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://exploredegrees.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 Faculty & Student Affairs Shelley Goldman. 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. Applicants to all programs, except for applicants to the Stanford Teacher Education Program (STEP), 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. The Graduate School of Education takes a holistic approach to admissions by comprehensively evaluating the academic preparation, experiences, and potential of all applicants.

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 Spring 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 Ari Y. Kelman, Jim Joseph Professor of Education and Jewish Studies.

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), 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

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>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>to Teaching</td>
<td></td>
</tr>
<tr>
<td>and Learning</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 103B</td>
<td>3-5</td>
</tr>
<tr>
<td>Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices</td>
<td></td>
</tr>
<tr>
<td>EDUC 120C</td>
<td>4-5</td>
</tr>
<tr>
<td>Education and Society</td>
<td></td>
</tr>
<tr>
<td>EDUC 137</td>
<td>3-5</td>
</tr>
<tr>
<td>The Role of Policy in Shaping U.S. Education: Early Childhood through High School</td>
<td></td>
</tr>
<tr>
<td>EDUC 142</td>
<td>2-3</td>
</tr>
<tr>
<td>Foundational Course in Testing</td>
<td></td>
</tr>
<tr>
<td>EDUC 143</td>
<td>3-4</td>
</tr>
<tr>
<td>Introduction to Data Science</td>
<td></td>
</tr>
<tr>
<td>EDUC 201</td>
<td>3-5</td>
</tr>
<tr>
<td>History of Education in the United States</td>
<td></td>
</tr>
<tr>
<td>EDUC 204</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 371</td>
<td>2-3</td>
</tr>
<tr>
<td>Social Psychology and Social Change</td>
<td></td>
</tr>
<tr>
<td>EDUC 400A</td>
<td>3-4</td>
</tr>
<tr>
<td>Introduction to Statistical Methods in Education</td>
<td></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 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 103A</td>
<td>3-4</td>
</tr>
<tr>
<td>Tutoring: Seeing a Child through Literacy</td>
<td></td>
</tr>
<tr>
<td>EDUC 104</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>to the Profession of Teaching</td>
<td></td>
</tr>
<tr>
<td>EDUC 105</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 111</td>
<td>4</td>
</tr>
<tr>
<td>The Young Adult Novel: A Literature For and About Adolescents</td>
<td></td>
</tr>
<tr>
<td>EDUC 112</td>
<td>3-5</td>
</tr>
<tr>
<td>Urban Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 130</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>to Counseling</td>
<td></td>
</tr>
<tr>
<td>EDUC 135</td>
<td>3-4</td>
</tr>
<tr>
<td>Designing Research-Based Interventions to Solve Global Health Problems</td>
<td></td>
</tr>
<tr>
<td>EDUC 141</td>
<td>3</td>
</tr>
<tr>
<td>Counterstory in Literature and Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 148</td>
<td>3</td>
</tr>
<tr>
<td>Ingles Personal: Coaching Everyday Community English</td>
<td></td>
</tr>
<tr>
<td>EDUC 149</td>
<td>3-5</td>
</tr>
<tr>
<td>Theory and Issues in the Study of Bilingualism</td>
<td></td>
</tr>
<tr>
<td>EDUC 165</td>
<td>3-5</td>
</tr>
<tr>
<td>History of Higher Education in the U.S.</td>
<td></td>
</tr>
<tr>
<td>EDUC 171</td>
<td>3</td>
</tr>
<tr>
<td>Preschool Counts: Engaging Young Children in Math</td>
<td></td>
</tr>
<tr>
<td>EDUC 213</td>
<td>3-4</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>to Teaching</td>
<td></td>
</tr>
<tr>
<td>EDUC 217</td>
<td>3</td>
</tr>
<tr>
<td>Free Speech, Academic Freedom, and Democracy</td>
<td></td>
</tr>
<tr>
<td>EDUC 218</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Cognition and Learning: Technology and Multitasking</td>
<td></td>
</tr>
<tr>
<td>EDUC 232</td>
<td>2-3</td>
</tr>
<tr>
<td>Culture, Learning, and Poverty</td>
<td></td>
</tr>
<tr>
<td>EDUC 241</td>
<td>3</td>
</tr>
<tr>
<td>Race, Justice, and Integration</td>
<td></td>
</tr>
<tr>
<td>EDUC 245</td>
<td>3-5</td>
</tr>
<tr>
<td>Understanding Racial and Ethnic Identity Development</td>
<td></td>
</tr>
<tr>
<td>EDUC 248</td>
<td>3-4</td>
</tr>
<tr>
<td>Language, Literacy, and Culture</td>
<td></td>
</tr>
<tr>
<td>EDUC 256</td>
<td>4-5</td>
</tr>
<tr>
<td>Psychological and Educational Resilience Among Children and Youth</td>
<td></td>
</tr>
<tr>
<td>EDUC 258</td>
<td>3-5</td>
</tr>
<tr>
<td>Literacy Development and Instruction</td>
<td></td>
</tr>
<tr>
<td>EDUC 266</td>
<td>3</td>
</tr>
<tr>
<td>Educational Neuroscience</td>
<td></td>
</tr>
<tr>
<td>EDUC 277</td>
<td>4</td>
</tr>
<tr>
<td>Education of Immigrant Students: Psychological Perspectives</td>
<td></td>
</tr>
<tr>
<td>EDUC 280</td>
<td>3</td>
</tr>
<tr>
<td>Learning &amp; Teaching of Science</td>
<td></td>
</tr>
<tr>
<td>EDUC 306A</td>
<td>5</td>
</tr>
<tr>
<td>Economics of Education in the Global Economy</td>
<td></td>
</tr>
<tr>
<td>EDUC 314</td>
<td>5</td>
</tr>
<tr>
<td>Funkentelechy, Technologies, Social Justice and Black Vernacular Cultures</td>
<td></td>
</tr>
<tr>
<td>EDUC 332</td>
<td>3</td>
</tr>
<tr>
<td>Theory and Practice of Environmental Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 357</td>
<td>3-4</td>
</tr>
<tr>
<td>Science and Environmental Education in Informal Contexts</td>
<td></td>
</tr>
<tr>
<td>EDUC 360</td>
<td>3</td>
</tr>
<tr>
<td>Child Development in Contexts of Risk and Adversity</td>
<td></td>
</tr>
<tr>
<td>EDUC 365</td>
<td>3</td>
</tr>
<tr>
<td>Social, Emotional, and Personality Development</td>
<td></td>
</tr>
<tr>
<td>EDUC 379</td>
<td>3</td>
</tr>
<tr>
<td>Moral, Civic, and Environmental Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 382</td>
<td>4</td>
</tr>
<tr>
<td>Student Development and the Study of College Impact</td>
<td></td>
</tr>
<tr>
<td>EDUC 389C</td>
<td>3-4</td>
</tr>
<tr>
<td>Race, Ethnicity, and Language: Pedagogical Possibilities</td>
<td></td>
</tr>
<tr>
<td>EDUC 419</td>
<td>3-5</td>
</tr>
<tr>
<td>Academic Achievement of Language Minority Students</td>
<td></td>
</tr>
<tr>
<td>EDUC 426</td>
<td>2-4</td>
</tr>
<tr>
<td>Unleashing Personal Potential: Behavioral Science and Design Thinking Applied to Self</td>
<td></td>
</tr>
</tbody>
</table>

2. Subfield 2: Education Research and Policy

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 104</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>to the Profession of Teaching</td>
<td></td>
</tr>
<tr>
<td>EDUC 108</td>
<td>4-5</td>
</tr>
<tr>
<td>The Changing Face of America</td>
<td></td>
</tr>
<tr>
<td>EDUC 111</td>
<td>4</td>
</tr>
<tr>
<td>The Young Adult Novel: A Literature For and About Adolescents</td>
<td></td>
</tr>
<tr>
<td>EDUC 114N</td>
<td>3</td>
</tr>
<tr>
<td>Growing Up Bilingual</td>
<td></td>
</tr>
<tr>
<td>EDUC 116N</td>
<td>3</td>
</tr>
<tr>
<td>Howard Zinn and the Quest for Historical Truth</td>
<td></td>
</tr>
<tr>
<td>EDUC 117</td>
<td>3</td>
</tr>
<tr>
<td>Research and Policy on Postsecondary Access</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDUC 122Q</td>
<td>Democracy in Crisis: Learning from the Past</td>
</tr>
<tr>
<td>EDUC 123</td>
<td>Community-based Research As Tool for Social Change:Discourses of Equity in</td>
</tr>
<tr>
<td></td>
<td>Communities &amp; Classrooms</td>
</tr>
<tr>
<td>EDUC 135</td>
<td>Designing Research-Based Interventions to Solve Global Health Problems</td>
</tr>
<tr>
<td>EDUC 136</td>
<td>World, Societal, and Educational Change: Comparative Perspectives</td>
</tr>
<tr>
<td>EDUC 145</td>
<td>Writing Across Languages and Cultures: Research in Writing and Writing</td>
</tr>
<tr>
<td></td>
<td>Instruction</td>
</tr>
<tr>
<td>EDUC 149</td>
<td>Theory and Issues in the Study of Bilingualism</td>
</tr>
<tr>
<td>EDUC 151</td>
<td>The Future of Information</td>
</tr>
<tr>
<td>EDUC 165</td>
<td>History of Higher Education in the U.S.</td>
</tr>
<tr>
<td>EDUC 177A</td>
<td>Well-Being in Immigrant Children &amp; Youth: A Service Learning Course</td>
</tr>
<tr>
<td>EDUC 197</td>
<td>Gender and Education in Global and Comparative Perspectives</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>Using International Test Results in Educational Research</td>
</tr>
<tr>
<td>EDUC 217</td>
<td>Free Speech, Academic Freedom, and Democracy</td>
</tr>
<tr>
<td>EDUC 218</td>
<td>Topics in Cognition and Learning: Technology and Multitasking</td>
</tr>
<tr>
<td>EDUC 232</td>
<td>Culture, Learning, and Poverty</td>
</tr>
<tr>
<td>EDUC 222</td>
<td>Resource Allocation in Education</td>
</tr>
<tr>
<td>EDUC 230</td>
<td>Learning Experience Design</td>
</tr>
<tr>
<td>EDUC 236</td>
<td>Beyond Bits and Atoms: Designing Technological Tools</td>
</tr>
<tr>
<td>EDUC 248</td>
<td>Language, Literacy, and Culture</td>
</tr>
<tr>
<td>EDUC 280</td>
<td>Learning &amp; Teaching of Science</td>
</tr>
<tr>
<td>EDUC 295</td>
<td>Entrepreneurship and Innovation in Education Technology Seminar</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Behavior Design</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Designing Learning Spaces</td>
</tr>
<tr>
<td>EDUC 314</td>
<td>Funkentelechy: Technologies, Social Justice and Black Vernacular Cultures</td>
</tr>
<tr>
<td>EDUC 328</td>
<td>Topics in Learning and Technology: Core Mechanics for Learning</td>
</tr>
<tr>
<td>EDUC 333A</td>
<td>Understanding Learning Environments</td>
</tr>
<tr>
<td>EDUC 342</td>
<td>Child Development and New Technologies</td>
</tr>
<tr>
<td>EDUC 365</td>
<td>Social, Emotional, and Personality Development</td>
</tr>
<tr>
<td>EDUC 398</td>
<td>Core Mechanics for Learning</td>
</tr>
<tr>
<td>EDUC 391</td>
<td>Engineering Education and Online Learning</td>
</tr>
<tr>
<td>EDUC 392</td>
<td>Topics in Cognition and Learning: Understanding Learning Environments</td>
</tr>
<tr>
<td>EDUC 398</td>
<td>Understanding Learning Environments</td>
</tr>
<tr>
<td>EDUC 420</td>
<td>Designing Research-Based Interventions to Solve Global Health Problems</td>
</tr>
<tr>
<td>EDUC 421</td>
<td>Child Development and the Study of College Impact</td>
</tr>
<tr>
<td>EDUC 422</td>
<td>Resource Allocation in Education</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>Learning Experience Design</td>
</tr>
<tr>
<td>EDUC 424</td>
<td>Beyond Bits and Atoms: Designing Technological Tools</td>
</tr>
<tr>
<td>EDUC 425</td>
<td>Child Development and the Study of College Impact</td>
</tr>
<tr>
<td>EDUC 426</td>
<td>Resource Allocation in Education</td>
</tr>
<tr>
<td>EDUC 427</td>
<td>Child Development and the Study of College Impact</td>
</tr>
<tr>
<td>EDUC 428</td>
<td>Resource Allocation in Education</td>
</tr>
<tr>
<td>EDUC 429</td>
<td>Child Development and the Study of College Impact</td>
</tr>
<tr>
<td>EDUC 430</td>
<td>Resource Allocation in Education</td>
</tr>
<tr>
<td>EDUC 431</td>
<td>Child Development and the Study of College Impact</td>
</tr>
<tr>
<td>EDUC 432</td>
<td>Resource Allocation in Education</td>
</tr>
<tr>
<td>EDUC 433</td>
<td>Child Development and the Study of College Impact</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 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 (UGT). 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/coterm 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://exploredegrees.stanford.edu/cotermdegrees)" section. University requirements for the master’s degree are described in the "Graduate Degrees (http://
exploredegrees.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 27-31 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.

The GRE is not required for STEP external or coterminal applicants.

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

Stanford Bulletin 2018-19
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

Ph.D. Advising

These advising norms start with students entering Autumn 2019.

- A team advising approach allows students to develop working relationships with a greater diversity of faculty members.
- The adoption of team advising creates a distribution of work paired with a dynamic distribution of intellectual expertise.
- The explicit framing of advising expectations and norms supports students and faculty in finding common ground and shared expectations.
- Students and their academic advisers are expected to meet a minimum of two meetings per quarter.
- Students and their support advisers are expected to meet a minimum of one time per quarter.

Advising Structure

First-year Advising Teams

In the first year, students work with an advising team. The lead adviser, a support adviser, and a student mentor serve the role of assisting students in their matriculation into graduate study. Students meet with lead advisers a minimum of twice per quarter, and with support advisers a minimum of once per quarter.

Ph.D. Advising Teams

After year one, students select their advising team. The primary adviser is expected to serve the role of the primary academic mentor for the student. The secondary adviser(s) support students as they progress through their second to fifth year academic milestones. The primary adviser and student are expected to meet twice per quarter. The secondary adviser(s) are expected to meet a minimum of once per quarter. Members of the first-year advising team do not have to be the same as those for the Ph.D. advising team. It is not unusual for students to switch to different advisers.

Advising Guidelines

In an effort to provide students with a high standard of academic advising support, advisers and students work to build a shared expectation of best advising practices. The goal is to establish clearly communicated pathways between students and their faculty advisers.

Faculty advisers are expected to:

Provide intellectual guidance:

- help students develop academic and professional skills expected by the discipline;
- guide students to design research experiences that build on their interests;
- encourage collaboration, where appropriate, that entails the sharing of authorship or rights to intellectual property developed in research or other creative or artistic activity;
- encourage students to be open about any problems in their work relationships, including with an adviser, and actively help to resolve those problems;
- be aware of and direct students to University resources to support students;
- provide students with timely, regular, and constructive feedback on academic products.

Assist students with knowledge of Stanford and GSE policies and practices:

- familiarize themselves with relevant policies; consult with the Student Handbook and Academic Services Office;
- review students’ graduate study program and help students with course selection;
- help students understand the degree program’s requirements and make timely progress to degree;
- discuss authorship policy in advance of entering into collaborative projects.

Demonstrate care for student wellness:

- check-in with student to see how they are experiencing the program;
- create space for students to share challenges;
- refer students to campus resources as needed.

Assist students in preparation for the job market:

- when possible, discuss the norms and expectations of the academic field students are entering;
- assist students in preparation of research presented at conferences and in professional publications;
• guide students in acquiring the professional skills necessary for conducting high quality research;
• refer students to the EdCareers Office for career exploration and coaching.

Demonstrate professional academic behavior:
• maintain timely communication with advisees;
• set and consistently honor professional commitment and meetings in a timely manner;
• facilitate graduate students’ timely academic progress toward degree completion;
• model appropriate interaction with students, staff, and faculty.

Students are expected to:
Understand scope of faculty advisers’ role.
• recognize that advisers provide the intellectual environment in which students learn and conduct research;
• understand that faculty advisers are responsible for monitoring the accuracy, validity, and integrity of the students’ academic work, and, in the case of research, ensuring that the contributions of all participants are properly acknowledged in publications;
• respect the time constraints and other demands on faculty members and staff;
• publish results of work done under the advisers’ direction and/or in the advisers’ studio or laboratory only after consultation with advisers;
• arrange meetings or communicate via other mechanisms with faculty advisers as often as necessary to keep the advisers informed of any factors that might affect their academic progress, including research or time to degree.

Be responsible for understanding adhering to policies, requirements, and practices governing their degree and course requirements, financial support, and research activities.
• consult University and school policies and handbooks for students;
• fulfill the expectations of policies and requirements, seeking clarification from faculty advisers and staff when necessary.

Exercise high professional standards.
• observe and adhere to the University’s policies on academic integrity, professional conduct, and the responsible conduct of research;
• acknowledge the contributions of faculty advisers and other members of the research team to students’ work in all publications and conference presentations;
• acknowledge sources of financial support;
• maintain the confidentiality of the faculty advisers’ professional activities, including research, creation of original works and other creative endeavors, in accordance with existing practices and policies of the discipline;
• informing faculty advisers of conflicts, and work towards a clear resolution;
• interact with students, staff, and faculty colleagues in a professional manner to create a respectful work environment.

ICE/IEPA M.A. Advising
Purpose
Providing assistance and accountability helps students and advisers hold similar expectations about the outcomes, intentions and organization of advisee meetings. Having a system of collective accountability supports overall support and engagement.

Expectations
Meeting Regularity
• Every student meets with the M.A. Program Director once by the end of week two of Autumn Quarter.
• A minimum of 3 office hours meetings per quarter (one with the M.A. Program Director, faculty adviser, and teaching assistant (TA)); more are required of those collecting their own data for the M.A. paper.

Accountability Structure
• Student initiate the scheduling of the meetings via email.
• For advisers who do not post their office hours sign-ups online, an email response must be provided within two business days in an effort to identify and schedule a mutually agreeable meeting time.

Suggested Meeting Topics
With M.A. Director
• Autumn:
  a. What expertise do you want to develop? Which experiences do you hope to have while at Stanford?
  b. Course selection and other opportunities to develop that expertise and experience
  c. Short- and long-term goals and plans (e.g., career, graduate studies)
  d. M.A. Paper (topic ideas, readings, theories, data sources, etc.)
• Winter:
  a. M.A. Paper (feedback on pre-proposal; data and methods; more readings and theories, etc.)
  b. Preparing for CIES annual conference
  c. Course selection and other opportunities to develop that expertise and experience
• Spring:
  a. M.A. Paper (feedback on proposal; data analysis, findings, discussion, etc.)
  b. Course selection and other opportunities to develop that expertise and experience
  c. Help thinking through post-grad plans; building professional network
• Summer:
  a. M.A. Paper (feedback on drafts; deciding next steps, e.g., publishing)
  b. Help thinking through post-grad plans

With Faculty Adviser
• Autumn:
  a. What expertise do you want to develop? Which experiences do you hope to have while at Stanford?
  b. Course selection and other opportunities to develop that expertise and experience
  c. Short- and long-term goals and plans (e.g., career, graduate studies)
  d. M.A. Paper (topic ideas, readings, theories, data sources, etc.)
• Winter:
  a. M.A. Paper (feedback on pre-proposal; data and methods; more readings and theories, etc.)
  b. Preparing for CIES annual conference
  c. Course selection and other opportunities to develop that expertise and experience
• Spring:
  a. M.A. Paper (feedback on proposal; data analysis, findings, discussion, etc.)
  b. Course selection and other opportunities to develop that expertise and experience
  c. Help thinking through post-grad plans; building professional network
With M.A. Director

Suggested Meeting Topics
- Accountability Structure
  - Meet Regularly
    a. What expertise do you want to develop? Which experiences do you hope to have while at Stanford?
    b. Course selection and other opportunities to develop that expertise and experience
    c. Short- and long-term goals and plans (e.g., career; graduate studies)
    d. M.A. Paper (topic ideas, readings, theories, data sources, etc.)
  - Winter
    a. M.A. Paper (feedback on pre-proposal; data and methods; more readings and theories, etc.)
    b. Preparing for CIES annual conference
    c. Course selection and other opportunities to develop that expertise and experience
  - Spring
    a. M.A. Paper (feedback on proposal; data analysis, findings, discussion, etc.)
    b. Course selection and other opportunities to develop that expertise and experience
    c. Help thinking through post-grad plans; building professional network
  - Summer
    a. M.A. Paper (feedback on drafts; deciding next steps, e.g., publishing)
    b. Help thinking through post-grad plans

With Teaching Assistant(s)
- Autumn
  a. Discuss the advising and meeting structure
  b. Course selection and other opportunities to develop that expertise and experience
  c. Help thinking through post-grad plans
  d. M.A. Paper (feedback on drafts; deciding next steps, e.g., publishing)
- Winter
  a. M.A. Paper (feedback on pre-proposal; data and methods; more readings and theories, etc.)
  b. Preparing for CIES annual conference
  c. Course selection and other opportunities to develop that expertise and experience
- Spring
  a. M.A. Paper (feedback on proposal; data analysis, findings, discussion, etc.)
  b. Course selection and other opportunities to develop that expertise and experience
  c. Help thinking through post-grad plans
- Summer
  a. Feedback on draft presentation & report for LDT project
  b. Reflection on year and next steps
  c. Ways to stay connected with the LDT community

LDT MA Advising

Purpose
Providing assistance and accountability will help students and advisers hold similar expectations about the outcomes, intentions and organization of advisee meetings. Having a system of collective accountability supports overall support and engagement.

Expectations
Meet Regularly
- Every student meets with the M.A. Program Director once by the end of the third week of Autumn quarter.
- Minimum of one meeting per quarter each with the M.A. Program Director, faculty adviser, and each of the LDT program assistants.

Accountability Structure
- Student initiates the scheduling of the meetings via email or on youcanbook.me.
- For those who do not post their office hours sign-ups online, an email response must be provided within two business days in an effort to identify and schedule a mutually agreeable meeting time.

Suggested Meeting Topics
With M.A. Director
- Autumn
  a. Discuss the advising and meeting structure
  b. What do you want to get out of this program?
  c. Course selection and other opportunities to develop that expertise and experience
  d. Preliminary thoughts about an internship
  e. People and places to connect with
- Winter
  a. How to identify a useful internship?
  b. Discuss LDT Project development: Who needs to learn what, and why is this important? How might we use technology to help?
  c. What scholarship can be useful in informing the development of your LDT project?
  d. Course selection and other opportunities to develop expertise and experience
- Spring
  a. Discuss LDT Project development: How can you build and test your ideas?
  b. Course selection and other opportunities to develop expertise and experience
  c. Help thinking through post-grad plans
  d. How to build your professional network
- Summer
  a. Feedback on draft presentation & report for LDT project
  b. Reflection on year and next steps
  c. Ways to stay connected with the LDT community

With Faculty Adviser
- Autumn
  a. Discuss the advising and meeting structure. When do we meet? How often do we meet and what are the expected outcomes?
  b. What expertise do you want to develop?
  c. How do you get specific expertise?
- Winter
  a. How can you develop a greater understanding of the field(s) you’re interested in?
  b. Discuss LDT Project development: What needs to learn what, and why is this important? How might we use technology to help?
  c. What scholarship can be useful in informing the development of your LDT project?
- Spring
  a. Feedback on written LDT project proposal
  b. Discuss LDT Project development: How can you leverage scholarship to inform your designs? How can you test the efficacy of your prototypes?
- Summer
  a. Feedback on draft presentation & report for LDT project
  b. Reflection on year and next steps
  c. Sign off on project/paper

With Program Assistants
- Autumn
  a. Preliminary thoughts about “Learning Problems”: What problems interest the advisee?
  b. How to connect with experts and learners?
  c. Course selection and other opportunities to learn
  d. How to make the most of the Stanford experience
- Winter
  a. How can you develop a greater understanding of a particular issue?
  b. What scholarship can be useful in informing the development of your LDT project?
  c. How can you connect with doctoral students around your project and interests?
  d. How do Stanford students manage stress?
- Spring
  a. Discuss LDT Project development: How can you build and test your ideas?
  b. What scholarship can be useful in informing the development of your LDT project?
c. Opportunities to develop expertise and experience
   d. Help connecting with the alumni network

   • Summer:
     a. Feedback on draft presentation & report for LDT project
     b. Reflection on year and next steps

**POLS M.A. Advising**

**Purpose**

Providing assistance and accountability helps students and advisers hold similar expectations about the outcomes, intentions, and organization of advisee conferences. Having a system of collective accountability supports overall support and engagement.

**Expectations**

**Meeting Regularity**

- Every student meets with a program co-director once by the end of week two of Autumn Quarter.
- Additional meetings may be requested as needed with program staff or CA/field project mentor.

**Accountability Structure**

- Student initiates the scheduling of the conference.
- The M.A. co-director, faculty adviser and CA must respond within 48 hours of receipt of the student communication in an effort to identify and schedule a mutually agreeable meeting time.

**Suggested Meeting Topics**

With members of the Program Staff

- Autumn:
  a. Discuss the advising and meeting structure: When do they meet? How often do they meet and what are the expected outcomes?
  b. What expertise does the student want to develop?
  c. Course selection and other opportunities to develop that expertise and experience.
  d. What new methods or skills might be picked up while at the GSE?
  e. POLS field project selection.

- Winter:
  a. How can the student develop a greater understanding of a particular issue?
  b. Sounding board for POLS field project development.
  c. How to build a professional network?

- Spring:
  a. Help thinking through post-POLS plans.
  b. Sounding board for POLS field project completion.

**With Course Assistant or Field Project Mentor**

- Autumn:
  a. POLS field project selection.
  b. How to develop expertise?
  c. Course selection and other opportunities to develop that expertise and experience.
  d. How do I make the most of my Stanford experience?

- Winter:
  a. Sounding board for POLS field project development.
  b. How can the student develop a greater understanding of a particular issue?

- Spring:
  a. Sounding board for POLS field project completion.

**Stanford Teacher Education Program Advising**

**Purpose**

Providing assistance and accountability helps students and advisers hold similar expectations about the outcomes, intentions, and organization of the advising relationship and advisee meetings. Having a system of collective accountability supports overall support and engagement.

**Advising Norms**

**Provide Intellectual Guidance**

- Help students develop academic and professional skills expected by their discipline and the profession.
- Encourage collaboration and collegial relationships.
- Encourage students to be open about any problems in their work relationships, including with an adviser, and actively help to resolve those problems.
- Be aware of and direct students to University resources to support students.

**Assist students with knowledge of Stanford and GSE policies and practices**

- Be familiar with relevant policies; consult with the Student Handbook and Academic Services Office.
- Review students’ graduate study program and help students with course selection.
- Help students understand the degree program’s requirements and timely progress to degree.

**Demonstrate care for student wellness**

- Check-in with student to see how they are experiencing the program.
- Create space for students to share challenges.
- Refer students to campus resources as needed.

**Assist students in preparation for the job market**

- Discuss the norms and expectations of the field students are entering.
- Guide students in acquiring the professional skills necessary for expert teaching practice.

**Demonstrate professional academic behavior**

- Maintain timely communication with advisees.
- Set and consistently honor professional commitment and meetings in a timely manner.
- Support students’ progress toward the degree and toward employment.
- Model appropriate interaction with students, staff, and faculty.

**Advising Structure**

Advising in STEP is structured through a combination of individual meetings with the faculty directors and support provided through the program’s supervisory system.

**Advising meetings**

- Every student meets with the STEP Faculty Director once by the middle of Autumn Quarter. Students schedule their individual meetings using a sign-up sheet in Google Docs.
- Additional advising meetings are scheduled, as needed, during the Faculty Directors’ office hours or by appointment.

**Supervisory system**

- Every student has one to two cooperating teachers and a University supervisor; together they provide ongoing support for the student’s development as well as provide information to the faculty directors regarding each student’s progress.
- Students work with their cooperating teachers in the field every day for approximately four hours.
- Students are observed by- and receive feedback from- their University supervisors at least three times each quarter. Students meet with their supervisors in small groups for an hour each week.
- Both cooperating teachers and supervisors provide the faculty directors with feedback about each student’s progress each quarter on the Quarterly Assessment.

Dean: Dan Schwartz

Associate Dean for Faculty and Student Affairs: Shelley Goldman

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, Eric Bettinger, Jo Boaler, Hilda Borko, Martin Carnoy, Geoffrey Cohen, William Damon, Tom Dee, Patricia J. Gumport, Teresa D. LaFromboise, Bruce D. McCandliss, Daniel A. McFarland, Amado M. Padilla, Roy Pea, Walter Powell, Francisco O. Ramirez, Sean Reardon, Daniel Schwartz, Guillermo Solano-Flores, Deborah J. Stipek, Guadalúpe Valdés, Carl Wieman, John Willinsky, Sam Wineburg

Associate Professors: Subini Annamma, Anthony L. Antonio, Nicole M. Ardoin, Bryan Brown, Ari Y. Kelman, Victor Lee, Chris Lemons, Emily J. Levine, Jelena Obradović, David Rogosa, Maria Araceli Ruiz-Primo, Rebecca Silverman, Mitchell Stevens

Assistant Professors: Patricia Bromley, Benjamin Domingue, Antero Garcia, Nick Haber, Michael Hines, Jennifer Langer-Osuna, Sarah R. Levine, Prashant Loyalka, Ramón Antonio Martínez, Alvin Pearman, Jonathan Rosa, Jason Yeatman

Professors (Teaching): Shelley Goldman

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

Associate Professor (Research): Janet Carlson

Assistant Professor (Research): Michelle Reininger

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

Courtesy Professor (Teaching): Don Barr, William Koski

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