

EDUC 391A Technology, Curriculum, and Instruction 1 Unit

Terms offered: Spring 2018, Spring 2017, Spring 2016

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

Rules & Requirements

Prerequisites: Admission to the Developmental Teacher Education Program

Hours & Format

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

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

Additional Details

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

Grading: Letter grade.

Instructor: Eslinger

EDUC 392 Transformative Arts Integration 1 - 3 Units

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Admission to the BE3 Program

Hours & Format

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

Additional Details

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

Grading: Letter grade.

Instructor: Wetzels De Cediell

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

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

This course provides an introductory understanding of the role, value, and issues of arts integration. The readings, discussions, and activities are concerned with promoting engagement and critical thinking through creativity, basic concepts related to children's creative production, perceiving and responding to the arts, teacher creative identity, and planning for arts integration instruction.

Rules & Requirements

Prerequisites: Admission to BE3 Education Program

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

Hours & Format

Summer: 8 weeks - 4 hours of lecture per week

Additional Details

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

Grading: Letter grade.

Instructor: Wetzels de Cediell

EDUC 393 Preparation for Completion of the California TPA 1 Unit

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

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

Hours & Format

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

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 399 Special Study for Educators 1 - 4 Units

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

Special study of professional topics under direction of a faculty member. One unit of credit for every 7 hours of consultation and special study per week.

Rules & Requirements

Prerequisites: Consent of instructor

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

Hours & Format

Summer:

5 weeks - 1-4 hours of independent study per week

6 weeks - 1-5 hours of independent study per week

8 weeks - 1-4 hours of independent study per week

Additional Details

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

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 399S Special Study for Educators 1 - 4 Units

Terms offered: Summer 1992 10 Week Session

Special study of professional topics under direction of a faculty member. One unit of credit for ever 7 hours of consultation and special study per week.

Rules & Requirements

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

Hours & Format

Summer: 8 weeks - 0 hours of independent study per week

Additional Details

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

Grading: Letter grade.

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

Terms offered: Fall 2025, Fall 2024, Fall 2023

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

Rules & Requirements

Prerequisites: Admission to the School Psychology Program

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

Hours & Format

Fall and/or spring: 15 weeks - 2-7 hours of lecture per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Payson Hays

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

Terms offered: Spring 2025, Spring 2024, Spring 2023

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

Rules & Requirements

Prerequisites: Admission to the School Psychology Program

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

Hours & Format

Fall and/or spring: 15 weeks - 4-16 hours of internship per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Payson Hays

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

Terms offered: Fall 2019, Fall 2018, Fall 2017

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

Rules & Requirements

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

Hours & Format

Fall and/or spring: 15 weeks - 2-8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Yabrove

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

Terms offered: Spring 2020, Spring 2019, Spring 2018

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

Rules & Requirements

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

Hours & Format

Fall and/or spring: 15 weeks - 4-20 hours of internship per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

EDUC 413L Consultation for School Psychology Students 1 Unit

Terms offered: Fall 2025, Spring 2025, Fall 2024

Rules & Requirements

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

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

Hours & Format

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

Additional Details

Subject/Course Level: Education/Other professional

Grading: Offered for satisfactory/unsatisfactory grade only.

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

Supervised field experience, conferences, and colloquium.

Rules & Requirements

Prerequisites: Admission to Administrative Services Credential program

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

Hours & Format

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

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

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

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

Terms offered: Spring 2019, Spring 2018, Fall 2017

Supervised field experience, conferences, and colloquium.

Rules & Requirements

Prerequisites: 460B

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

Hours & Format

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

Summer: 6 weeks - 7.5-15.5 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

EDUC 460C Research Practicum in Administration 1 - 3 Units

Terms offered: Spring 2019, Summer 2018 8 Week Session, Spring 2018

During the fall semester, students complete 294A in which the preliminary Leadership Action Research Project is designed - a summative assessment for the Principal Leadership Institute and the MA program at Berkeley. Through the LARP process, students engage in a cycle of inquiry about a problem or concern that matters to their overall leadership agenda and creates more equitable spaces in urban schools. In this course, students solidify the design of their LARP, take leadership action to implement their action plan, reflect on the action plan, revise the action plan - and make changes as appropriate - thus, engaging actively in the cycle of inquiry.

Rules & Requirements

Prerequisites: 294A

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

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of lecture and 3-6 hours of fieldwork per week

Summer:

6 weeks - 2.5 hours of lecture and 7.5-15 hours of fieldwork per week
8 weeks - 2 hours of lecture and 6-12 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Cheung

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

Terms offered: Fall 2025, Spring 2025, Fall 2024

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

Rules & Requirements

Prerequisites: Enrollment in LEAD EdD

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

Hours & Format

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

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

Additional Details

Subject/Course Level: Education/Other professional

Grading: Offered for satisfactory/unsatisfactory grade only.

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

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

Students will meet weekly for one hour with a residency adviser at one of the following campuses: San Francisco State University; California State University, East Bay; or San Jose State University. The residency will require six hours weekly at a school district site to conduct research on curriculum, instruction, assessment, and professional development topics selected by students in conjunction with their faculty counselors and residency advisers in collaboration with the district consultant. An additional two hours weekly will be dedicated to preparation of case study materials from the residency assignment. Students will be expected to present the results of their residency research to the faculty and students of the Joint Doctoral Program.

Rules & Requirements

Prerequisites: 470A, Good standing in LEEP

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

Hours & Format

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

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

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Mintrop

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

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

Residencies are a central part of the LEEP curriculum. The goals of the residencies are to give students a first-hand experience of the workings of district or system level administration and encourage them to conduct systematic inquiries in this setting; help them make the transition from school-based actors to district-based actors with an appreciation for systemic and political aspects of that role; anchor theoretical knowledge acquired in campus-based seminars in the practice of management and leadership; and prepare for their dissertation projects.

Rules & Requirements

Prerequisites: 470A, Good standing in LEEP

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

Hours & Format

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

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

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Coburn

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

Terms offered: Spring 2015, Spring 2014, Spring 2013

Individual study for the master's examination in consultation with a faculty adviser. One unit of credit for each four hours of conference and independent research per week.

Rules & Requirements

Prerequisites: Consent of instructor

Credit Restrictions: Course does not satisfy unit or residence requirements for master's degree.

Repeat rules: Course may be repeated for credit up to a total of 16 units.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate examination preparation

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 602 Individual Study for Doctoral Students 1 - 8 Units

Terms offered: Spring 2009, Fall 2008, Spring 2008

Individual study in preparation for the doctoral qualifying examination.

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

Rules & Requirements

Prerequisites: Consent of instructor

Credit Restrictions: Course does not satisfy unit or residence requirements for doctoral degree.

Repeat rules: Course may be repeated for credit up to a total of 16 units.

Hours & Format

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

Additional Details

Subject/Course Level: Education/Graduate examination preparation

Grading: Offered for satisfactory/unsatisfactory grade only.