

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 web site.

The Stanford Graduate School of Education is a leader in pioneering new and better ways to achieve high-quality education for all. Faculty and students engage in groundbreaking and creative interdisciplinary scholarship that informs how people learn and shapes the practice and understanding of education. Through state-of-the-art research and innovative partnerships with educators worldwide, the school develops knowledge, wisdom, and imagination in its diverse and talented students so they can lead efforts to improve education around the globe.

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 courses for undergraduates, an undergraduate minor and an undergraduate honors program.

The Graduate School of Education is organized into three 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 program in Learning Sciences and Technology Design (LSTD); the doctoral program in Race, Inequality, and Language in Education (RILE); 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 area committees function as administrative units that act on admissions, plan course offerings, assign advisers, monitor student academic progress, 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 web site (<https://ed.stanford.edu/academics>).

The Graduate School of Education offers no correspondence or extension courses, and in accordance with University policy, no part-time enrollment is allowed. Work in an approved internship or as a research assistant is accommodated within the full-time program of study.

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 Graduate School of Education (<https://ed.stanford.edu/academics/undergraduate>) web site.

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

Graduate Programs in Education

The Graduate School of Education offers Master of Arts and Doctor of Philosophy degrees in several programs (see "Master's" and "Doctoral" tabs on this page). University and Graduate School of Education requirements must be met for each degree. The University requirements are detailed in the "Graduate Degrees (<http://exploreddegrees.stanford.edu/graduatedegrees>)" 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 for Student Affairs. All Graduate School of Education courses are intended for matriculated students in degree programs only.

Complete information about admissions procedures and requirements is available from Graduate Admissions (<http://studentaffairs.stanford.edu/gradadmissions>), or at the Graduate School of Education (<https://ed.stanford.edu/admissions>) web site. 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 (STEP) 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>) web site.

Honors Program in Education

The Honors Program in Education is available to undergraduates to supplement their declared majors by applying their studies to a research project inspired by their interests in education. This program enables qualified undergraduates at Stanford to extend the training in their major field of study by pursuing education courses and undertaking a supervised research thesis involving the study of education. Students typically apply for entry during either the Autumn or Winter Quarter of their junior year. Application information can be found at the Graduate School of Education (<https://ed.stanford.edu/academics/undergraduate/honors>) web site. The current director of the honors program is John Willinsky, Khosla Family Professor of Education.

In addition to completing an honors thesis over the course of their senior year, successful candidates for honors present brief reports on their research at a mini-conference held in the Spring Quarter that all the honors students in Education, as well as other members of the academic community, are invited to attend.

Required Coursework:

1. Students are required to enroll in the Undergraduate Honors Seminar during their senior year: EDUC 199A (Autumn, 3 units), EDUC 199B (Winter, 1 unit), and EDUC 199C (Spring, 1 unit)
2. Students are required to enroll in Honors Research (EDUC 140) 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 also complete a minimum of 3 courses taken for a minimum of 3 units each in Education (EDUC units) before the end of their senior year. All courses must be taken for a letter grade and must be approved by the honors director.

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 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 (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 field disciplines, while offering flexibility for students pursuing specific interests. In order to graduate with a minor in Education, undergraduates 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

- All minor students are required to take the minor core course:

		Units
EDUC 101	Introduction to Teaching and Learning	4

- All students are also required to take two of the following foundational courses:

		Units
EDUC 103B	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
EDUC 120C	Education and Society	4-5
EDUC 136	World, Societal, and Educational Change: Comparative Perspectives	4-5
EDUC 201	History of Education in the United States	3-5
EDUC 204	Introduction to Philosophy of Education	3

- Each student identifies a subfield of study in which to take at least three elective courses. Established subfields of study within the Graduate School of Education include: Teaching and Learning; Education Research and Policy; and Educational Technology. A comprehensive list of suitable elective courses is provided below.

		Units
1. Subfield 1: Teaching and Learning—		
EDUC 103A	Tutoring: Seeing a Child through Literacy	3-4
EDUC 104	Introduction to the Profession of Teaching	3
EDUC 105	How to learn Mathematics - New ideas from the science of learning	1
EDUC 111	The Young Adult Novel: A Literature For and About Adolescents	4
EDUC 112	Urban Education	3-5
EDUC 130	Introduction to Counseling	3
EDUC 148	Inglés Personal: Coaching Everyday Community English	3
EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
EDUC 165	History of Higher Education in the U.S.	3-5
EDUC 171	Preschool Counts: Engaging Young Children in Math	3
EDUC 213	Introduction to Teaching	3-4
EDUC 217	Free Speech, Academic Freedom, and Democracy	3

EDUC 218	Topics in Cognition and Learning: Technology and Multitasking	3
EDUC 241	Race, Justice, and Integration	3
EDUC 245	Understanding Racial and Ethnic Identity Development	3-5
EDUC 256	Psychological and Educational Resilience Among Children and Youth	4-5
EDUC 266	Educational Neuroscience	3
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
EDUC 280	Learning & Teaching of Science	3
EDUC 332	Theory and Practice of Environmental Education	3
EDUC 357	Science and Environmental Education in Informal Contexts	3-4
2. Subfield 2: Education Research and Policy—		
EDUC 104	Introduction to the Profession of Teaching	3
EDUC 111	The Young Adult Novel: A Literature For and About Adolescents	4
EDUC 114N	Growing Up Bilingual	3
EDUC 116N	Howard Zinn and the Quest for Historical Truth	3
EDUC 117	Research and Policy on Postsecondary Access	3
EDUC 122Q	Democracy in Crisis: Learning from the Past	3
EDUC 123	Community-based Research As Tool for Social Change: Discourses of Equity in Communities & Classrooms	3-5
EDUC 145	Writing Across Languages and Cultures: Research in Writing and Writing Instruction	3-5
EDUC 149	Theory and Issues in the Study of Bilingualism	3-5
EDUC 151	The Future of Information	4
EDUC 165	History of Higher Education in the U.S.	3-5
EDUC 177A	Well-Being in Immigrant Children & Youth: A Service Learning Course	4
EDUC 197	Gender and Education in Global and Comparative Perspectives	4
EDUC 203	Using International Test Results in Educational Research	4
EDUC 217	Free Speech, Academic Freedom, and Democracy	3
EDUC 218	Topics in Cognition and Learning: Technology and Multitasking	3
EDUC 220D	History of School Reform: Origins, Policies, Outcomes, and Explanations	3-5
EDUC 222	Resource Allocation in Education	4-5
EDUC 241	Race, Justice, and Integration	3
EDUC 245	Understanding Racial and Ethnic Identity Development	3-5
EDUC 256	Psychological and Educational Resilience Among Children and Youth	4
EDUC 266	Educational Neuroscience	3
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
3. Subfield 3: Technology—		
EDUC 104	Introduction to the Profession of Teaching	3

EDUC 135	Designing Research-Based Interventions to Solve Global Health Problems	3-4
EDUC 139	Educating Young STEM Thinkers	3-5
EDUC 151	The Future of Information	4
EDUC 211	Beyond Bits and Atoms - Lab	3
EDUC 218	Topics in Cognition and Learning: Technology and Multitasking	3
EDUC 230	Learning Experience Design	3
EDUC 236	Beyond Bits and Atoms: Designing Technological Tools	3-4
EDUC 280	Learning & Teaching of Science	3
EDUC 303	Designing Learning Spaces	3-4
EDUC 328	Topics in Learning and Technology: Core Mechanics for Learning	3
EDUC 333A	Understanding Learning Environments	3
EDUC 342	Child Development and New Technologies	3
EDUC 398	Core Mechanics for Learning	3

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 Master's Program in Education

The Graduate School of Education admits a limited number of students from undergraduate departments within the University into a coterminal master's program. For information about the coterminal option through the Stanford Teacher Education Program (STEP), see the details under STEP (<https://ed.stanford.edu/step>). Students in a coterminal 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 Graduate School of Education's 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; see the Master's Handbook (<https://ed.stanford.edu/academics/masters-handbook>) for additional information.

Applicants may learn more about the GSE's coterminal application process from the Graduate School of Education's (<https://ed.stanford.edu/admissions/application-reqs>) web site. All coterm programs accept online applications. Information regarding University rules about application and eligibility for coterm admission can be found on the Registrar's web site (<https://registrar.stanford.edu/students/coterminal-degree-programs>).

University Coterminal Requirements

Coterminal master's degree candidates are expected to complete all master's degree requirements as described in this bulletin. University requirements for the coterminal master's degree are described in the "Coterminal Master's Program (<http://exploreddegrees.stanford.edu/cotermdegrees/>)" section. University requirements for the master's degree are described in the "Graduate Degrees (<http://exploreddegrees.stanford.edu/graduatedegrees/#masterstext>)" section of this bulletin.

After accepting admission to this coterminal master's degree program, students may request transfer of courses from the undergraduate to the graduate career to satisfy requirements for the master's degree. Transfer

of courses to the graduate career requires review and approval of both the undergraduate and graduate programs on a case by case basis.

In this master's program, courses taken three quarters prior to the first graduate quarter, or later, are eligible for consideration for transfer to the graduate career. No courses taken prior to the first quarter of the sophomore year may be used to meet master's degree requirements.

Course transfers are not possible after the bachelor's degree has been conferred.

The University requires that the graduate adviser be assigned in the student's first graduate quarter even though the undergraduate career may still be open. The University also requires that the Master's Degree Program Proposal be completed by the student and approved by the department by the end of the student's first graduate quarter.

Master of Arts in Education

The M.A. degree is conferred upon fulfillment of degree requirements and by recommendation of the faculty of the Graduate School of Education. Depending on the specialization (please see below), students must complete a minimum of 45-48 units at Stanford, and 27-36 units in the Graduate School of Education (EDUC units) to receive a master's degree in Education. All M.A. students must maintain a grade point average (GPA) of 3.0 or better in courses applicable to the degree. Master's students should obtain detailed program requirements from the Master's Handbook (<https://ed.stanford.edu/academics/masters-handbook>). Additional detailed information regarding program content and degree requirements is available on the Graduate School of Education's (<https://ed.stanford.edu/academics/masters>) web site.

The Graduate School of Education offers Master of Arts degrees in the following specializations:

- Curriculum and Teacher Education (CTE) (This is not a credentialing program; see STEP below.)
- International Comparative Education (ICE)
- International Education Policy Analysis (IEPA)
- Joint Degree with Graduate School of Business (M.A./M.B.A.)
- Joint Degree with Law School (M.A./J.D.)
- Joint Degree with Public Policy Program (M.A./M.P.P.)
- 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 12-month, full-time program leading to a Master of Arts and a preliminary California teaching credential. STEP offers a Master of Arts in Education that prepares program graduates for careers as teachers in single or multiple subject classrooms. STEP Elementary prepares students to become teachers in multiple subject classrooms. STEP Secondary prepares students to become teachers of English, World Languages (French, Mandarin, Spanish), Mathematics, Science (biology, chemistry, earth science, physics), and History/Social Science. 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 of Arts 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 coursework and have their bachelor's degree conferred prior to beginning in the STEP year. Coterminal STEP students graduate with a Master of Arts in Education and a recommendation for a preliminary California teaching credential.

Applicants to STEP Elementary are required to meet the basic skills requirement by one of the following methods: pass the California Basic Educational Skills Test (CBEST), an approved out of state basic skills exam, the CSET: Writing Skills or achieve qualifying scores on the SAT, ACT or AP examinations. Applicants must also pass the California Multiple Subject Examination for Teachers (CSET), and the Reading Instruction Competence Assessment Test (RICA).

Applicants to STEP Secondary are required to meet the basic skills requirement by one of the following methods: pass the California Basic Educational Skills Test (CBEST), an approved out of state basic skills exam, or achieve qualifying scores on the SAT, ACT or AP examinations. Additionally, applicants 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.

Further information regarding admission requirements, course work, and credential requirements is available at the Stanford Teacher Education Program web site. (<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 Assistant Director of Degree Programs 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 Assistant Director of Degree Programs, located in Barnum 136.

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 admitting 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 Graduate 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)
- Literacy, Language, and English Education (CTE)
- Mathematics Education (CTE)
- Organizational Studies (SHIPS)
- Philosophy of Education (SHIPS)
- Race, Inequality, and Language in Education (CTE, DAPS, SHIPS)
- Science Education (CTE)
- Sociology of Education (SHIPS)
- Teacher Education (CTE)

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. 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.

Graduate Advising Expectations

The Graduate School of Education is committed to providing academic advising in support of graduate student scholarly and professional development. When most effective, this advising relationship entails collaborative and sustained engagement by both the adviser and the advisee. As a best practice, advising expectations should be periodically discussed and reviewed to ensure mutual understanding. Both the adviser and the advisee are expected to maintain professionalism and integrity.

Faculty advisers guide students in key areas such as selecting courses, designing and conducting research, developing of teaching pedagogy, navigating policies and degree requirements, and exploring academic opportunities and professional pathways.

Graduate students are active contributors to the advising relationship, proactively seeking academic and professional guidance and taking responsibility for informing themselves of policies and degree requirements for their graduate program.

For a statement of University policy on graduate advising, see the "Graduate Advising (<http://exploreddegrees.stanford.edu/graduatedegrees/#advisingandcredentialstext>)" section of this bulletin.

Emeriti: (Professors) J. Myron Atkin, Arnetha Ball, John Baugh, Edwin M. Bridges, Eamonn Callan, Larry Cuban, Claude Goldenberg, James Greeno, Pam Grossman, Edward Haertel, Kenji Hakuta, Linda Darling-Hammond,

Connie Juel, Michael Kamil, Michael W. Kirst, David Labaree, Henry M. Levin, Rachel Lotan, James G. March, William F. Massy, Raymond P. McDermott, Milbrey McLaughlin, Nel Noddings, Denis C. Phillips, Thomas Rohlen, Richard J. Shavelson, Lee S. Shulman, Claude Steele, Myra H. Strober, Carl E. Thoresen, David B. Tyack, Decker F. Walker, Hans Weiler

Dean: Dan Schwartz

Associate Dean for Faculty Affairs: Shelley Goldman

Associate Dean for Student Affairs: Bryan Brown

Senior Associate Dean for Finance and Administration: Geoff Cox

Associate Dean for External Relations: Heather Trippel

Associate Dean for Academic Services: Shu-Ling Chen

Associate Dean for Administration: Priscilla Fiden

Assistant Dean for Information Technology and CTO: Paul Kim

Professors: Adam J. Banks, Brigid J. Barron, Jo Boaler, Hilda Borko, Martin Carnoy, Geoffrey Cohen, William Damon, Tom Dee, Patricia J. Gumpert, Teresa D. LaFromboise, Bruce D. McCandliss, Daniel A. McFarland, Jonathan Osborne, Amado M. Padilla, Roy Pea, Walter Powell, Francisco O. Ramirez, Sean Reardon, Daniel Schwartz, Guillermo Solano-Flores, Deborah J. Stipek, Guadalupe Valdés, Carl Wieman, John Willinsky, Sam Wineburg

Associate Professors: Anthony L. Antonio, Nicole M. Ardoin, Eric Bettinger, Bryan Brown, Ari Y. Kelman, Jelena Obradović, David Rogosa, Maria Araceli Ruiz-Primo, Rebecca Silverman, Mitchell Stevens

Assistant Professors: Patricia Bromley, Benjamin Domingue, Antero Garcia, Jennifer Langer-Osuna, Sarah R. Levine, Ramón Antonio Martinez, Jonathan Rosa

Professors (Teaching): Shelley Goldman

Associate Professors (Teaching): S. David Brazer, Ira Lit, Candace Thille, Peter Williamson, Christine Min Wotipka

Professor (Research): David Plank

Associate Professor (Research): Janet Carlson

Assistant Professor (Research): Michelle Reininger, Prashant Loyalka

Courtesy Professors: Jeremy Bailenson, Richard Banks, Carol Dweck, Eric Hanushek, John C. Mitchell, Terry Moe, Brad Osgood, Byron Reeves, Robert Reich, Brian Wandell, Caroline Winterer

Courtesy Associate Professors (Teaching): Shashank Joshi

Courtesy Professor (Teaching): Don Barr, William Koski

Senior Lecturers: Gay Hoagland, Denise Pope, Ann Porteus, Jennifer Wolf