The School of Education focuses on graduate education and research training and does not offer an undergraduate major. However, undergraduate education is of concern to the School, and courses and programs are available to those interested in the field of education. The following courses are appropriate for undergraduates:

52. Practices in Critical Thinking
53. Working Smarter
56A. B. Building a Successful Academic Career: Becoming a Learning Community Participant
99X. The Undergraduate Community Internship Practicum
101X. Undergraduate Teaching Practicum
103. Exploring Elementary Teaching Junior Seminar
108X. History of Science
111X. The Young Adult Novel: A Literature for and about Adolescents
120. Introduction to Cognitive Science
124X. Collaborative Design and Research of Technology: Integrated Curriculum
130. Introduction to Counseling
131X. Mediation for Dispute Resolution
135X. Preparing Teachers for Diversity: Sociocultural Theory and Practices
137Q. Conceptualizing Human Motivation: East and West
138Q. Educational Testing in American Society
149. Theory and Issues in the Study of Bilingualism
151X. Introduction to Qualitative Research Methods
155. Development of Measuring Instruments
156A. Understanding Racial and Ethnic Identity
165X. History of Higher Education in the United States
179. Urban Youth and their Institutions: Research and Practice
192A. Peer Tutor Training
193A. Peer Counseling: Bridge Community
194. Leadership in Academic Advising
196. Feminist Theories of Work and Family
197. Education and the Status of Women: Comparative Perspective
199. Undergraduate Honors Seminar
201. History of Education in the United States
201A. History of African American Education Through 1940
201B. Education for Liberation
201C. Shifting Responsibility and Contested Authority for Education
204. Introduction to Philosophy of Education
208B. Curriculum Construction
210. Sociology of Education: The Social Organization of Schools
212X. Urban Education
214X. Popper, Kuhn, and Lakatos
218X. Cognition and Learning: Transfer of Learning
220B. Introduction to the Politics of Education
221A. Policy Analysis in Education
295. Learning and Cognition in Activity
298. Online Learning Communities
299X. Visualizations in Learning
304. The Philosophical and Educational Thought of John Dewey
306D. World, Societal, and Educational Change: Comparative Perspectives
312. Microsociology: Interaction Processes in Education
342X. Child Development and New Technologies
365X. Learning to Read
366X. Trends and Issues in Reading
370X. Theories of Cognitive Development
374A/B. Research Workshop: Commercialization of Knowledge
415A/B. Child Development and Learning Research Colloquium

HONORS PROGRAM

An honors program is available to undergraduates to supplement their regular majors outside the school. This program permits interested and able undergraduates at Stanford to build on the training received in their major field of study by pursuing additional courses and a research or practicum project in a related area of education.

Students apply for entry during the junior year. Applications are available on the web at http://www.stanford.edu/dept/SUSE/honors. The current director of the program is Professor John Baugh. At least one course must be taken from each of the following areas:

1. Educational policy and history in the U.S.: courses include American Education and Public Policy; History of Education in the United States; Children, Civil Rights, and Public Policy in the U.S.; Introduction to the Study of International Comparative Education; History of Higher Education in the U.S.
2. Contemporary problem areas: courses include Urban Youth and their Institutions: Research and Practice; Theory and Issues in the Study of Bilingualism; Education and the Status of Women: Comparative Perspectives; Contemporary Social Issues in Child and Adolescent Development.
3. Foundational disciplines: courses include Social Sciences and Educational Analysis; Problems in Sociology of Education; Problems of Intelligence, Information, and Learning; Introduction to Philosophy of Education.

A directed reading course as well as directed research courses with a faculty member in Education are also required. Students in the program should enroll in 199A,B,C, Undergraduate Honors Seminar, during their senior year. Near the end of Spring Quarter, successful candidates for honors orally present brief reports of their work and findings at a mini-conference. All honors students in Education are expected to attend this conference.

COTERMINAL BACHELOR’S AND MASTER’S PROGRAM

The School of Education admits a small number of students from undergraduate departments within the University into a coterminal bachelor’s and M.A. program. Two of the three program area committees offer the coterminal degree, as does the Stanford Teacher Education Program (STEP). For information about the STEP coterminal option, see the details under STEP below. Students in this program receive the bachelor’s degree in their undergraduate major and the master’s degree in Education. Approval of the student’s undergraduate department and the School of Education is required. Undergraduates may apply when they complete 105 units, but no later than the end of the 11th quarter of undergraduate work. Students study for both the bachelor’s and master’s degrees simultaneously. The number of units required for the M.A. degree depends on the program requirements within the School of Education; the minimum is 45 units.

Applicants may obtain coterminal degree application materials from the School of Education’s Academic Services Office.

GRADUATE PROGRAMS

Several advanced degree programs are offered by the School of Education and are described below. Requirements vary somewhat across programs. Both University and School of Education requirements must be met for each degree. The University requirements are detailed in the “Graduate Degrees” section of this bulletin. Students are urged to read this section carefully, noting residency, tuition, and registration requirements. A student who wishes to enroll for graduate work in the School of Education must be qualified and admitted to graduate standing by one of the school’s area committees.

Complete information about admissions procedures and requirements is available at http://gradadmissions.stanford.edu, or by writing Stanford University Graduate Admissions, Old Union, Stanford, CA 94305-3005 or at http://ed.stanford.edu/suse. The admissions packet includes the publication School of Education Guide to Graduate Studies, which outlines degrees, programs, admission and graduation requirements, and research interests of the faculty. All applicants must submit scores from the Graduate Record Examination General Test (verbal, quantitative, and analytical or analytical writing areas); TOEFL scores are also required from those whose first language is not English.

MASTER OF ARTS

The M.A. degree is conferred by the University upon recommendation of the faculty of the School of Education and the University Committee on Graduate Studies. The minimum unit requirement is 45 quarter units earned at Stanford as a graduate student. Students must maintain a grade point average (GPA) of 3.0 or better in courses applicable to the degree, and a minimum of 27 units must be taken in the School of Education. Students typically enroll in 15 to 18 units per quarter. They must enroll in at least 11 units of work each quarter unless their program makes special provision for a lower quarterly minimum. Master’s students should obtain detailed program requirements from the Master’s Coordinator, located in Academic Services in the School of Education. All programs require a final project, scholarly paper, or monograph. Additional detailed information regarding program content, entrance, and degree requirements is available at http://ed.stanford.edu/suse and in the School of Education Guide to Graduate Studies. Upon admission, each student is assigned a faculty adviser from the appropriate area committee to begin early planning of a coherent program.

Master of Arts degrees are offered for the following specializations (the sponsoring area committee and concentration is listed in parentheses):

- Art Education (C&TE)
- Curriculum and Teacher Education (C&TE).* Students may specialize in English, Literacy, Mathematics, Science, or Social Studies Education.
- International Comparative Education (SSPEP-ICE)
- International Educational Administration and Policy Analysis (SSPEP-ICE)
- Dual Degree Program with Graduate School of Business (SSPEP)
- Learning, Design and Technology (Cross-Area)
- Prospective Principals Program (SSPEP-APA) (not offered 2003-04)
- Social Sciences in Education (SSPEP-SSE). Students may specialize in Anthropology, Economics, Educational Linguistics, History, Philosophy or Sociology of Education.

* This program in CTE is not a credentialing program; for the latter, see STEP below.

In addition, an M.A. degree with a teaching credential is offered in the Stanford Teacher Education Program (Cross-Area—STEP).

STANFORD TEACHER EDUCATION PROGRAM (STEP)

STEP offers a Master of Arts program to prepare humanities and sciences college graduates for careers as teachers of English, languages (French, German, Japanese, Spanish), mathematics, science (biology, chemistry, earth science, physics), and social studies. To be successful in classrooms with diverse students, STEP helps participants become more aware of their values, more flexible in their teaching and learning styles, and more knowledgeable in their subject matter. Beginning in Autumn 2003, the STEP program will expand to include the preparation of elementary (K-8) school teachers.

The 12-month STEP year begins in June with a Summer Quarter of intensive academic preparation and experience in a local summer school. During the academic year, students take courses in professional education and academic subjects; they also teach at a part-time in middle or high schools for the entire public school year. The master’s degree and Single
Subject Teaching Credential require 45 quarter units, taken during four quarters of continuous residency.

A coterminal teaching program is also available to Stanford undergraduates. Students are strongly encouraged to apply in their eighth quarter, or Autumn Quarter of their junior year. Students complete their disciplinary degree while beginning education study that concludes in a master's degree following the STEP student teaching year.

Applicants are required to pass the California Basic Educational Skills Test (CBEST) and must demonstrate subject matter competence in one of two ways: (1) by passing the CSET subject assessment test in their field, or (2) by completing a California state-approved subject matter preparation program.

Further information regarding admission requirements, course work, and credential requirements is available at http://ed.stanford.edu/suse and in the School of Education Guide to Graduate Studies.

PROSPECTIVE PRINCIPALS PROGRAM (PPP) (not offered 2003-04)

The Prospective Principals Program at Stanford offers the M.A. degree with the Preliminary Administrative Services Credential (Tier 1). It enables prospective principals to become leaders, to manage ideas and resources, and to achieve worthwhile educational results for a diverse student population. This is accomplished through three consecutive summers of full-time study and is therefore available to persons working in a school system during the academic year. Teaching experience is a prerequisite for admission to this program. The master's degree requires 45 quarter units. In order to qualify for the credential, three additional quarter units for a total of 48 quarter units, including internship units, are necessary. Additional information regarding admission requirements, course work, and credential requirements is available in the School of Education Guide to Graduate Studies or at http://ed.stanford.edu/suse.

MASTER OF ARTS IN TEACHING (SUBJECT)

The degree of Master of Arts in Teaching (M.A.T.) is reserved for experienced teachers or individuals who have completed a program of teacher preparation; it is offered in conjunction with a variety of academic departments in the School of Humanities and Sciences.

DOCTORAL DEGREES

The School of Education offers two types of doctoral degrees. The Doctor of Philosophy (Ph.D.) degree is offered by all program area committees. The Doctor of Education (Ed.D.) degree (not offered 2003-04) is offered only in the higher education concentration within the area of SSPEP. Both degrees are conferred by the University upon recommendation by the faculty of the School of Education and the University Committee on Graduate Studies. The timetable for the stages of progress is the same for both degrees. The unit requirement for both degrees is a minimum of 135 units of course work and research completed at Stanford beyond the baccalaureate degree. Students may transfer up to 45 units of graduate course work taken within the past seven years. Students must maintain a grade point average (GPA) of 3.0 (B) or better in courses applicable to the degree.

Students should note carefully that admission to graduate standing by the University to work toward a doctoral degree does not in itself constitute admission to candidacy for the degree. Students must qualify and apply for candidacy by the end of their second year of study and should obtain information about procedures and requirements during their first year.

The two doctoral degrees offered in the School of Education differ in emphasis, purpose, and the intended careers of those who pursue them. They are equivalent with respect to the amount of time required and the rigor and quality of work demanded. In the Ph.D. degree program, there is greater emphasis on theory and research; the emphasis in the Ed.D. program is on informed and critical applications of existing knowledge to educational practice.

The Ph.D. degree is designed for students who are preparing for (1) research work in public school systems, branches of government, or specialized institutions; (2) teaching roles in education in colleges or universities, and research connected with such teaching; or (3) other careers in educational scholarship and research.

The Ed.D. degree is a professional educational degree intended to meet the needs of (1) those who wish a thorough and comprehensive professional understanding of and competence in dealing with educational problems met by administrators, supervisors, and curriculum specialists; and (2) those who wish a scholarly preparation for teaching education in colleges or universities.

Ph.D. students must complete a minor in another discipline taught outside the school, or hold an acceptable master's degree outside the field of education, or complete an approved distributed minor that combines relevant advanced work taken in several disciplines outside the school. A minor is not required for the Ed.D.

Upon admission, an initial adviser assigned from the admitting area committee works with the student to establish an appropriate and individualized course of study, a relevant minor, and project research plans. Other faculty members may also be consulted in this process. Details about the various administrative and academic requirements for each area committee and the School of Education, along with general time frame expectations, are given at http://ed.stanford.edu/suse and in the School of Education Guide to Graduate Studies. Complete guidelines may be obtained from the specific area committees.

The following doctoral specializations (with their sponsoring area and concentration) are offered:

- Administration and Policy Analysis (SSPEP-APA)
- Anthropology of Education (SSPEP-SSE)
- Art Education (C&TE)
- Child and Adolescent Development (PSE)
- Economics of Education (SSPEP-SSE)
- Educational Linguistics (SSPEP-SSE)
- Educational Psychology (PSE)
- English Education/Literacy Education (C&TE)
- General Curriculum Studies (C&TE)
- History of Education (SSPEP-SSE)
- International Comparative Education (SSPEP-ICE)
- Learning Sciences and Technology Design (CTE, PSE, SSPEP)
- Mathematics Education (C&TE)
- Philosophy of Education (SSPEP-SSE)
- Science Education (C&TE)
- Interdisciplinary Studies (SSPEP-SSE)
- Social Studies Education (C&TE)
- Sociology of Education (SSPEP-SSE)
- Teacher Education (C&TE)

Ph.D. MINOR FOR STUDENTS OUTSIDE EDUCATION

Candidates for the Ph.D. degree in other departments or schools of the University may elect to minor in Education. Requirements include a minimum of 20 quarter units of graduate course work in Education and a clear field of concentration. Students choosing to minor in education should meet with the Associate Dean for Academic Affairs to determine a suitable course of study early in their program.

COURSES

OTHER DIVISIONS OF THE UNIVERSITY

Teachers, administrators, researchers, and specialists are expected to have substantial knowledge of a variety of academic fields outside the areas encompassed by professional education. Graduate students in the School of Education are, therefore, urged to consider the courses offered in other divisions of the University in planning their programs.

The numbering of courses in the School of Education identifies approximately the course level and the audience to which a given course is offered:

- Below 100 level—For undergraduates
- 100-level—Primarily for undergraduates (graduate students may enroll)
- 200- and 300-level—For M.A. and first- and second-year doctoral students, and qualified undergraduates
EDUC 30. Sociology of Education: The Social Organization of Schools—Graduate students register for 306B; see 306B.) Sociological approaches to school organization and its effects. Introduction to topics and case studies that elaborate on the embeddedness of classrooms and schools in social environments, spanning school processes such as stratification, authority, moral and technical specialization, curricular differentiation, classroom instruction, voluntary associations, social crowds, and peer influence. (SSPEP)
3 units, Sum (Inouye)

EDUC 108X. Case Studies from the History of Science—Case studies, primarily from the histories of chemistry, geology, and biology, inform the practice of secondary science teaching, primarily for coterminal students.
2 units, Spr (Lytchcott)

EDUC 110. Sociology of Education: Global Perspectives—For undergraduates and master’s students. (SSPEP/ICE, APA)
4 units, Spr (Inouye)

EDUC 113N. Identities, Race, and Culture in Urban Schools—Goal is to provide undergraduates with understanding of the nature of racial and academic identities; how identity takes shape; how it has been conceptualized. The relation between identities and racial groups, and young people in urban America. The nature and controversies surrounding Ebonics and bilingual education. Web page
3 units, Win (Baugh)

EDUC 114N. Linguistic Foundations of Racial Strife in Schools and Society: Global Perspectives—Stanford Introductory Seminar. Preference to sophomores. Linguistic diversity in the U.S. and elsewhere, focusing on racial strife in schools and their surrounding societies. Topics include: colonization, the displacement of Native Americans, slavery, immigrant groups, the growth of public education, and other social movements. Comparable controversies in other countries including racial conflicts in England. Debates about affirmative action and controversies surrounding Ebonics and bilingual education. Web page
3 units, Win (Baugh)

EDUC 115N. Identities, Race, and Culture in Urban Schools—Stanford Introductory Seminar. Preference to sophomores. How urban youth come to a sense of themselves as students, members of cultural and racial groups, and young people in urban America. The nature and interaction of racial and academic identities: how identity takes shape; how it has been conceptualized. The relation between identities and learning. Urban schools as contexts for identity development. Theoret-
EDUC 124X. Collaborative Design and Research of Technology: Integrated Curriculum—For education students interested in curriculum development in math and science education. Studio-based, hands-on approach to the research and development of technology tools and curriculum materials. Focus is on the role that technologies can play in teaching and learning in the content areas.

3-4 units, Win (Goldman)

EDUC 130. Introduction to Counseling—The theories and techniques of counseling, emphasizing the clients’ individual and cultural differences, and construction of one’s own theory of the counseling process and outcome. Two psychotherapeutic theories, cognitive-behavioral and existential-humanistic, are supplemented with a third theory of each student’s choice. Experiential, problem-based focus on how to develop self-awareness and conceptual understandings of the counseling process in culturally diverse contexts. (PSE)

3 units, Win (Kramboltz)

EDUC 131X. Mediation for Dispute Resolution—Mediation is more effective and less expensive than other forms of settling disputes such as violence, lawsuits, or arbitration. How mediation can be structured to maximize the chances for success. Hands-on practice in simulated mediation sessions.

3 units, Aut (Kramboltz)

EDUC 135X. Preparing Teachers for Diversity: Sociocultural Theory and Practices—(Graduate students register for 337X; see 337X.)

2-3 units, Spr (Ball)

EDUC 136. World, Societal, and Educational Change: Comparative Perspectives—(Graduate students register for 306D; see 306D; same as SOC 131/231.)

4-5 units, Win (Ramirez)

EDUC 137Q. Conceptualizing Human Motivation: East and West—Stanford Introductory Seminar. Preference to sophomores. What motivates behavior? This question is linked to one’s view of human nature and of the relationship between individuals and their social worlds. Perspectives on human motivation, including Western psychological traditions and contemplative spiritual psychologies of the East. Historical and crosscultural approaches to understanding how different traditions treat motivation. Readings from personality, clinical, and developmental psychology, and Eastern traditions such as Buddhism and yoga. How world views of human nature and development are related to theories of human motivation. Prerequisite: introductory psychology.

4 units, Spr (Roesser)

EDUC 138Q. Educational Testing in American Society—Stanford Introductory Seminar. Preference to sophomores. Explanations for group and individual differences in test performance have been controversial this century, right up to current debates over affirmative action. The purposes and the logic of various testing programs, including classroom testing, admissions testing, and state and national testing programs. The meanings of reliability, validity, bias, and fairness in testing, developing the notion of validity argument as a conceptual tool for analyzing testing applications. Paper on some educational testing application.

3 units, Aut (Haertel)

EDUC 147X. Human-Computer Interaction in Education—Required for students in the Learning Design and Technology Master’s Program. Introduction to the concepts underlying the design of human-computer interaction, including usability and affordances, direct manipulation, systematic design methods, user conceptual models and interface metaphors, design languages and genres, human cognitive and physical ergonomics, information and interactivity structures, design tools, and environments. Studio/discussion component applies these principles to the design of interactive technology for teaching and learning.

3 units, Aut (Walker)

EDUC 149. Theory and Issues in the Study of Bilingualism—(Graduate students register for 249; see 249; same as SPANLIT 207.)

3-4 units, Aut (Valdés)

EDUC 150X. Introduction to Data Analysis and Interpretation—Primarily for master’s students with little or no experience. Focus is on reading literature and interpreting descriptive and inferential statistics, especially those commonly found in education. Topics: basic research design, instrument reliability and validity, description statistics, correlation, t-tests, simple analysis of variance, simple and multiple regression, and contingency analysis.

4 units, Aut, Win (Porteous)

EDUC 151X. Introduction to Qualitative Research Methods—Primarily for master’s students. Issues, leading ideas, and methods in qualitatively-oriented educational research. Offered with two different instructors in Autumn; check with the relevant instructor for details.

3-4 units, Aut (Pope)

EDUC 155. Development of Measuring Instruments—For students planning to develop written or performance tests or questionnaires for research and evaluation, and for teachers wishing to improve classroom examinations. Planning tests, writing items, item tryout and criticism, qualities desired in tests, and interview techniques. Lectures, case studies, and practical exercises. (PSE)

3 units (Haertel) alternate years, given 2004-05

EDUC 156A. Understanding Racial and Ethnic Identity—African American, Native American, Mexican American, and Asian American racial and ethnic identity development is explored to better understand the influence of social/political and psychological forces in shaping the experience of people of color in the U.S. Issues: the relative salience of race in relationship to other social identity variables, including gender, class, occupational, generational, and regional identifications. Bi- and multiracial identity status, and types of white racial consciousness.

3-5 units, Win (LaFromboise)

EDUC 160. Introduction to Statistical Methods in Education—(Master’s students register for 150X.) Introduction to quantitative methods in educational research for doctoral students with little or no prior statistics. Organization of data, descriptive statistics, elementary methods of inference, hypothesis testing, and confidence intervals. Computer package used. Students cannot also receive credit for PSYCH 60 or for STATS 60/160. (all areas)

4 units, Aut (Bond)

EDUC 161. Statistical Analysis in Educational Research—Primarily for doctoral students. Basic statistical methods for experimental and non-experimental educational research. Topics: analysis of variance methods up to factorial designs; regression methods up to multiple regression; basic methods for analysis of categorical data. Integrated with the use of statistical computer packages. See http://www.stanford.edu/class/ed161. Prerequisite: 160 or consent of instructor. (all areas)

3 units (Rogosa) not given 2003-04

EDUC 164X. Methods for Teaching ESL—Introduction to theories and methods for instruction in English as a second language. Broad overview of approaches and methods used in language teaching focusing specifically on practices that can support the development of those language proficiencies needed by non-English-background students in order to succeed in American schools. (CTE-STEP)

1-3 units, Spr (Staff)

EDUC 165X. History of Higher Education in the U.S.—(Graduate students register for 265X.) Major periods of evolution, particularly since the mid-19th century. The premise is that insights into contemporary higher education can be obtained through examining its antecedents, particularly regarding issues of governance, mission, access, curriculum,
EDUC 166. The Centrality of Literacies in Teaching and Learning—Focus is on principles in understanding, assessing, and supporting the reading and writing processes, and the acquisition of content area literacies in secondary schools. Literacy demands within particular disciplines and how to use oral language, reading, and writing to teach content area materials more effectively to all students. (STEP) 3 units, Sum (McDermott)

EDUC 167. Educating for Equity and Democracy—Introduction to the theories and practices of equity and democracy in education. How to think about teaching and schooling in new ways; the individual moral and political reasons for becoming a teacher. (STEP) 3 units, Sum (McDermott)

EDUC 175. African American English in Educational Context—(Graduate students register for 275; see 275.) 3 units, Win (Baugh)

EDUC 177. Education of Immigrant Students: Psychological Perspectives—(Graduate students register for 277.) Historical and contemporary approaches to educating immigrant students. Case study approach focuses on urban centers to demonstrate how stressed urban educational agencies serve immigrants and native-born U.S. students when confronted with overcrowded classrooms, controversy over curriculum, current school reform movements, and government policies regarding equal educational opportunity. (SSPEP) 4 units, Win (Padilla)

EDUC 178X. Latino Families, Languages, and Schools 3-5 units (Staff) not given 2003-04

EDUC 179. Urban Youth and Their Institutions: Research and Practice—(Graduate students register for 279.) The determinants and consequences of urban life for youth, emphasizing disciplinary and methodological approaches to the study of policies and practices, and the growing gap between the perspectives of state and local organizations and those of youth and their communities. The diversity of urban youth experiences with respect to ethnicity, gender, and immigration histories. Case studies illustrate civic-level and grassroots institutions, their structures, networks, and philosophies; historical and contemporary examination of diverse realities of urban youth for policy makers, educators, and researchers. Limited enrollment. Prerequisite: consent of instructor. (SSPEP/APA) 4-5 units, Aut (McLaughlin)

EDUC 179B. Best Practice and Policy in Youth Development—(Graduate students register for 279B.) Focus is on youth development policies and practices; what makes them effective, and how they operate in broader institutional contexts. Research-based information; conceptual underpinnings; best learning from experience; and the perspective of expert youth workers, policy makers, and youth about what works. 2-4 units (McLaughlin) not given 2003-04

EDUC 180. Directed Reading in Education—for undergraduates and master’s degree students. (all areas) 1-15 units, Aut, Win, Spr (Staff)

EDUC 185. Master’s Thesis—(all areas) 1-15 units, Aut, Win, Spr (Staff)

EDUC 189. Introduction to Linguistics for Educational Researchers—(Graduate students register for 289; see 289.) 4 units (Baugh) not given 2003-04

EDUC 190. Directed Research in Education—For undergraduates and master’s degree students. (all areas) 1-15 units, Aut, Win, Spr (Staff)

EDUC 192A. Peer Tutor Training—Readings, videotapes, and individual and group projects. Topics: problem solving, study skills, effective listening and feedback, crosscultural sensitivity, and teaching with questions. Short internship required for new tutors. 1 unit, Aut, Spr (McCants)

EDUC 193A. Peer Counseling: Bridge Community—Topics: verbal and non-verbal skills, open and closed questions, paraphrasing, working with feelings, summarization, and integration. Individual training, group exercises, role play practice with optional video feedback. Sections on relevance to crisis counseling and student life. Guest speakers from University and community agencies. Students develop and apply skills in University settings. 2 units, Aut, Win, Spr (Hoskins)

EDUC 193B. Peer Counseling: Chicano Community—Topics: verbal and non-verbal attending and communication skills, open and closed questions, working with feelings, summarization, and integration. Salient counseling issues including Spanish-English code switching in communication, the role of ethnic identity in self-understanding, the relationship of culture to personal development, and Chicano student experience in University settings. Individual training, group exercises, role play, and videotape practice. 2 units, Aut (Martinez)

EDUC 193C. Peer Counseling: The African American Community—Topics: the concept of culture, Black cultural attributes and their effect on reactions to counseling, verbal and non-verbal attending, open and closed questions, working with feelings, summarization, and integration. Reading assignments, guest speakers, role play, and videotaped practice. Students develop and apply skills in the Black community on campus or in other settings that the student chooses. 2 units, Aut (Edwards)

EDUC 193F. Peer Counseling: Asian American Community—Topics: the Asian family structure, and concepts of identity, ethnicity, culture, and racism in terms of their impact on individual development and the counseling process. Emphasis is on empathic understanding of Asians in America. Group exercises. 2 units, Spr (Brown)

EDUC 193N. Peer Counseling: Native American Community—Topics: verbal and non-verbal communication, strategic use of questions, methods of dealing with strong feelings, and conflict resolution. How elements of counseling apply to Native Americans including client, counselor, and situational variables in counseling, non-verbal communication, the role of ethnic identity in self-understanding, the relationship of culture to personal development, the impact of family on personal development, gender roles, and the experience of Native American students in university settings. Individual skill development, group exercises, and role practice. 2 units, Aut (Martinez)

EDUC 193P. Peer Counseling Practicum—For those who continue to study counseling methods while counseling students. 1-5 units, Aut, Win, Spr (Staff)

EDUC 194. Leadership in Academic Advising—Focus is on the skills needed to be an active leader in the academic advising process through the role of Head Peer Advising Coordinator (HPAC). Course taught simultaneously with the HPAC selection process through the Undergraduate Advising Center. Student development theory and academic advising theory as it applies to the advising process for freshmen and sophomores. Workshops, focus groups, guest speakers, role playing, and case studies to develop listening and counseling skills, ask critical questions, and learn about group facilitation. Completion required to be an HPAC. Prerequisite: application for the position of HPAC. 2 units, Aut (McCants)

EDUC 196. Feminist Theories of Work and Families—(Same as FEMST 102L) Economic, sociological, and legal perspectives; mainstream and feminist theories are contrasted. Emphasis is on the present day U.S. with issues in other countries and/or other historical periods.
Topics: labor force participation, occupational segregation, labor market discrimination, emotional labor, unpaid work, caring labor, child care, combining work and family, single-parent families, poverty, marriage, and divorce. (WIM)
4-5 units, Win (Strober)

EDUC 197. Education and the Status of Women: Comparative Perspectives—Theories and perspectives from the social sciences relevant to understanding the role of education in changing, modifying, or reproducing structures of gender differentiation and hierarchy. Cross-national research on the status of women and its uses to evaluate knowledge claims from varying perspectives. (SSPEP) GER:4c
4-5 units (Ramirez) not given 2003-04

EDUC 199A,B,C. Undergraduate Honors Seminar—Required for all juniors and seniors in the honors program in the School of Education. Supports students’ actual involvement and apprenticeships in educational research. Participants are expected to share ongoing work on their honors thesis. Prerequisite: consent of instructor.
1 unit, Aut, Win, Spr (Baugh)

EDUC 200. The Work of Art and the Creation of Mind—Collaboration among the Art, Dance, Drama, and Music programs, and the School of Education. The relationship between the work of art and the creation of mind: the work of art as a task of making something and as a form that has been made. How a conception of art develops and refines the mind. Observation of artists at work. The relationship between forms of art and forms of thought. What does either the perception or creation of art in any of its forms do to how one thinks and knows? (CTE)
4 units, Win (Eisner)

EDUC 201H. History of Education in the United States—Turning points in education in relation to religion, political socialization, race relations, gender, immigration, and urbanization. Limited enrollment. (SSPEP)
3-4 units, Aut (Labarree)

EDUC 201A. History of African American Education—Survey of the pivotal points in African American educational history, including literacy attempts during slavery, the establishment of historically Black colleges and universities, the debate between liberal and vocational education, Black student rebellions on campuses during the 20s, and the establishment of Black studies and cultural centers. (SSPEP)
3-4 units, Aut (Williamson)

EDUC 201B. Education for Liberation—(Ph.D. students register for 301B.) How various groups have employed education to advance group self-determination and autonomy at different points in history. (SSPEP)
3-4 units, Spr (Williamson)

EDUC 202. Introduction to Comparative and International Education—Contemporary theoretical debates about educational change and development, and the international dimension of contemporary issues in education. Emphasis is on the development of students’ abilities to make cross-national and historical comparisons of educational phenomena. (SSPEP/ICE)
4-5 units, Aut (Staff)

EDUC 202I. Education Policy Workshop in International and Comparative Education—Project-based workshop for students in International and Comparative Education, providing a practical introduction to key issues in educational policy making, educational planning, implementation, and the role of foreign expertise/consultants in developing country contexts. (SSPEP/ICE)
3-4 units, Win (Staff)

EDUC 203X. Education and Inequality in American Culture—Overview of the cultural production of inequalities in school performance by class, race, ethnicity, gender, and individual style. Students exploring the same themes in small group discussions enroll in 220Y for additional 2 units.
2 units (McDermott) not given 2003-04

EDUC 203Y. Education and Inequality in American Culture—Small group discussions of competition and unequal access in notable American texts. Corequisite: 203X.
2 units (McDermott) not given 2003-04

EDUC 204. Introduction to Philosophy of Education—Current approaches and techniques. Material has been selected for its general relevance to students of education. Feminist and radical theories of education. Introductory philosophical material in the context of educational issues. (SSPEP)
3 units, Spr (Callan)

EDUC 206A. Applied Research Methods in International and Comparative Education I: Introduction—Required for all M.A. students in ICE and IEAPA; others by consent of instructor. Orientation to the M.A. program and research project, exploration of resources for study and research. (SSPEP/ICE)
3-5 units, Win (Inoue)

EDUC 206B. Applied Research Methods in International and Comparative Education II: Master’s Monograph Proposal—Required for all M.A. students in ICE and IEAPA; others by consent of instructor. Development of research skills through discussion of theoretical and methodological issues in comparative and international education. Preparation of a research proposal for the M.A. monograph. (SSPEP/ICE)
3-5 units, Win (Inoue)

EDUC 206C. Applied Research Methods in International and Comparative Education III: Master’s Monograph Workshop—The conclusion of the four quarter M.A. program in ICE and IEAPA; required of all M.A. students. Reviews of students’ research in preparation for completion of their master’s monograph. (SSPEP/ICE)
3-5 units, Sum (Inoue)

EDUC 207A,B,C. Master’s Seminar in Curriculum and Teacher Education—Limited to master’s students in C&TE. Designed to support students as they develop and conduct a master’s project. Students discuss ideas for their project, learn about possibilities for master’s projects, develop a plan for a project, carry it out, and write up the results with the assistance of the instructors and peers.
3-5 units, Aut, Win, Spr (Post)

EDUC 208B. Curriculum Construction—The theories and methods of curriculum development and improvement. Topics: curriculum ideologies, perspectives on design, strategies for diverse learners, and the politics of curriculum construction and implementation. Students develop curriculum plans for use in real settings. (CTE)
3-4 units, Win (Pope)

EDUC 209X. Politics of Language Education in California Schools—Controversies surrounding language and educational policies pertaining to African Americans and English language learners are explored in the wake of legislation that was formulated to restrain curricula for language minority students throughout California. Interdisciplinary studies of language in schools and society are compared to legislation and educational policies within their historical and political contexts.
3-4 units (Staff) not given 2003-04

EDUC 210. Sociology of Education: The Social Organization of Schools—(For graduate students; see 110; same as SOC 132/232.) (SSPEP)
4 units, Spr (McFarland)

EDUC 211. Master’s Seminar in Social Sciences in Education—Limited to master’s students in SSE. Hands-on forum. The process of developing and shaping a research program, integrating it with academic and field experiences, and building relationships beyond the program. Students conceptualize their projects and focus on researchable topics: effective revising and editing, job searches, working with your adviser, “what next?” or a celebration of achievements so far. (SSPEP)
1-3 units, Aut, Win, Spr (Kerr)
EDUC 212X. Urban Education—Combination of historical and anthropological perspectives trace the major developments, contexts, tensions, challenges, and policy issues of urban education. Open to graduate and undergraduate students.
3-4 units, Spr (McDermott)

EDUC 213. Aesthetic Foundations of Education—What role might the arts play in education? Do the arts contribute to the development of cognitive skills? Do they help humans understand the world in which they live? Are aesthetic considerations central in the way we think about the aims of education? Do they enhance teaching and school organization? (CTE)
4 units (Eisner) not given 2003-04

EDUC 214. Popper, Kuhn, and Lakatos—(Same as PHIL 156.) These 20th-century philosophers of science raise fundamental issues dealing with the nature of scientific progress: the rationality of change of scientific belief, science versus non-science, role of induction in science, truth or verisimilitude as regulative ideals. Their impact in the social sciences and applied areas such as educational research. (SSPEP)
3 units, Spr (Phillips)

EDUC 218X. Cognition and Learning: Transfer of Learning—The development of computers and media that mimic human behavior has brought fresh energy to the debate over what constitutes agency. Social and individualistic perspectives on agency in light of past and present theories and evidence. Can agency be measured, and can the notion of agency inform the design of computer and social contexts that support learning and development?
3 units, Aut (Schwartz)

EDUC 219. Artistic Development of the Child—How can children’s and adolescents’ development in the arts be described? What role does the symbolic transformation of experience play in the creation of those images we regard as art? What can teachers do to promote the development of artistic thinking? These and other questions are examined through the study of theory and research conducted within the social sciences. (CTE)
4 units (Eisner) not given 2003-04

EDUC 220A,B,C,D,Y. The Social Sciences and Educational Analysis—Required of students in APA and open to all. Economics, political science, sociology, and history, and their applications to education in the U.S.

EDUC 220A. Introduction to the Economics of Education—Overview of the relationship between education and economic analysis. Topics: labor markets for teachers, the economics of child care, the effects of education on earnings and employment, the effects of education on economic growth and distribution of income, and the financing of education. Students who lack training in microeconomics, register for 220Y for 1 additional unit of credit. (SSPEP/APA)
4 units, Aut (Loeb)

EDUC 220B. Introduction to the Politics of Education—(Same as GSGBEN 349.) The relationships between political analysis and policy formulation in education; focus is on alternative models of the political process, the nature of interest groups, political strategies, community power, the external environment of organizations, and the implementation of policy. Applications to policy analysis, implementation, and politics of reform. (SSPEP/APA)
4 units, Spr (Kirst)

EDUC 220C. Education and Society—(Same as SOC 130/230.) The effects of schools and schooling on individuals, the stratification system, and society. Education as socializing individuals and as legitimizing social institutions. The social and individual factors affecting the expansion of schooling, individual educational attainment, and the organizational structure of schooling. GER:3b
4-5 units, Aut (Ramirez)

EDUC 220D. History of School Reform: Origins, Policies, and Outcomes—The major reform periods of last century. Students choose reforms to investigate either individually or as a small group project. Enrollment limited to 20. Prerequisites: graduate student or undergraduate education honors candidate; consent of instructor. (SSPEP/APA) 3 units, Win (Labaree)

EDUC 220Y. Introduction to the Economics of Education: Economics Section—For those taking 220A who have not had microeconomics before or who need a refresher. Corequisite: 220A. (SSPEP/APA) 1-2 units, Aut (Loeb)

EDUC 221A. Policy Analysis in Education—Major concepts associated with the development, enactment, and execution of educational policy. Issues of policy implementation, agenda setting and problem formulation, politics, and intergovernmental relations are examined through case materials and supplementary readings. Objective: identify and understand the factors that affect the ways in which analysts and policymakers learn about education in the policy system and the ways in which they can influence it. Limited enrollment. Prerequisite: consent of instructor. (SSPEP/APA)
3-5 units, Win (Darling-Hammond, McLaughlin)

EDUC 221B. Micro and Macro Issues in Policy Analysis—Doctoral students use their own research interests to explore the analytical, empirical, and methodological aspects of micro and macro perspectives on policy and action.
3 units, Win (McLaughlin, Darling-Hammond)

EDUC 222. Resource Allocation in Education—Problems of optimization and design, and evaluation of decision experience. Marginal analysis, educational production functions, cost effectiveness and cost-benefit analysis, constrained maximization, program evaluation. Introduction to linear models for large-scale data analysis. Implications to model assumptions. (SSPEP/APA)
4-5 units, Spr (Carnoy)

EDUC 224. Information Technology in the Classroom—The use of information technology (computers, interactive video, telecommunications) in classroom teaching. Basic computer operations and terminology; challenges of planning and teaching with technology; judging the merits of products for educational use; survey of the types of uses made of technology in schools; and economic, social, and ethical issues, emphasizing equity. (CTE)
3 units (Walker) not given 2003-04

EDUC 225X. Persuasive Technologies in Education—Captcha is a new area that explores how computing technologies persuade people to change attitudes and behaviors. A blend of psychology, technology, and design, captcha has implications for health, commerce, and education. How computer systems can be designed to influence people, especially in education. How to incorporate elements of motivation and persuasion in teaching. Interactive technologies with both educational and persuasive components.
3 units, Win (Fogg)

EDUC 229A,B,C,D. Learning Design and Technology—Four quarter core of the LDT master’s program. Topics: learning, cognition, and development; design principles for technological learning environments; technological literacy and skills; research methods and evaluation; curriculum and content; and organization and design and operation. Students navigate design sequences in learning environments rooted in a practical problem. Topics in learning, design, and technology from a theoretical and a practical application perspective. Readings and hands-on development are a team-collaborative effort. (all areas)
3 units, A: Sum (Walker), B: Aut (Goldman), C: Win (Staff), D: 3-4 units, Spr (Schwartz)

EDUC 230. Ethnographic and Empowerment Evaluation—The role of ethnography in addressing contemporary and socially significant issues. The value of ethnographic evaluation in educational settings. Successful strategies to communicate qualitative findings with powerful policymaking bodies to improve our world, including testifying on the Hill and sharing findings through the media. The role of ethnographic
EDUC 231X. Developing and Supporting Teaching—How do teachers learn to teach and what kinds of mentoring and coaching helps to develop their practice? Teaching requires the ability to make hundreds of choices and decisions daily. A strong knowledge base and skills of reflective inquiry increase the odds that students are served in a teacher’s classroom. How is the development of successful teaching supported? What does effective mentoring look like? What are the dilemmas faced by mentors? The research on adult learning and learning to teach, developing skills such as giving productive feedback and co-planning. Methods: teaching videos, role play, and theory, research, and practice concerning mentoring.
3 units, Spr (Boader)

EDUC 232A. The Study of Teaching—How does one define and study teaching? What do teachers need to know, believe, and be able to do? How does teaching vary by subject matter, students, grade level? What is the relationship between teaching and learning? How do teachers learn? The research that has tackled these questions provides students with the chance to think about these and other questions of their own. (CTE)
4 units, Win (Boader)

EDUC 232B. Introduction to Curriculum—Second of CTE core. What should American schools teach? How should school programs be organized? How can schools determine whether the goals they have formulated have been achieved? What kind of school organization helps teachers improve their teaching practices? Students secure a historical and contemporary perspective on the curriculum of American schools. The interactions among curriculum, the organizational structure of schools, the conception of the teacher’s role, and the ways in which teaching and student learning are assessed. Text, video analysis of teaching, and small group discussions examine competing ideas regarding the content and aims of school programs. (CTE)
4 units, Aut (Eisner)

EDUC 232C. Introduction to Learning—Core course in CTE and PSE. The theoretical perspectives and results of research on learning, emphasizing principles that can the inform the design and study of learning environments, including teaching and curriculum activities and resources. Issues: the ways of assessing learning, learning by individuals and groups who differ in gender or in cultural and social backgrounds, the generality of learning outcomes, relations between the growth of conceptual understanding and cognitive skill, learning considered as becoming a more effective participant in social practices, and a brief history of the development of currently influential conceptualizations of learning. (CTE, PSE)
4 units, Spr (Wineburg)

EDUC 233A. Theories and Interventions from a Multicultural Perspective—The impact of culture on counseling and intervention, theory problem presentation, relationship formation, and intervention development and evaluation in individual and group counseling, and in helping encounters in school and community settings.
3 units (Staff) not given 2003-04

3 units (Krumholz) not given 2003-04

EDUC 238A. Orientation to Counseling Psychology—For first-year counseling psychology students. Overview of the counseling psychology profession, including counseling theories, techniques, and assessment. Topics: relationship enhancement, problem conceptualization, goal setting, intervention techniques, and monitoring outcomes. Review of training tapes, role playing, and supervision of initial counseling experiences. Prerequisite: consent of instructor. (PSE)
3 units (Staff) not given 2003-04

EDUC 238B. School and Community-Based Counseling Psychology: Supervised Applications—For first-year counseling psychology students. Integration of counseling practice with research findings. Continuing review of training tapes, role playing, and supervision of counseling experiences. Prerequisite: consent of instructor. (PSE)
3 units (Staff) not given 2003-04

EDUC 238C. School and Community Based Counseling Psychology: Supervised Applications—For first-year counseling psychology students. Advanced study of counseling theories, techniques, and assessment methods. Emphasis is on the integration of counseling practice within a research framework. Continuing review of training tapes, role playing, and supervision of counseling experiences. Prerequisite: consent of instructor. (PSE)
3 units (Staff) not given 2003-04

EDUC 239. Emerging Issues in Child and Adolescent Development—Focus is on critical social and developmental issues that affect children and adolescents. Topics: divorce and single parenting, child care, poverty, sexuality, and mass media, emphasizing the impact of these conditions on normal development, education, and school-related social and cognitive performance. (PSE)
4 units (Padilla) not given 2003-04

EDUC 240. Adolescent Development and Learning—How do adolescents develop their identities, manage their inner and outer worlds, and learn? Presuppositions: that fruitful instruction takes into account the developmental characteristics of learners and the task demands of specific curricula; and that teachers can promote learning and motivation by mediating between the characteristics of students, the curriculum, and the wider social context of the classroom, the school, and the society. Prerequisite: STEP student or consent of instructor. (STEP)
3 units, Aut (Darling-Hammond, Padilla, Roese)

EDUC 243. Research in Writing and Writing Instruction: Writing Across Languages and Cultures—(Same as ENGLISH 397R) The theoretical perspectives that have dominated the literature on writing research over the years. Examination of reports, articles, and chapters on writing research, writing theory, and writing instruction; current and historical perspectives in writing research and research findings relating to teaching and learning in this area.
4 units (Ball, Lunsford) not given 2003-04

EDUC 244. Classroom Management—Student and teacher’s roles in developing a classroom community. Strategies for classroom management discussed, practiced, and placed within a theoretical framework.
1 unit, Aut (Haysman)

EDUC 245X. Seminar in Teacher Education—For doctoral students interested in preparing to become teacher educators. Teacher education program models; new approaches to supporting teacher learning in pre-service and in-service contexts; and changes in policies relevant to teacher education. Theoretical frames include adult learning theory, organizational supports for professional learning, and issues of institutional change. (CTE)
2-3 units (Staff) not given 2003-04

EDUC 246A,B,C,D. Secondary Teaching Seminar—Preparation and practice in issues and strategies for teaching in classrooms with diverse students. Topics: guided observations, building classroom community, classroom interaction processes, topics in special education portfolio development, teacher professionalism, patterns of school organization, teaching contexts, and government educational policy. Classroom observation and student teaching with accompanying seminars during each quarter of STEP year. 16 units required for completion of the program. Prerequisite: STEP student. (STEP)
2 units, A: Sum (Lotan, Haysman), B: Aut (Lotan, Haysman), C: Win (Lotan, Haysman, Schultz), D: Spr (Lotan, Haysman)
EDUC 247. Moral Education—Issues in moral theory and education, including consideration of the Kohlberg-Gilligan debate, character education, and contemporary issues on values and religious education. (SSPEP)
3 units, Win (Damon)

EDUC 249. Theory and Issues in the Study of Bilingualism—(Undergraduates register for 149; same as SPANLIT 207.) Sociolinguistic perspective. Emphasis is on typologies of bilingualism, the acquisition of bilingual ability, description and measurement, and the nature of societal bilingualism. Prepares students to work with bilingual students and their families and to carry out research in bilingual settings. (SSPEP)
3-4 units, Aut (Valdés)

EDUC 250A. Statistical Analysis in Educational Research—Primarily for doctoral students. Regression and categorical models are widely used data analytic procedures. Topics: basic regression including multiple and curvilinear regression, regression diagnostics, analysis of residuals and model selection, logistic regression, analysis of categorical data. Proficiency with statistical computer packages. Prerequisite: 160 or equivalent. (all areas)
4 units, Win (Haertel)

EDUC 250B. Statistical Analysis in Educational Research: Analysis of Variance—Primarily for doctoral students. Analysis of variance models are among the most widely used data analytic procedures, especially in experimental, quasi-experimental, and criterion-group designs. Topics: single-factor ANOVA, the factorial between and within subjects and mixed design ANOVA (fixed, random, and mixed models), analysis of covariance, multiple comparison procedures. Prerequisite: 160X or equivalent. (all areas)
3 units, Spr (Shavelson)

2-4 units, Win (Olkin)

EDUC 252. Introduction to Test Theory—Concepts of reliability and validity; derivation and use of test scales and norms; mathematical models and procedures for test validation, scoring, and interpretation. Prerequisite: Statistics 190 or equivalent. (PSE)
3-4 units, Spr (Haertel)

EDUC 255. Human Abilities—(Same as PSYCH 133.) Introductory survey of psychological theory and research on human cognitive abilities; their nature, development, and measurement, and their importance in society. Relation of education and intellectual abilities. Cognitive analysis of verbal reasoning and spatial abilities. Individual differences in relation to motivation, personality, gender, and ethnic differences. Prerequisite: Psychology 1 or equivalent. (PSE) GER:3b
3 units, Win (Shavelson)

EDUC 256X. Psychological and Educational Resilience Among Children and Youth—Psychological and educational theories of resilience as they relate to children and youth. Emphasis is on family, school, and community assets as they relate to protective factors that create conditions of resilience. How protective factors can be used to create healthy communities that enhance the life qualities of at-risk children and youth.
3-4 units, Spr (LaFromboise, Padilla)

EDUC 257A.B. Statistical Methods for Behavioral and Social Sciences—For students with experience and training in empirical research. Analysis of data from experimental studies through factorial designs, randomized blocks, repeated measures; regression methods through multiple regression, model building, analysis of covariance; categorical data analysis through log-linear models, logistic regression. Integrated with the use of statistical computing packages. Prerequisite: analysis of variance and regression at the level of STATS 161.
3 units, Win (Kruskal)

EDUC 260X. Popular Advanced Statistical Methods—Overview and implementation of methods for accommodating the nested structure of much educational data (e.g., students within classrooms within schools) which arise as units of analysis problems, ecological regression, or hierarchical linear models. Methods for complex measurement models in regression settings known as structural equation models, causal models, covariance structures. See http://www.stanford.edu/class/ed260.
3 units, Win, Spr (Rogosa)

EDUC 261X. Critical Reading in the Content Areas—Topics: introduction to models of reading, functions of literacy, components of reading instruction, content versus recreational reading, literacy versus expository materials, and reading to learn versus learning to read; text types; testing and assessment; vocabulary and reading instruction; comprehension and background knowledge; study skills and aids; metacognition; strategies; writing and reading instruction; technological applications; affective concerns and motivations. (SSPEP)
3 units (Staff) not given 2003-04

EDUC 262A,B,C. Curriculum and Instruction in English—Approaches to teaching English in the secondary school, including goals for instruction, teaching techniques, and methods of evaluation. (STEP)
2 units, A: Sum (Grossman)
3 units, B: Aut, C: Win (Grossman)

EDUC 263A,B,C. Curriculum and Instruction in Mathematics—The purposes and programs of mathematics in the secondary curriculum; teaching materials, methods. Prerequisite: STEP student or consent of instructor. (STEP)
2 units, A: Sum (Boaler)
3 units, B: Aut, C: Win (Boaler)

EDUC 264A,B,C. Curriculum and Instruction in Foreign Language—Approaches to teaching foreign languages in the secondary school, including goals for instruction, teaching techniques, and methods of evaluation. Prerequisite: STEP student. (STEP)
2 units, A: Sum (Zwiers)
3 units, B: Aut, C: Win (Zwiers)

EDUC 267A,B,C. Curriculum and Instruction in Science—Examination of the possible objectives of secondary science teaching and related methods; selection and organization of content and instructional materials; lab and demonstration techniques; evaluation, tests; curricular changes; ties with other subject areas. Prerequisite: STEP student or consent of instructor. (STEP)
2 units, A: Sum (Schultz)
3 units, B: Aut, C: Win (Schultz)

EDUC 268A,B,C. Curriculum and Instruction in History and Social Science—Emphasis is on the methodology of social studies instruction: review of curriculum trends, survey of teaching materials, opportunities to develop teaching and resource units. Prerequisite: STEP student.
2 units, A: Sum (Wineburg)
3 units, B: Aut, C: Win (Wineburg)

EDUC 269. Principles of Learning for Teaching—Student learning and the epistemology of school subjects as they relate to the planning and implementation of teaching, the analysis of curriculum, and the evaluation of performance and understanding. Readings and activities are coordinated with the student teaching activities of participants. Prerequisite: STEP student or consent of instructor.
3 units, Spr (Darling-Hammond, Hatch, Lieberman, Nasir)

EDUC 271S. School-Based Strategies for Reform—Seminar. Major redesign and reform strategies that schools are using to improve their performance. Reflections, and the preparation of a report for local school leaders analyzing school improvement resources and strategies.
EDUC 273X. Gender and Higher Education—Focus is on the U.S. The effects of interactions between gender and the structures of higher education; policies seeking changes in those structures. Topics: undergraduate and graduate education, faculty field of specialization, rewards and career patterns, sexual harassment, and the development of feminist scholarship and pedagogy.

5 units (Strober) not given 2003-04

EDUC 275. African American English in Educational Context—(For graduate students; see 175.) 3 units, Win (Baugh)

EDUC 277. Education of Immigrant Students: Psychological Perspectives—(For graduate students; see 177.) (SSPEP) 4 units, Win (Padilla)

EDUC 279. Urban Youth and Their Institutions: Research and Practice—(For graduate students; see 179.) (SSPEP/APA) 4-5 units, Aut (McLaughlin)

EDUC 279B. Best Practice and Policy in Youth Development—(For graduate students; see 179B.) 2-4 units (McLaughlin) not given 2003-04

EDUC 281X. Using Literacies to Support Struggling Students—Issues related to meeting the needs of struggling readers and writers and special needs students in their classrooms. Emphasis is on students who appear to be struggling learners in middle and high school classrooms who have not been previously or officially identified to receive special educational resources.

3 units (Ball) alternate years, given 2004-05

EDUC 284. Teaching in Heterogeneous Classrooms—Teaching in academically and linguistically heterogeneous classrooms requires a rich repertoire of pedagogical strategies. Focus is on the ways to provide access to intellectually challenging curriculum and equal-status interaction for students in diverse classrooms. Emphasis is on group work, a highly recommended and well documented instructional approach, and its cognitive, social, and linguistic benefits for students. Students learn to prepare for group work, equalize participation, design learning tasks that support conceptual understanding, mastery of content and language growth, and assess group products and individual contributions. (STEP)

1-3 units, Win (Lotan)

EDUC 286B. Second Language Acquisition Research—Major research findings and theories in second language acquisition. Second language research and theories in formal and informal settings where a second language is learned. (SSPEP) 4 units, Win (Padilla)

EDUC 287. Culture and Learning—(Same as CASA 158X.) Learning in institutional settings in the U.S. and around the globe. Learning in families, in schools, on the job, and on the streets. Emphasis is on the cultural organization of success and failure in American schools. Tentative consideration of opportunities for making less inequality. (SSPEP, STEP)

3-4 units (McDermott) not given 2003-04

EDUC 289. Introduction to Linguistics for Educational Researchers—(Undergraduates register for 189.) For graduate students with interests in educational research, especially those who plan to concentrate on language or linguistics. Basic linguistic concepts, complementary surveys of educationally oriented studies that explore quantitative linguistic analyses, qualitative ethnolinguistic analyses, discourse analyses, conversation analyses, and studies of bilingualism. Emphasis is on the linguistic analyses of language minority populations and related educational policies.

4 units (Baugh) not given 2003-04

EDUC 290. Leadership: Research, Policy, and Practice—Conceptions of leadership that include the classroom, school, district office, and state capitol. The role of complexity; organizational leaders outside of schools past and present, and how that complexity permitted leadership to arise. Case studies. (SSPEP/APA) 3-4 units, Win (Davis, Meyerson)

EDUC 291. Learning Sciences and Technology Design Proseminar—Students and faculty present and critique new and original research relevant to the Learning Sciences and Technology Design doctoral program. Goal is to develop a community of scholars who become familiar with each other’s. Practice of the arts of presentation and scholarly dialogue while introducing seminal issues and fundamental works in the field.

1 unit, Aut (Pea), Win (Schwartz), Spr (Goldman)

EDUC 292X. Cultural Psychology—The relationship between culture and psychological processes; how culture becomes an integral part of cognitive, social, and moral development. Both historical and contemporary treatments of cultural psychology, including deficit models, cross-cultural psychology, ecological niches, culturally specific versus universal development, sociocultural frameworks, and minority child development. The role of race and power in research on cultural psychology.

2 units, Win (Nasir)

EDUC 294X. Theories of Human Development—Concepts and theoretical viewpoints of developmental science. Goal is to evaluate multidisciplinary applications of empirical developmental research including its impact on educational reform, interventions, and social policy issues.

3 units, Spr (Perez-Granados)

EDUC 296. Substance Dependence: Assessment, Treatment, and Prevention—Open to social sciences graduate students. The prevalence, etiology, and treatment of alcohol and drug-related disorders. Developmental perspective; how substance abuse disorders manifest themselves in men and women at different ages from childhood through late adulthood. Beneficial treatment approaches such as AA, individual and group work, family treatment, and inpatient versus outpatient care. Required visit to treatment programs during the quarter. (PSE)

3 units, Win (Moffett)

EDUC 298. Online Learning Communities—Historical foundations, theoretical perspectives, underlying learning theories, case studies, and key enabling technologies of online learning communities across and within K-12 schools, among teachers, in professional collaborations in the sciences, and across informal communities of interest in society.

3 units, Win (Pea)

EDUC 299X. Visualizations in Learning—For learning theorists, designers of instructional and interactive learning environments, and those concerned with augmenting human capabilities with information technologies. Theory and research literature encompassing visualizations such as 2-D images and 3-D models, diagrams, geo-gridded visualizations in science and social science, temporal visualizations such as animations and video, concept maps, tree maps, and matrices. Subject areas span sciences, mathematics, medicine, architecture, and history.

3 units, Spr (Pea)

EDUC 301B. Education for Liberation—(For Ph.D. students only; see 201B.) 3-4 units, Spr (Williamson)

EDUC 302X. The Role of Knowledge and Learning in Teaching—Focus is on current literature relevant to the structure of subject matter of instruction in schools, and to the cognitive processes involved as students try to learn material. The implications of the literature on the role of the teacher. (CTE)

3 units (Staff) not given 2003-04

EDUC 304. The Philosophical and Educational Thought of John Dewey—(Same as PHIL 130/230.) Readings vary each year. Emphasis may be on his social and moral writings. (SSPEP)
EDUC 306A. Education and Economic Development—Case material considers development problems in the U.S. and abroad. Discussion sections on economic aspects of educational development. (SSPEP/ICE) 5 units, Aut (Carnoy)

EDUC 306B. The Politics of International Cooperation in Education—(Undergraduates and master’s students register for 107.) Analysis of policies and practices in international cooperation, assistance, and exchange. Emphasis is on the role of international organizations (World Bank, UNESCO, OECD) and the politics of multilateral and bilateral assistance programs. (SSPEP/ICE, APA) 4 units, Spr (Inoue)

EDUC 306C. Political Economy of the Mind—Theories of political economy related to the learning mind, particularly as in fiction. Readings from Defoe, Smith, Balzac, Dickens, Marx, Veblen, Wharton, Joyce, Galbraith, and Morrison. (SSPEP/ICE) 3-4 units, Spr (Staff)

EDUC 306D. World, Societal, and Educational Change: Comparative Perspective—(Undergraduates register for 136; same as SOC 131/231.) Theoretical perspectives and empirical studies on the structural and cultural sources of educational expansion and differentiation, and on the cultural and structural consequences of educational institutionalization. Research topics: education and nation building; education, mobility, and equality; education, international organizations, and world culture. 4-5 units, Win (Ramirez)

EDUC 308. The Analysis of Teaching—Teaching is often considered an art or craft rather than a science. Is this true? Do teachers function as performers? Videotapes of teachers in action serve as a resource for the analysis of teaching. Concepts and methods from the field of criticism provide tools to analyze teaching. Literature in criticism, aesthetics, and qualitative evaluation secures the conceptual tools for the analysis of teaching. (CTE) 3-4 units (Staff) not given 2003-04

EDUC 311X. First-Year Doctoral Seminar: Introduction to Research—Methods in current educational research, focusing on logical and epistemological, design, and ethical issues. (all areas) 1-2 units, Aut, Win, Spr (Stipek, Callan)

EDUC 312. Microsociology: Interaction Processes in Education—(Same as SOC 224.) The educational applications of sociological/social psychological theory and research to interaction processes within schools and classrooms. Readings in foundational and contemporary works of interactionism spanning empirical settings beyond classrooms including primate societies, children’s games, and work settings. Topics: social processes of influence, role differentiation, identity formation, social mechanisms, and intra/inter-group dynamics of peer relations. Methods for observation and analysis. (SSPEP) 4 units, Aut (McFarland)

EDUC 314. Workshop in Economics of Education—Research by students and faculty engaged in problems in the economics of education. Students must have advanced graduate training in economics theory and methodology and be engaged in research on the topic. (SSPEP) 1-2 units, Aut, Win, Spr (Loeb)

EDUC 316X. Network Analysis of Formal and Informal Organizations—The educational applications of social network analysis. Introduction to social network theory, methods, and research applications in sociology. Network concepts of interactionist (balance, cohesion, centrality) and structuralist (structural equivalence, roles, duality) traditions are defined and applied to topics in small groups, social movements, organizations, communities. Students apply these techniques to data provided by instructor on schools and classrooms. (SSPEP) 5 units, Spr (McFarland)

EDUC 317X. Workshop on Community and Youth Development—(Same as SOC 317C.) The Youth Development Seminar presents an opportunity to discuss, read, and collaborate on youth development research issues by providing participants with access to the National Longitudinal Study of Adolescent Health Data (requires permission), tutorials on statistical methods to facilitate analysis of the dataset, and articles that help researchers develop tools of inquiry. Participants present their work for constructive feedback. 1-2 units, Aut, Win, Spr (Ventresca)

EDUC 318X. Research Seminar on Issues of School Reform—Topics vary according to instructor and student interest. 3-4 units, Win (Cuban)

EDUC 321A. Emerging Conceptions of Qualitative and Ethnographic Research—Issues of knowing as promoted through forms of representation through which humans have historically represented the world and how they care about it, including narrative, visual images, and poetic forms. How to see and represent the educational worlds through forms of representation. Sources include videotaped sequences of classrooms in action, film excerpts that reveal human relations, and literary forms that describe the significance and subtleties of classroom situations. Focus is also on materials and procedures used by researchers, film makers, and fiction writers. 4-5 units, Spr (Eisner, McDermott)

EDUC 322X. Discourse of Liberation and Equity in Schools and Society—Issues and strategies for studying oral and written discourse as a means for understanding classrooms, students, and teachers, and teaching and learning in educational contexts. The forms and functions of oral and written language in the classroom, emphasizing teacher-student and peer interaction, and student-produced texts. Individual projects utilize discourse analytic techniques. Prerequisite: graduate status or consent of instructor. (SSPEP) 5 units, Win (Ball)

EDUC 323A. Introduction to Education Policy Analysis—The formulation and improvement of federal and state education and children policies. Key current policy issues and trends in politics. Topics: the federal role in education and child care. (SSPEP/APA) 3 units, Aut (Kirst)

EDUC 324X. Emerging Business Opportunities in Education and Training—(Same as GSBGEN 545.) For students in the joint degree program in Business and Education, and others. A combination of changing market mechanisms and emerging technologies is fueling new opportunities in for-profit education and training organizations. The interaction of firms with the public sector presents challenges for these organizations. The roles of public administrators, educators, investors, and technology providers in defining opportunities, challenges, and constraints for education and training firms. Approaches to strategy formation, product development, and operations. Visiting managers and other experts. (SSPEP/APA) 4 units, Win (Kirst)

EDUC 326X. Legal Dilemmas and Administrative Decision Making in Schools—Concepts and issues in school law and their influence on administrative decision making in public schools, skills in the application of legally defensible resolutions to complex educational problems, and theories, principles, and the evolution of education law. 4 units, Aut (Davis)

EDUC 327A,B. The Conduct of Qualitative Inquiry—Integrated two quarter sequence for doctoral students to engage in research that anticipates, is a pilot study for, or feeds into their dissertations. Prior approval for dissertation study not required. The experience is about the actual conduct of research. All students engage in common research processes from January to June including developing interview questions; interviewing; coding, analyzing, and interpreting data; theorizing; and writing up results. Participant observation as needed. Preference to students who intend to enroll for both quarters.
EDUC 331A,B. Administration and Policy Analysis Research Seminar—Limited to first-year APA doctoral students. The rudiments of problem statements, conceptual frameworks, research design, and critical reviews of literature. (SSPEP/APA)

3 units, A: Win (Darling-Hammond), B: Aut (Antonio)

EDUC 333A. Learning, Design and Technology: Analyzing Functions and Needs in Learning Environments—Advanced seminar. Introduction to the theoretical approaches to learning used to analyze learning environments and develop goals for designing resources and activities to support more effective learning practices.

3 units, Sum (Perez-Granados)

EDUC 333B. Learning Design and Technology: Organizations—Advanced seminar. How organizational resources, structures, constraints, and possibilities are taken into account in research-based designs for learning in schools and work places. Presentations and discussions by researchers from the Institute for Research on Learning offer an overview of current research and development efforts for improving learning in schools and workplaces.

3 units (Goldman) not given 2003-04

EDUC 334X. Technology and Assessment

3 units (Staff) not given 2003-04

EDUC 335X. Language Policy and Planning: National and International Perspectives—For graduate students, and undergraduates with consent of instructor. International study of the social, political, and educational tensions that shape language policy. Emphasis is on language education that affects immigrants, guest workers, and indigenous linguistic minority populations; policies that determine foreign language instruction, and U.S. language policies in a comparative approach. (SSPEP)

3 units (Staff) not given 2003-04


2-3 units, Spr (Ball)

EDUC 340X. American Indian Mental Health and Education—Western medicine tends to define health by first defining sickness, disease, or pathology, and then defining health as the absence of these diseases. Native American cultures understood health to mean the balance or beauty of all things physical, spiritual, emotional, and social. Sickness was something out of balance, the absence of harmony. Representative topics in American Indian psychology and health acquaint students with issues that characterize the field, its methods, goals, and findings. Prerequisite: experience working with American Indian communities. (PSE)

3 units, Win (LaFromboise)

EDUC 341X. Educational Applications of Sociolinguistics—Formal integration of sociolinguistics and applied linguistic research in relation to international case studies among students and teachers in socially stratified speech communities worldwide. Theoretical concepts from linguistics as they relate to practical educational problems in socially stratified speech communities. Recommended: background in linguistic science for students who seek an introduction to applied linguistic research. (SSPEP)

3 units (Staff) not given 2003-04

EDUC 342X. Child Development and New Technologies—Focus is on the experiences computing technologies afford children and how these experiences might influence development. Sociocultural theories of development as a conceptual framework for understanding how computing technologies interact with the social ecology of the child and how children actively use technology to meet their own goals. Readings from empirical journals, web publications, and books. Organized around themes of the influences of interactive technology on cognitive development, and of interactive technology on identity and social development, and equity issues.

1-3 units, Win (Barron, Perez-Granados)

EDUC 343X. Achievement Motivation in School-Aged Children—Surveys developments in the study of achievement motivation in children and adolescents over the past 50 years. The historical and theoretical approaches to understanding the quality, intensity, and direction of children’s achievement-related behavior. Clinical life-span theories, cognitive theories, and social-cognitive theories of achievement motivation. Differences among mechanistic, organismic, and developmental-contextual metamodels of motivation, qualitative vs. quantitative conceptualizations of motivation, and the differential emphasis placed upon organismic needs, cognition, volition, and emotion in theories concerned with understanding achievement behavior. (PSE)

3 units, Win (Roerser)

EDUC 344. Child Development and Schooling—How the practices and activities of schooling influence the social, emotional, and cognitive development of children. Metatheoretical approaches (mechanistic, organismic, developmental contextualist metamodels) and methods of conducting research on schooling and development (experimental, survey, ethnographic, intervention). Topics: how different teaching practices influence cognitive growth in academic domains; how the organizational structures of schools (grade related transitions, class organizations) fit or fail to fit developmental needs; how friendship groups create contexts for learning and can lead to different trajectories of development; and how grading and other evaluative practices influence motivational orientations. Focus is on elementary school years. (PSE)

3-4 units, Spr (Barron)

EDUC 345X. Adolescent Development and Schooling—How the context of school and its relationship to other major context developments (family, peer group, and neighborhood) influence the social, emotional, and cognitive development of secondary school-aged youths. Metatheoretical approaches (mechanistic, organismic, developmental contextualist metamodels) and methods of conducting research on schooling and development (laboratory, survey, ethnographic, intervention). Topics: school transitions during adolescence; the role of school functioning in broader patterns of competence or distress; and how the organization of academic tasks, classrooms, and school environments as a whole can influence adolescent development. Focus is on middle and high school years. (PSE)

3 units (Staff) not given 2003-04

EDUC 346. Research Seminar in Higher Education—Required for higher education education students. Overview of higher education in the U.S. and an introduction to the major issues that have emerged in research such as diversity, stratification, decentralization, and change. The current structural features of the system and the historical context that shaped it, informed by a range of theoretical frameworks. The purposes of higher education in light of different interest groups: students, faculty, administrators, and external constituents. (SSPEP/APA)

4 units, Aut (Antonio)

EDUC 347. Economics of Higher Education—(Same as GSBGEN 348.) Topics: the worth of college and graduate degrees, and the utilization of highly educated graduates; faculty labor markets, careers, and workload; costs and pricing; discounting, merit aid, and access to higher education; sponsored research; academic medical centers; and technology and productivity. Emphasis is on theoretical frameworks, policy matters, and the concept of higher education as a public good. Stratification by gender, race, and social class.

4 units, Spr (Strober)

EDUC 349X. Accountability and Assessment in Higher Education

3 units (Staff) not given 2003-04

EDUC 350A,B,C,D. Psychological Studies in Education—Required of first-year doctoral students in Psychological Studies; others by con-
EDUC 351. Workshop in Technical Quality of Educational Assessments—The analysis of longitudinal data is central to empirical research on learning and development. Topics: growth models, measurement of change, repeated measures design, quasi-experiments, structural regression models, reciprocal effects, analysis of durations including survival analysis. See http://www.stanford.edu/class/ed351/. Prerequisite: statistical training at the level of 257. (PSE)
3 units, Spr (Haertel, Rogosa)

EDUC 353A. Problems in Measurement: Item Response Theory—Alternative mathematical models used in test construction, analysis, and equating. Emphasis is on applications of item response theory (latent trait theory) to measurement problems, including estimation of item parameters and person abilities, test construction and scoring, tailored testing, mastery testing, vertical and horizontal test equating, and detection of item bias. Prerequisites: 252 and 257, or PSYCH 248 and 252, or equivalent. (PSE)
3 units, Aut (Haertel)

EDUC 353C. Problems in Measurement: Generalizability Theory—Application to analysis of educational achievement data, including performance assessments. Fundamental concepts, computer programs, and actual applications. (PSE)
3 units (Haertel, Shavelson) alternate years, given 2004-05

EDUC 358X. Informal Science Education—Focus is on research on teaching and learning in informal learning environments such as museums and environmental education centers. The evaluation of programs for teachers and students in such museums and centers, and the history of these institutions and their changing purposes.
3 units (Atkin) not given 2003-04

EDUC 359A. Research in Science and Mathematics Education: Assessment and Evaluation—Historical and international perspectives. Emphasis is on trends and issues in contemporary American research and policy. Opportunity to develop and discuss dissertation plans, but are not limited to those students. (CTE)
2-3 units, Win (Shavelson)

EDUC 359C. Research in Science and Mathematics Education: Curriculum—Historical and international perspectives; emphasis is on trends and issues in contemporary American research and policy. Opportunity to develop and discuss dissertation plans, but are not limited to those students. (CTE)
2-3 units (Staff) not given 2003-04

EDUC 361. Economics of Gender in Education and Employment—Policy issues concerning higher education, employment, earnings, discrimination, occupational segregation, housework, childcare, affirmative action, comparable worth, and feminist economics. (SSPEP)
3 units (Strober) not given 2003-04

EDUC 364X. Reading in a Second Language—Examination of the theories and research related to learning to read in a second language in child and adult learning contexts. The similarities and differences between first- and second-language theories and research on learning to read. Applications of research findings to pedagogy. (SSPEP)
3 units (Kamil) not given 2003-04

EDUC 365X. Learning to Read—Focus is on primary grades. Techniques and methods commonly used in learning environments where reading is taught such as in classrooms and individual tutoring. Materials include recent syntheses of the research on learning to read and practical experiences in translating research into practice.
3 units (Kamil) not given 2003-04

EDUC 366X. Trends and Issues in Reading—Framework for literacy and literacy instruction. Research, theory, and implications for practice in classroom organization, compensatory instruction, comprehension instruction, reading and writing assessment, second language reading, whole language emergent literacy, adult literacy, and technology. (SSPEP)
3-4 units (Kamil) not given 2003-04

EDUC 367X. Reading Research Synthesis, Policy and Practice—The national syntheses of reading research beginning with the Great Debate (1967) and concluding with the National Reading Panel (2000). These reports are often the basis of recommendations for parents, administrators, and teachers, and have been the foundation of policy for curricular reform. Examination of these reports, interpretations, and commentaries, comparing the conclusions and recommendations with those derived from the original research upon which they were based.
3 units (Staff) not given 2003-04

EDUC 370X. Theories of Cognitive Development—The contributions of Jean Piaget and Lev Vygotsky to the study of the developing mind of the child. The theories, concepts, perspectives, empirical work, and lives of both men. Topics: Piaget’s genetic epistemology, constructivism, sensorimotor through formal operational thought; Vygotsky’s cultural-historical approach, egocentric speech, and the relation between learning and development. Provides students with a familiarity with some of the major theorists of cognitive development of the 20th century.
3 units, Aut (Nasir)

EDUC 371X. Cognitive Development in Childhood and Adolescence—Theoretical and empirical perspectives that describe the mechanisms and processes researchers use to explain the developmental changes that occur within the individual, which affects how human beings think about and experience their world.
3 units, Spr (Perez-Granados)

EDUC 372X. Social Processes in Learning and Development—Doctoral seminar on how children’s learning and development are influenced by social interactions with parents, peers, teachers, and the larger cultural context. Emphasis is on research that illuminates the social/cognitive processes thought to influence the development of individual thinking: observation and imitation of models, co-construction of meaning and achievement of intersubjectivity, providing and receiving explanations, and socio-cognitive conflict. How the larger social culture influences the behavior of individuals in interaction and how forms of school culture influence children’s individual thinking and thinking in collaboration with others. (PSE)
3 units, Spr (Barron)

EDUC 374A. Research Workshop: Commercialization of Knowledge—(Same as SOC 274A.) Research workshop on key factors that shape processes of transferring basic knowledge into commercial development. Topics: the sociology and economics of science, intellectual property and patenting issues, university-industry relations, cross-national differences in knowledge transfer and science/technology policy, and entrepreneurial activity in universities. Students are expected to either have or to develop research projects on these topics. Undergraduate prerequisite: consent of instructor.
1-3 units (Powell) not given 2003-04

EDUC 374B. Research Workshop: Commercialization of Knowledge
2-3 units (Powell) not given 2003-04

EDUC 375A. Seminar on Organizational Theory—(Same as SOC 363A). For Ph.D. students. The social science literature on organizations. Readings introduce major theoretical traditions and debates. The intellectual development of the field reflects shifts in emphasis in studies from workers to managers, from organizational processes to outputs, and from single organizations to populations of organizations.
5 units, Win (Powell)

EDUC 375B. Seminar on Organizations: Institutional Change—(Same as SOC 363B.) The fruitfulness of research programs from
institutions, network, and evolutionary perspectives in explaining large-scale change in organizational populations and institutions.

3-5 units, Win (Powell)

EDUC 377X. Comparing Institutional Forms: Public, Private, and Nonprofit—(Same as SOC 377, GSBGEN 346.) The missions, functions, and capabilities of nonprofit, public, and private organizations. Focus is on sectors with significant competition among institutional forms, including health care, social services, the arts, and education. Seminar format requires student participation. Sources include scholarly articles, cases, and historical materials. For students interested in the nonprofit sector, and those in the joint Business and Education program.

4 units, Win (Powell)

EDUC 379B. Disconnected Youth: Legal and Policy Issues—(Same as LAW 356.) The situation of youth, 16-24, who are out of school and work for extended periods of time, including those incarcerated as a result of criminal behavior. Focus is on changes in laws, policies, and social service systems, including the education system, needed to help these youth.

2-3 units, Aut, Win, Spr (Wald)

EDUC 380. Internship in Educational Administration
1-15 units, Aut, Win, Spr, Sun (Staff)

EDUC 381X. Multicultural Issues in Higher Education—The primary social, educational, and political issues that have surfaced in American higher education due to the rapid demographic changes occurring since the early 80s. Research efforts and the policy debates include multicultural communities, the campus racial climate, and student development; affirmative action in college admissions; multiculturalism and the curriculum; and multiculturalism and scholarship.

4-5 units, Win (Antonio)

EDUC 382X. Student Development and the Study of College Impact—The philosophies, theories, and methods that undergird most research in higher education. How college affects students. Student development theories, models of college impact, and issues surrounding data collection, national databases, and secondary data analysis.

4 units (Antonio) not given 2003-04

EDUC 383X. Higher Education Research Practicum—Seminar. Elective for first-year or second year doctoral students in higher education.

2 units (Staff) not given 2003-04

EDUC 384. Advanced Topics in Higher Education—Preference to higher education graduate students. Topics: curricular change, knowledge production, professional socialization, management of organizational change, faculty work, governance, state wide coordination, and system design. Prerequisites: 346, consent of instructor. (SSPEP/APA)

3-5 units, Spr (Gumport)

EDUC 387A,B,C. Comparative Systems—(Same as SOC 311A,B,C.) Analysis of quantitative and longitudinal data on national educational systems and political structures. Prerequisite: consent of instructor. (SSPEP/ICE)

2-5 units, A: Aut, B: Win, C: Spr (Meyer, Ramirez)

EDUC 388A. Language Policies and Practices—Focus is on programs for language minority students. Topics: the history of policy and legislation in bilingual education, theories of second language learning and first language maintenance, research on the effectiveness of bilingual education, and comparative experiences in other societal settings. 388A prepares STEP students for CLAD certification. (STEP)

3 units, Win (Staff)

EDUC 391. Web-Based Technologies in Teaching and Learning—Project-based. Overview of instructional design theories and educational technologies to evaluate and develop a web-based educational application or system. Web-based applications and technologies designed for online interactions and collaborations. Instructional systems strategies to develop online environments that support and facilitate interactive learning. Students create a small-scale, web-based learning system.

3-5 units, Aut (Staff)

EDUC 401A. Mini Courses in Methodology: Statistical Packages for the Social Sciences—For doctoral students. Limited enrollment. Prerequisite: consent of instructor.

1 unit, Aut, Win (Gelbach)

EDUC 402. Research Workshop on Gender Issues—Presentations of research on gender issues by doctoral students, faculty, and visitors. Prerequisite: consent of instructor; doctoral student.

1 unit, Aut, Win, Spr (Strober)

EDUC 408. Research Workshop in International and Comparative Education—Limited to advanced doctoral students in ICE and SSPEP. Research workshop for the review of key issues in the methodology and epistemology of social research in education, research proposals, and findings by students and faculty. Prerequisites: 306A,B,C,D or equivalents. (SSPEP/ICE)

2-5 units, Win (Ramirez)

EDUC 415A,B. Child Development and Learning Research Colloquium—Students, faculty, and occasional visitors present their state-of-the-art research in a weekly talk series that emphasizes issues of learning and child development.

1-3 units, A: Aut, B: Win (Schwartz)

EDUC 418. Foundations of Field Research in Higher Education—For higher education/APA graduate students. Advanced seminar. Rationales for doing interpretive social science research in higher education settings. Prerequisites: 346, consent of instructor.

3-5 units, Aut (Gumport)

EDUC 420A,B,C. Philosophy of Education—Particular issues during designated quarters. Enrollment limited; sign up with instructor prior to beginning of quarter. (SSPEP)

1-3 units (Staff) A,B: not given 2003-04, C: Spr, Sum (Phillips)

EDUC 423A. Introduction to Research Design: Educational Administration and Policy Analysis—Preference to APA doctoral students working on their sixth-quarter qualifying paper. Focus is on developing problem statements, research questions, and conceptual frameworks. Preliminary discussion of designing research in the social sciences. Prerequisites: 331A,B, consent of instructors. (SSPEP/APA)

3-5 units, Win (Gumport)

EDUC 424X. Introduction to Research in Curriculum and Teacher Education—Limited to second-year doctoral students in CTE. How to conceptualize, design, and interpret research. How to read, interpret, and critique research; formulate meaningful research questions; evaluate and conduct a literature review; and conceptualize a study. Readings include studies from different research paradigms. Required literature review in an area students expect to explore for their qualifying paper.

3-5 units, Aut (Darling-Hammond)

EDUC 430A. Advanced Seminar in Childhood and Adolescent Development—Limited to advanced doctoral students in PSE and others with a strong background in developmental psychology, and offered in conjunction with the doctoral training seminar at the Center on Adolescence. The developmental processes that account for adaptation or non-adaptation in interpersonal models of social and personality development. Research on topics that are drawing attention in the field. Emphasis is on contemporary frameworks for understanding social and personality development. Prerequisite: consent of instructor.

3 units, Aut (Damon)

EDUC 435X. Research Seminar in Applied Linguistics—For graduate students in the schools of Education and Humanities and Sciences who are engaged in research pertaining to applied linguistic topics in original research. Topics: language policies and planning, language and
gender, writing and critical thinking, foreign language education, and social applications of linguistic science. (SSPEP)

1-4 units, Spr (Baugh)

EDUC 453. Doctoral Dissertation—For doctoral students only. (all areas)

1-15 units, Aut, Win, Spr, Sum (Staff)

EDUC 460. Advanced Seminar in Evaluation Design—For M.A. Policy Analysis and Evaluation students in the evaluation track. Evaluation issues including the significance of multidisciplinary teamwork, design issues, negotiation, interpersonal skills, and ethics. (SSPEP/APA)

1 unit, Aut, Spr (Staff)

EDUC 465X. Seminar in Teacher Education: Issues of Pedagogy—For doctoral students interested in preparing to work in the area of teacher education. Issues of pedagogy in the professional preparation of preservice teachers. Different pedagogical approaches, including the use of modeling and simulations and the use of hypermedia materials. Theoretical considerations of how teachers learn to teach.

2-3 units, Win (Grossman)

EDUC 466. Doctoral Seminar in Curriculum—Required of all doctoral students in CTE. The research and scholarship related to the CTE program at Stanford, acquainting students with the field, student research activities, and the kinds of problems they believe important in the field.

All CTE faculty, other Stanford faculty, and outside speakers participate. Major problems in the field and the ways these are addressed by current investigators. (CTE)

2-4 units, Win (Eisner)

EDUC 480. Directed Reading—For advanced graduate students. (all areas)

1-15 units, Aut, Win, Spr, Sum (Staff)

EDUC 490. Directed Research—For advanced graduate students. (all areas)

1-15 units, Aut, Win, Spr, Sum (Staff)

EDUC 493A. Statistical Methods in Meta-Analysis—(Enroll in STATS 211.)

3 units (Olkin) not given 2003-04

EDUC 493B. Topics in Quantitative Methods—Meta-analysis is a quantitative method for combining results of independent studies, and enables researchers to synthesize the results of related studies. Examples from the medical, behavioral, and social sciences. Topics: literature search, publication and selection bias, statistical methods (contingency tables, cumulative methods, sensitivity analyses, non-parametric methods). Project. Prerequisite: basic sequence in statistics.

1-3 units, Win (Olkin)

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