Graduate School of Education

Courses offered by the Graduate School of Education are listed under the subject code EDUC on the Stanford Bulletin’s ExploreCourses (http://exploreCourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=EDUC&filter.catalogNumber-EDUC=on) website.

Effective January 2013, the School of Education changed its name to the Graduate School of Education.

Aiming towards the ideal of enabling all people to achieve maximum benefit from their educational experiences, the Graduate School of Education seeks to continue as a world leader in ground-breaking, cross-disciplinary inquiries that shape educational practices, their conceptual underpinnings, and the professions that serve the enterprise. The Graduate School of Education prepares scholars, teachers, teacher educators, policy analysts, evaluators, researchers, administrators, and other educational specialists. Two graduate degrees with specialization in education are granted by the University: Master of Arts and Doctor of Philosophy. While no undergraduate majors are offered, the school offers a number of courses for undergraduates, an undergraduate minor and undergraduate honors program, and a variety of tutoring programs.

The Graduate School of Education is organized into three program area committees: Curriculum Studies and Teacher Education (CTE); Developmental and Psychological Sciences (DAPS); and Social Sciences, Humanities, and Interdisciplinary Policy Studies in Education (SHIPS).

In addition, several cross-area programs are sponsored by faculty from more than one area. These programs include the doctoral Learning Sciences and Technology Design Program (LSTD); two master’s level programs: the Stanford Teacher Education Program (STEP) and the Learning, Design, and Technology Program (LDT); and the undergraduate honors and minor programs.

These program area committees function as administrative units that act on admissions, plan course offerings, assign advisers, and determine program requirements. Various concentrations exist within most of these areas. Faculty members are affiliated primarily with one area but may participate in several programs. While there is a great deal of overlap and interdisciplinary emphasis across areas and programs, students are affiliated with one area committee or program and must meet its degree requirements.

Detailed information about admission and degree requirements, faculty members, and specializations related to these area committees and programs can be found in the Academics section of the School’s website (https://ed.stanford.edu/academics).

The Graduate School of Education offers an eight-week summer session for undergraduates, an undergraduate minor and undergraduate honors program, and a variety of tutoring programs.

Undergraduate Programs in Education

The Graduate School of Education offers a minor and an honors program at the undergraduate level. Further information about these programs can be found at the School of Education (https://ed.stanford.edu/academics) website.

Regardless of whether they are enrolled in one of these undergraduate programs, undergraduates are also welcome in many graduate-level courses.

Graduate Programs in Education

The Graduate School of Education offers Master of Arts and Doctor of Philosophy degrees in several programs described below. University and Graduate School of Education requirements must be met for each degree. The University requirements are detailed in the “Graduate Degrees” (http://stanford.edu/dept/registrar/bulletin/4901.htm) 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 Graduate School of Education must be admitted to graduate standing by one of the school’s area committees and with the approval of the Associate Dean of Student Affairs.

Complete information about admissions procedures and requirements is available from Graduate Admissions (http://studentaffairs.stanford.edu/gradadmissions), or at the School of Education (https://ed.stanford.edu/admissions) website. All applicants, except coterminal 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. Applicants to the Stanford Teacher Education Program are also required to submit specific test scores or acceptable equivalents as required by the California Commission on Teacher Credentialing; see the section on STEP. Test information is available at the Graduate School of Education (https://ed.stanford.edu/admissions) website.

Honors Program in Education

An honors program in Education is available to undergraduates to supplement their regular majors outside the school. This program permits interested and qualified undergraduates at Stanford to expand the training received in their major field of study by pursuing additional courses and a research thesis in a related area in the study of education.

Students apply for entry during the junior year. Application information can be found at the Graduate School of Education (https://ed.stanford.edu/academics/undergraduate/honors) website. The current Director of the Honors Program is Professor Deborah Stipek.

Near the end of Spring Quarter, successful candidates for honors present brief reports of their work and findings at a mini-conference that all the honors students in Education as well as other members of the academic community attend.

Required Coursework:

1. Students are required to enroll in the Undergraduate Honors Seminar during their senior year; EDUC 199A Undergraduate Honors Seminar (Autumn, 3 credits), EDUC 199B Undergraduate Honors Seminar (Winter, 1 credit), and EDUC 199C Undergraduate Honors Seminar (Spring, 1 credit)

2. Students are required to enroll in Honors Research (EDUC 140 Honors Research) with their adviser during Winter and Spring quarters of their senior year. The number of units is to be determined in consultation with the faculty adviser.

3. Students must complete a minimum of 3 courses taken for a minimum of 3 units each in Education (EDUC units). All courses must be taken for a letter grade. Coursework completed for the Honors program in Education should address varied topics in the field of education, and must be approved by the Honors Director and student’s faculty adviser.
Minor in Education (Undergraduate)

The Graduate School of Education awards an undergraduate minor in the field of Education. The minor is structured to provide a substantial introduction to education through a broad-based and focused study of educational research, theory and practice. The goals of the minor are to allow undergraduates to develop an understanding of the core issues facing educators and policymakers, to make connections to their major programs of study, and to provide rigorous preparation for graduate studies in education.

Students interested in pursuing an undergraduate minor in Education begin by contacting the minor director (Jennifer Lynn Wolf, jlwolf@stanford.edu), who is responsible for advising all candidates and approving each student’s minor plan of study. Applications for the minor are due no later than the second quarter of the junior year.

The Education Minor requires three core courses to ensure coverage of the disciplines of the field, while allowing flexibility for students wanting to pursue specific interests within Education. In order to graduate with a minor in Education, undergraduate students must complete the minor program of study as described here, for a total of not less than 20 units and not more than 30 units, with a minimum of six courses.

Course Requirements and Distribution

1. All minor students are required to take the minor core course:
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101</td>
<td>4</td>
</tr>
</tbody>
</table>

2. All students are also required to take two foundational courses, such as the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 103B Race, Ethnicity, and Linguistic</td>
<td>3-5</td>
</tr>
<tr>
<td>Diversity in Classrooms: Sociocultural Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>EDUC 110 Sociology of Education: The Social Organization of Schools</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 201 History of Education in the United States</td>
<td>3-5</td>
</tr>
<tr>
<td>EDUC 203 The Anthropology of Education</td>
<td>3-5</td>
</tr>
<tr>
<td>EDUC 204 Introduction to Philosophy of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Each student identifies a subfield of study in which to take at least three elective courses. Established subfields of study within the School of Education include: Teaching and Learning; Education Research and Policy; and Educational Technology. Suitable elective courses include:

   a. Subfield 1: Teaching and Learning—

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDUC 103A Tutoring: Seeing a Child through Literacy</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 111 The Young Adult Novel: A Literature For and About Adolescents</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 116X Service Learning as an Approach to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 149 Theory and Issues in the Study of Bilingualism</td>
<td>3-5</td>
</tr>
<tr>
<td>EDUC 208B Curriculum Construction</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 223 Good Districts and Good Schools: Research, Policy, and Practice</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 256 Psychological and Educational Resilience Among Children and Youth</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 283 Child Development In and Beyond Schools</td>
<td>2</td>
</tr>
</tbody>
</table>

   a. Subfield 2: Education Research and Policy—

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 111X Gender and Sexuality in Schools</td>
<td>1-3</td>
</tr>
<tr>
<td>EDUC 165 History of Higher Education in the U.S.</td>
<td>3-5</td>
</tr>
<tr>
<td>EDUC 197 Education, Gender, and Development</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 218 Topics in Cognition and Learning: Induction, Proof, Discovery, and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 223 Good Districts and Good Schools: Research, Policy, and Practice</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 277 Education of Immigrant Students: Psychological Perspectives</td>
<td>4</td>
</tr>
</tbody>
</table>

   a. Subfield 3: Educational Technology—

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 208B Curriculum Construction</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 218 Topics in Cognition and Learning: Induction, Proof, Discovery, and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 283 Child Development In and Beyond Schools</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 303X Designing Learning Spaces</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 333A Understanding Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 342 Child Development and New Technologies</td>
<td>3</td>
</tr>
</tbody>
</table>

4. Course work completed for the Education Minor must meet the following criteria:
   • All courses must be taken for a letter grade.
   • All courses must be completed with a minimum GPA of 3.0.
   • Courses used to fulfill the minor may not be used to fulfill any other department degree requirements (major or minor).
   • All courses must be taken at Stanford University.

Coterminal Bachelor’s and Master’s Program in Education

The Graduate School of Education admits a small number of students from undergraduate departments within the University into a coterminal bachelor’s and master’s program. For information about the coterminal option through the Stanford Teacher Education Program (STEP), see the details under STEP. 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 admission to the School of Education M.A. program are required. Undergraduates may apply when they have completed at least 120 units toward graduation (UTG). The number of units required for the M.A. degree depends on the program requirements within the Graduate School of Education; the minimum is 45 units.

Applicants may learn more about the coterminal application process and download the application from the Graduate School of Education’s (https://ed.stanford.edu/admissions/application-reqs) web site.

University requirements for the coterminal M.A. are described in the “Coterminal Bachelor’s and Master’s Degrees (http://exploredegrees.stanford.edu/archive/2013-14/cotermdegrees)” section of this bulletin. For University coterminal degree program rules and University application forms, see the Stanford Undergrad Coterm Guide (http://undergrad.stanford.edu/advising/student-guides/coterm) .

Master of Arts in Education

The M.A. degree is conferred by the University upon recommendation of the faculty of the Graduate School of Education. 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 Graduate 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 Handbook (https://ed.stanford.edu/academics/masters-handbook). Some programs require a final project or scholarly paper. Additional detailed information regarding program content, entrance, and degree requirements is available at the Graduate School of Education’s (https://ed.stanford.edu/admissions/application-reqs) web site. Before the program begins, 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:

- Curriculum and Teacher Education. (The program in CTE is not a credentialing program; see STEP below.)
- International Comparative Education (ICE)
- International Educational Administration and Policy Analysis (IEAPA)
- Joint Degree Program with Graduate School of Business (M.B.A./M.A.)
- Joint Degree Program with Law School (J.D./M.A.)
- Learning, Design, and Technology (LDT)
- Policy, Organization, and Leadership Studies (POLS)

In addition, an M.A. degree with a teaching credential is offered in the Stanford Teacher Education Program.

**Stanford Teacher Education Program (STEP)**

STEP is a twelve-month, full-time program leading to a Master of Arts and a preliminary California teaching credential. STEP offers two Master of Arts programs to prepare college graduates for careers as teachers in single- or multiple-subject classrooms. STEP-Secondary prepares students to become teachers of English, languages other than English (French, German, Japanese, Mandarin, Spanish), mathematics, science (biology, chemistry, earth science, physics), and history/social science. STEP-Elementary prepares students to become teachers in multiple-subject classrooms.

STEP seeks to prepare and support teacher candidates to work with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms.

The 12-month STEP year begins in June with a summer quarter of intensive academic preparation and placement in a local summer school. During the academic year, students continue their course work and begin year-long field placements under the guidance of expert teachers in local schools. The master’s degree and teaching credential require a minimum of 45 quarter units, taken during four quarters of continuous residency.

Stanford undergraduates who enroll in STEP through the coterminal program must complete their undergraduate degree and have their BA degree conferred prior to beginning in the STEP year, which concludes in a master’s degree and a recommendation for a preliminary California teaching credential.

Applicants to the secondary program are required to pass the California Basic Educational Skills Test (CBEST) or an approved out of state basic skills exam, and must demonstrate subject matter competence in one of two ways:

1. by passing the California Subject Examination for Teachers (CSET) in their content area; or
2. by completing a California state-approved subject matter preparation program.

Applicants to the elementary program are required to pass the California Basic Educational Skills Test (CBEST), an approved out of state basic skills exam, or CSET: Writing Skills. Applicants must also pass the California Multiple Subject Examination for Teachers (CSET), and the Reading Instruction Competence Assessment Test (RICAT).

Further information regarding admission requirements, course work, and credential requirements is available at the Stanford Teacher Education Program website. (https://gse-step.stanford.edu)

**Doctoral Degrees in Education**

The Graduate School of Education offers the Doctor of Philosophy (Ph.D.) degree in all program area committees. The degree is conferred by the University upon recommendation by the faculty of the Graduate School of Education and the University Committee on Graduate Studies. The Ph.D. requires 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. Students must consult with the doctoral programs officer if they intend to transfer prior course work. Students must maintain a grade point average (GPA) of 3.0 (B) or better in courses applicable to the degree.

Students should note that admission to the doctoral program does not 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 from the doctoral programs officer in Cubberley 135.

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

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 individually designed distributed minor that combines relevant advanced work taken in several disciplines outside the school.

Upon admission, the admittance area committee assigns an initial adviser from its faculty who 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 administrative and academic requirements for each area committee and the Graduate School of Education, along with the expected time frame to complete program milestones, are given in the publication School of Education Doctoral Degree Handbook, available for download at http://ed.stanford.edu/academics/doctoral-handbook.

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

- Anthropology of Education (SHIPS)
- Developmental and Psychological Sciences (DAPS)
- Economics of Education (SHIPS)
- Educational Linguistics (SHIPS)
- Educational Policy (SHIPS)
- Elementary Education (CTE)
- Higher Education (SHIPS)
- History/Social Science Education (CTE)
- History of Education (SHIPS)
- International Comparative Education (SHIPS)
- Learning Sciences and Technology Design (CTE, DAPS, SHIPS)
- Linguistics (SHIPS)
- Literacy, Language, and English Education (CTE)
- Mathematics Education (CTE)
- Organizational Studies (SHIPS)
- Philosophy of Education (SHIPS)
- Race, Inequality, and Language in Education (SHIPS)
Ph.D. Minor in 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 field of concentration. Students choosing to minor in Education should meet with the Associate Dean for Student Affairs to determine a suitable course of study early in their program.


Dean: Claude Steele
Associate Dean for Faculty Affairs: Francisco O. Ramirez
Associate Dean for Student Affairs: Eamonn Callan
Senior Associate Dean for Administration: Stephen Olson
Associate Dean for External Relations: Rebecca T. Smith
Assistant Dean for Academic Services: Shu-Ling Chen
Assistant Dean for HR, Faculty Affairs, Facilities, and Admin Support: Priscilla Fiden
Assistant Dean for Information Technology and CTO: Paul Kim


Assistant Professors: Jennifer Adams, Nicole M. Ardoin, Maren Songmy Aukerman, Paulo Blikstein, Leah Gordon, Jelena Obradović, Candace Thille

Professors (Teaching): Shelley Goldman, Rachel Lotan
Associate Professors (Teaching): David Brazer, Ira Lit, Christine Min Wotipka

Professor (Research): David Plank
Assistant Professor (Research): Michelle Reininger

Courtesy Professors: Richard Banks, Stephen Barley, Albert Camarillo, Carol Dweck, Eric Hanushek, William Koski, John C. Mitchell, Terry Moe, Clifford Nass, Brad Osgood, John Rickford, Cecilia Ridgeway, Caroline Winterer

Courtesy Associate Professors: Stephen Cooper, Robert Reich

Courtesy Professor (Teaching): Don Barr
Courtesy Assistant Professor: Shashank Joshi

Overseas Studies Courses in Education

The Bing Overseas Studies Program (http://bosp.stanford.edu) manages Stanford study abroad programs for Stanford undergraduates. Students should consult their department or program’s student services office for applicability of Overseas Studies courses to a major or minor program.

The Bing Overseas Studies course search site (https://undergrad.stanford.edu/programs/bosp/explore/search-courses) displays courses, locations, and quarters relevant to specific majors.

For course descriptions and additional offerings, see the listings in the Stanford Bulletin’s ExploreCourses (http://explorecourses.stanford.edu) or Bing Overseas Studies (http://bosp.stanford.edu).

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<tr>
<th>Units</th>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>1-4</td>
<td>OSPMADR 10</td>
<td>The Mobile Methodologist</td>
</tr>
<tr>
<td>3-4</td>
<td>OSPMADR 23</td>
<td>Social Psychology, Intervention, and Culture</td>
</tr>
</tbody>
</table>