



Master's Degree Handbook

2008-2009

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INTRODUCTION

This handbook provides detailed information regarding the academic policies and procedures pertinent to all Stanford University School of Education (SUSE) Master's students. Its purpose is to inform the students of the guidelines and milestones that are relevant to successful completion of their degree program. This handbook is primarily focused on important SUSE-specific policies. It is to be used in conjunction with the University Bulletin which describes Stanford graduate studies policies. The handbook also points students to other resources such as the Registrar's Office, and to specific individuals such as the Program Directors for advice and assistance.

Students should refer to this handbook throughout their time at SUSE and follow the policies and procedures discussed herein. An electronic version of this publication is available in PDF format on the SUSE intranet at <https://suse-intranet.stanford.edu/students/masters-degree-handbooks.html>. In the event any information presented in this handbook changes during the academic year, the Academic Services office will notify students by e-mail.

The Academic Services office helps students and faculty interpret and follow SUSE and Stanford policies and procedures toward degree completion. The Assistant Director of Academic Services is the primary advisor of students on university and school academic and administrative policies. She advises students on requirements that may be unclear; guides students to complete paperwork successfully; and refers students to other administrative offices of the university when appropriate. The Assistant Director of Academic Services is available in her office in the Academic Services suite in the School of Education building (commonly known as Cubberley Building) Monday through Friday.

Students are responsible to follow the university and school policies described in this handbook and in the Stanford Bulletin. This includes following deadlines, maintaining adequate grade point average and units of registration.

You are strongly encouraged to add the deadlines listed in this handbook to your calendar for the upcoming year, along with the contact information of the Assistant Director of Academic Services and your Program Director.

We hope this handbook is of good use to you. We wish you a rewarding experience during your program at SUSE.

SUSE Academic Services

SCHOOL OF EDUCATION MISSION

Toward the ideal of enabling all people to achieve maximum benefit from their educational experiences, the Stanford University School of Education seeks to be a world leader in groundbreaking cross-disciplinary inquiry that shapes educational practices, their conceptual underpinnings, and the professions that serve the enterprise. The School also seeks to develop the knowledge, wisdom, and imagination of its students to enable them to take leadership positions in efforts to improve the quality of education around the globe.

GUIDING PRINCIPLES

BROAD DOMAIN OF EDUCATION

The domain of education is broader than formal schooling. It encompasses learning activities that occur in places such as families, religious institutions, museums, prisons, counseling offices, business, and industry as well as schools. It may be mediated by television, newspapers, magazines and computer technology as well as by books, journals, and classroom discussions. Education is concerned with the development of physical and interpersonal skills, emotional and attitudinal predispositions, character formation and work habits, as well as cognitive abilities and subject-matter expertise. Hence, while the improvement of schools is a major focus of our scholarly and teaching activities, it does not exhaust the range of educationally relevant challenges that interest our faculty and students.

RELEVANCE OF SCHOLARSHIP

As a part of the larger institution of Stanford University (one of the world's major universities in both research and graduate training), the production and dissemination of educationally relevant knowledge must be the sine qua non of the School of Education. The School must be at the cutting-edge in all of its research and training activities as it explores possible ways of improving educational practice. Furthermore, like Stanford itself, the School of Education should make contributions that may well have international applicability, and it should attract talented students from around the world.

RELATION OF THEORY AND PRACTICE

Theory and practice are interrelated in strong and mutually fruitful ways — each can, and should, inform and stimulate the other. Efforts to improve the quality of education benefit from the close integration of theoretical understandings with practical applications.

NATURE OF PRACTICE

The School of Education has a special commitment to the improvement of the teaching and educational administration professions by bringing its research and scholarship to work collaboratively in solving problems and meeting novel challenges arising out of everyday practice and reform. Nevertheless, by "practice" we also mean not only the work of teachers, counselors and administrators but also the necessary planning, training, research and development activities that enable this work to take place. Practice includes activities such as policy formation, program evaluation, the development and testing of models for learning, teacher education, and education administration. It also includes activities designed to improve educational assessment, administrative processes, research methods, curricula, counseling and teaching techniques, and education-related technology.

CENTRALITY OF CROSS-DISCIPLINARY STUDY

The most important problems in human affairs, and certainly in education, are so complex that no one problem-oriented or disciplinary perspective can provide all the answers. Thus, the School honors disciplinary diversity and respects different approaches to educational issues; there is mutual respect for "distributed expertise" on the faculty, and an atmosphere of civility in discussing differences among viewpoints.

COMMITMENT TO QUALITY EDUCATIONAL OPPORTUNITIES FOR ALL

While the faculty are free to develop and pursue their own research agendas, the School has a strong commitment to the ideal of making quality educational opportunities available to everyone. Individuals who have borne the brunt of social problems and inequities may be particularly in need of assistance in making the most of their education. None of this is to be interpreted as suggesting that the education of other students ought to be ignored; but as we come to understand what education is at its best, we also must be committed to achieving these advantages for all learners.

COMMITMENT TO APPRENTICESHIP/INTERNSHIP TRAINING

While both doctoral and master's degree students can profit from traditional course work and assignments, these procedures by themselves are limited in value. If students are to make an impact on educational practice, they should hone their skills in realistic settings. Thus, faculty should arrange for students to enter well-planned and supervised experiences in practica, fieldwork, apprenticeships, internships, and research projects. This principle applies equally to students in programs of professional preparation and to those whose career trajectory is oriented more toward research or policy formation and analysis.

COMMITMENT TO FACULTY-STUDENT INTERACTION

As well as having a world-class faculty, the School of Education attracts a diverse and talented body of students who can contribute their wisdom and experience to the educational endeavor. The School seeks to capitalize on these rich resources by acknowledging the roles that faculty and students can play in educating one another.

COMMITMENT TO SUPPORT STAFF

The School of Education enjoys skilled and talented support staff members who sustain and strengthen its administrative processes, educational programs, student services, and research. The School has a strong commitment to maintaining and enhancing the professional vitality of its members of staff, ensuring that they continue to play an integral role in our success.

OFFICE OF ACADEMIC SERVICES MISSION

The Academic Services Office collaborates with students, faculty and staff in pursuing the School of Education's academic goals. The Office provides services and resources on policies and procedures regarding academic programs and events, financial aid, admissions, career services and recruitment.

STANFORD UNIVERSITY HONOR CODE

In the spring of 1921, after a seven-year campaign by the student body, the first campus-wide honor system was formally adopted by the University. The code underwent various changes through the years, most recently in the spring of 1977.

The standard of academic conduct for Stanford students is as follows:

A. The Honor Code is an undertaking of the students, individually and collectively:

1. That they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
2. That they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.

B. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.

C. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

Examples of conduct which have been regarded as being in violation of the Honor Code include:

- Copying from another's examination paper or allowing another to copy from one's own paper
- Unpermitted collaboration
- Plagiarism
- Revising and resubmitting a quiz or exam for re-grading, without the instructor's knowledge and consent
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one's own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

In recent years, most student disciplinary cases have involved Honor Code violations; of these, the most frequent arise when a student submits another's work as his or her own, or gives or receives unpermitted aid. The standard penalty for a first offense includes a one-quarter suspension from the University and 40 hours of community service. In addition, most faculty **members issue a "No Pass" or "No Credit" for the course in which the violation occurred. The standard penalty for a multiple violation (e.g. cheating more than once in the same course) is a three-quarter suspension and 40 or more hours of community service.**

STANFORD UNIVERSITY FUNDAMENTAL STANDARD

The Fundamental Standard has set the standard of conduct for students at Stanford since 1896. It states:

"Students at Stanford are expected to show both within and without the University such respect for order, morality, personal honor and the rights of others as is demanded of good citizens. Failure to do this will be sufficient cause for removal from the University."

Over the years, the Fundamental Standard has been applied to a great variety of situations. Actions which have been found to be in violation of it include:

- Physical Assault
- Property damage; attempts to damage University property
- Theft, including theft of University property such as street signs, furniture and library books
- Forgery, such as signing an instructor's signature to a grade change card
- Sexual harassment or other sexual misconduct
- Charging computer time or long distance telephone calls to unauthorized accounts
- Misrepresentation in seeking financial aid, University housing, discount computer purchases or other University benefits
- Misuse of University computer equipment or e-mail
- Driving on campus while under the influence of alcohol or drugs
- Sending threatening and obscene messages to another student via e-mail, phone or voice-mail

There is no standard penalty that applies to violations of the Fundamental Standard. Infractions have led to penalties ranging from formal warning and community service to expulsion. In each case, the nature and seriousness of the offense, the motivation underlying the offense, and precedent in similar cases are considered.

OVERVIEW OF MASTER'S PROGRAMS IN THE SCHOOL OF EDUCATION

Programs Offered

Graduate students in the Stanford University School of Education pursue Master of Arts degrees in the programs listed below. These programs are commonly referred to with the abbreviations noted in parentheses.

Curriculum Studies and Teacher Education (CTE)
International Comparative Education (ICE)
International Education Administration and Policy Analysis (IEAPA)
Joint Degree with the Graduate School of Business (MA/MBA)
Joint Degree with the Stanford Law School (MA/JD)
Learning, Design and Technology (LDT)
Policy, Organization and Leadership Studies (POLS)
Social Sciences in Education (SSE)
Stanford Teacher Education Program (STEP)
Individually Designed MA (for current Stanford doctoral students)

Credentials Offered

The School of Education is authorized to recommend candidates who complete the Stanford Teacher Education Program for the California Preliminary Single Subject and Preliminary Multiple Subjects Teaching Credentials.

Coterminal Degree

All master's programs (except the Joint Degree with the Graduate School of Business and the Joint Degree with the Stanford Law School) accept coterminal students. Coterminal master's students fulfill the same School of Education program requirements as other master's students; but there are additional University unit and residency requirements for the coterminal degree. Coterminal students should refer to the Stanford Bulletin for complete policy information governing their degree status and requirements.

Changing Programs

Students are admitted to a specific program, but occasionally students may wish to change their program. Transfer into a new program is subject to the approval of the new program; fulfillment of the new program's requirements may result in delay of degree completion beyond the typical three or four quarters.

Students who wish to change their program must submit a *Program Change Application*, available from the Assistant Director of Academic Services or online at https://suse-intranet.stanford.edu/students/masters_forms/Prog_Change_App.pdf. It must be approved by the advisor and both the current and new programs' Program Directors. In the event an area change is involved, the Area Chair's signature is also required. The student also completes a Program Proposal for the new program.

Advising

Master's students will work with their Program Director throughout the year in addition to a faculty advisor who is assigned to each student upon matriculation. The Program Director and advisor assist the student in planning a program of study. Students are encouraged to have at least 2 advising appointments during the course of their program, and many students plan to meet with their advisors once every quarter. Students are encouraged to look to any member of the SUSE faculty for additional advising or mentorship, regardless of the official advisor assigned. Either the student or the faculty may request a change in assignment for any reason. To change advisors, students submit the *Change of Advisor Form* available from the Assistant Director of Academic Services or online at <http://registrar.stanford.edu/pdf/changeadvisor.pdf>. The Program Director and the new advisor must both sign off on this form. Students typically select and initiate contact with a new advisor but in cases where this is not possible, the Program Director will assign a new advisor. The Assistant Director of Academic Services is available for questions regarding University academic policy and progress toward the degree.

Timetable For The Master's Degree

The Master of Arts degree requires at least three quarters of full-time study. Students working toward advanced degrees at Stanford University must enroll for the three main quarters of each academic year (Autumn, Winter and Spring) from the time of first matriculation until receipt of the degree. The ICE/IEAPA, LDT and STEP programs require an additional quarter of summer enrollment. Study at Stanford is on a full-time basis. The only exception to this requirement is for formally approved leaves of absence (also see note on LDT Honors Co-op Program enrollment).

The steps below trace a typical student's progress toward the master's degree for all students at SUSE, with exceptions for the four-quarter programs (ICE/IEAPA, LDT and STEP) noted:

Summer Quarter (STEP only)

Consult with Program Director and advisor to plan initial program of study
Coursework (see program-specific course and unit requirements)
Meet with STEP Coordinator/Credential Analyst
Submit Master's Program Proposal

Autumn Quarter

Meet with Program Director and advisor to plan initial program of study
Coursework (see program-specific course and unit requirements)
Submit Master's Program Proposal to Assistant Director of Academic Services

Winter Quarter

Advisor meeting recommended to discuss progress and selection of coursework
Coursework (see program-specific course and unit requirements)
Students select topics for their Master's projects or monographs
Towards the end of the quarter: mid-year degree progress check with the Assistant Director of Academic Services

Spring Quarter

Meet with Program Director and advisor to finalize program of study
Coursework (see program-specific course and unit requirements)
Attend career services activities and meet with the Director of Career Services to discuss job search
Resubmit Final Plan of Master's Program Proposal if there are any changes in coursework taken or to be taken
For CTE, Joint Degree, POLS and SSE:
 Complete all coursework
 Completion of Master's Project
 File Application to Graduate on AXESS
 Degree conferral

Summer Quarter

Coursework (see program-specific course and unit requirements)
For ICE/IEAPA and LDT Students:
 Complete all coursework
 Complete Master's Project
 File Application to Graduate on AXESS
 Degree conferral

Chart of Typical Degree Progress toward the Master's Degree (one-year programs)

Master's Program	Summer Quarter	Autumn Quarter	Winter Quarter	Spring Quarter	Summer Quarter	Total Units
Curriculum and Teacher Education		3-5 classes (15 units)	3-5 classes (15 units)	3-5 classes (15 units) Final Project Graduate		45
International Comparative Education/ International Education Administration and Policy Analysis		4-5 classes (14-15 units)	4-5 classes (14-15 units)	3 classes (10-11 units) Internship (optional)	2-3 classes (6 units) Monograph Graduate	48
Learning, Design & Technology		4-5 classes (14-15 units) Internship	4-5 classes (14-15 units) Internship	3 classes (10-11 units) Internship	2-3 classes (6 units) Major Project Portfolio Graduate	45
Policy, Organization and Leadership Studies		3-5 classes (15 units)	3-5 classes (15 units)	3-5 classes (15 units) Graduate		45
Social Sciences in Education		3-5 classes (15 units)	3-5 classes (15 units)	3-5 classes (15 units) Major Paper & Presentation Graduate		45
STEP Elementary	5 classes (10 units)	7 classes (18 units)	5 classes (10 units)	4 classes (10 units) Portfolio Graduate		45
STEP Secondary	4 classes (10 units)	5 classes (18 units)	3 classes (10 units)	2-3 classes (10 units) Portfolio Graduate		45

DEGREE REQUIREMENTS

Students are responsible to meet the University and School requirements described below throughout their program of study. Each **student ensures that he or she is enrolled appropriately for degree conferral**, and should direct any questions about requirements or policies to the Assistant Director of Academic Services prior to the related deadlines. Questions about degree requirements may be directed to Academic Services at acadserv@suse.stanford.edu.

Note: There are particular set of course requirements for Joint Degree students – please see the section on the Joint Degree with the Graduate School of Business and Joint Degree with the Stanford Law School for requirements.

UNIVERSITY REQUIREMENTS

Master's Program Proposal

The Master's Program Proposal is a University-required document wherein students plan, in consultation with their advisor and Program Director, their course of study. Students must list every course they will take in fulfillment of their program's degree requirements. All students must obtain approval signatures from their advisor and Program Director and submit the form to the Assistant Director of Academic Services by the specified deadline date, prior to the end of the first quarter of study. Students who have not submitted the form by that time will be placed on hold. Students complete an initial plan in their first quarter; because most programs allow for some flexibility in choosing courses, students submit a revised program proposal to the Assistant Director of Academic Services by the specified deadline early in spring quarter.

2008-09 Due Dates:

Fall Start Programs – Friday, November 14, 2008

Revisions due – Friday, April 10, 2009

The Assistant Director of Academic Services distributes the Program Proposal form to each student at the beginning of his or her first quarter. Students can obtain additional program proposal forms from the Assistant Director of Academic Services or on the SUSE Intranet <https://suse-intranet.stanford.edu/students/masters-forms-all-areas.html>

Students must meet all of the University, School and program requirements and follow all policies listed on the Program Proposal. Failure to fulfill any requirements will delay conferral of the Master of Arts degree and further course enrollment. The Assistant Director of Academic Services verifies the Program Proposal against the student's transcript, so the two documents must match exactly. Any changes from the initial course of study planned in the first quarter must be reflected on the revised program proposal.

Unit Requirements

The minimum course unit requirement for the Master's degree in CTE, LDT, POLS, and STEP is 45 units taken in residence at Stanford. The minimum course unit requirement for the Master's degree in ICE and in IEAPA is 48 units taken in residence at Stanford. Please refer to the joint degree sections of this handbook for the allowable combination of minimum units required to earn the JD/MA and the MA/MBA degrees.

Units earned at another institution do not count toward the minimum units required for the Master's degree at Stanford. However, previous coursework may be used to meet course requirements if equivalent studies have been pursued. (Note: Courses taken through Stanford's Exchange Scholar Program or the formal exchange program with U.C. Berkeley or U.C. San Francisco may count as part of the 45 unit minimum.)

Students must register for full time study in at least 11 units for every quarter of their program unless otherwise noted by individual program registration requirements.

NOTE: All courses applied to the master's degree must be in courses at or above the 100 level. At least 50% must be in courses at or above the 200 level. Courses numbered below 100 are intended for undergraduates only and do not count toward graduate degrees.

Grades

In every program, one-third of the total units must be taken for a letter grade. The only exception to this is the Joint Degree with the GSB – in this program students must take 27 of the required 35 Education units for a letter grade (only 8 Education units may be taken credit/no credit). All students must also maintain a minimum 3.0 grade point average. For more detailed information on grading procedures, refer to the *Stanford Bulletin*.

Minimal Progress

Students must register in 11 or more units per term and pass at least eight units per term. The only exceptions to the 11-unit requirement in a given quarter are in cases of designated quarters in the ICE/IEAPA, LDT and STEP programs (see page 8). Students who are approved to register in fewer than 11 units in a given term must pass at least six units. The academic progress requirements for students also include registration and timely completion of department and program requirements, such as completion of the Master's Program Proposal and the Master's Project. Students who do not meet minimal progress each term will be placed on registration or degree conferral hold until they are determined to have done so.

Degree Conferral

Students must apply for conferral of their master's degree by filing an *Application to Graduate* on AXESS by the Registrar's quarterly deadline. The deadline for spring quarter is April 12, 2009; the deadline for summer quarter is August 2, 2009. **Students must be registered in the term their degree is conferred.** See the *Stanford Bulletin* for further policy information.

Time Limit for Completion of the Master's Degree

As stated in the *Stanford Bulletin*, "All requirements for a master's degree must be completed within three years after the student's first term of enrollment in the master's program (five years for Honors Cooperative students). Students pursuing a coterminal master's degree must complete their requirements within three years of their first quarter of graduate standing." See the *Bulletin* for further information.

SCHOOL OF EDUCATION REQUIREMENTS

Courses

Required courses for master's degrees in the School of Education are listed on the appropriate *Master's Program Proposal*. Students choose electives in consultation with their faculty advisor based on relevance to the degree program and the student's academic interests.

Students are required to take a minimum of 27 units in the School of Education. An individual program's requirements may exceed this amount. Appropriate graduate-level courses in other departments of the University (e.g., Anthropology, Linguistics or Psychology), may be used to reach the program's overall unit total. Students must consult with their program director, advisor and the Assistant Director of Academic Services when selecting courses outside the School of Education to fulfill unit requirements.

NOTE: Courses in English as a Second Language (Linguistics 600 level) and in Athletics, Physical Education and Recreation subject to Activity Unit limitations cannot be applied to the master's degree.

The Master's Project

Most programs have a culminating project requirement for the Master of Arts degree. Students will receive specific instructions from their Program Director and advisor on this requirement, which is generally due sometime in spring quarter. Upon completion of the Master's project, students will be required to submit a *Master's Thesis Submission Form* to the Assistant Director of Academic

Services. The form is available from the Assistant Director of Academic Services or the SUSE intranet <https://suse-intranet.stanford.edu/students/masters-forms-all-areas.html>.

Graduation Review

At the beginning of the student's expected final quarter, the Assistant Director of Academic Services will provide each student with a formal review of his or her progress toward fulfilling all degree requirements. It is each student's responsibility to follow up on the timely submission of any outstanding degree requirements in order to confer his or her degree.

SUSE COURSE POLICIES

Students are expected to plan their academic year coursework in the Autumn by consulting the Time Schedule provided to them at Orientation and viewable via AXESS. Questions about the time schedule may be directed to courses@suse.stanford.edu.

Cross-Listed Courses

There is no limit to the number of cross-listed courses that students may count toward the minimum number of Education units required for their program, except where limits are expressly placed for their particular program's requirements (for example, in the Joint Degree program with the GSB).

Non-STEP Student Enrollment in STEP Courses

STEP courses are designed specifically for students in that program. Their courses are closely integrated with one another and are typically linked to the student teaching experience. The exclusive focus of these courses on the professional preparation of teachers often makes them unsuitable for students in other programs at SUSE. Students interested in taking STEP courses not designated "STEP only" in the time schedule should contact the instructor of the course to determine if enrollment is possible.

Enrollment Priority List for Methodology Courses

In order to assist students with data collection and analysis for their Master's Projects (a project is not required for the POLS program), students will be required to enroll in a methodology class. Two methodology courses are most popular and are required or highly recommended for the majority of students at SUSE: EDUC 150, Introduction to Data Analysis and Interpretation, and EDUC 151, Introduction to Qualitative Research Methods.

Students in the CTE, LDT and SSE programs are required to take either EDUC 150, Introduction to Data Analysis and Interpretation, or EDUC 151, Introduction to Qualitative Research Methods to fulfill their programs Research/Statistics requirement.

Students in ICE/IEAPA and POLS are required to take one methodology course from a pre-approved list for their respective programs that include EDUC 150 and 151.

Since EDUC 150 and 151 are courses in high demand, enrollment in those courses is managed based on a priority list by program. The list will help you better plan the courses you will take in Fall and Winter quarters; please see below.

	Autumn	Winter
EDUC 150 Introduction to Data Analysis and Interpretation	1 st Priority: ICE/IEAPA and SSE	1 st Priority: CTE, LDT and POLS
	2 nd Priority: POLS	2 nd Priority: ICE/IEAPA and SSE
	3 rd Priority: CTE and LDT	
EDUC 151 Introduction to Qualitative Research Methods	1 st Priority: CTE and SSE	1 st Priority: ICE/IEAPA and LDT
	2 nd Priority: ICE/IEAPA and LDT	2 nd Priority: CTE, POLS and SSE
	3 rd Priority: POLS	

PROGRAM-SPECIFIC REQUIREMENTS

Curriculum Studies and Teacher Education

Minimum Units: 45

PROGRAM REQUIREMENTS

You must take 45 units at Stanford to receive a Master's degree. The following constraints are placed on those 45 units:

- All courses must be at or above the 100 level – courses numbered below 100 do not count
- 23 units – or half of the total minimum units – must be at the 200 level (EDUC 180 or 190 count toward this requirement)
- 27 units must be from courses offered by SUSE
- 15 units (one-third of the total minimum units) must be for a letter grade
- 3.0 GPA must be maintained for all courses applied to the master's degree
- You must enroll in at least 11 units each quarter of the regular academic year (Autumn-Spring)
- English for Foreign Students (Linguistics 600 level) and Athletics, Physical Education and Recreation courses cannot be applied towards the master's degree

1. Behavioral and Social Sciences

Students must take at least one course in this category. Below is a list of pre-approved courses. This category includes courses in anthropology, economics, politics of education, psychology and sociology.

2. Normative Studies

Students must take at least one course in this category. Below is a list of pre-approved courses. This category includes courses in history, philosophy and aesthetic studies.

3. Research Methods: one course required, both are recommended

EDUC 150†	Introduction to Data Analysis and Interpretation	4 units	Aut, Win
<i>and/or</i>			
EDUC 151†	Introduction to Qualitative Research Methods	3-4 units	Aut, Win
† <i>In Autumn quarter, CTE students have first enrollment priority for EDUC 151 and third priority for EDUC 150. In Winter quarter, CTE students have first priority in EDUC 150 and second priority in EDUC 151.</i>			

4. Project

Units for the project can be taken through EDUC 180, Directed Reading; EDUC 190, Directed Research; or EDUC 185, Master's Thesis. For Autumn quarter, students can enroll in 1-3 units of independent study courses and 1-5 units for Winter and Spring quarters.

2008-09 PRE-APPROVED COURSES MEETING THE BREADTH REQUIREMENTS

(Note that other courses may fulfill the requirement. See advisor to obtain approval for a course not listed here).

BEHAVIORAL AND SOCIAL SCIENCES (Anthropology, Economics, Politics of Education, Psychology and Sociology)

EDUC 218	Cognition and Learning: Innovation and Discovery	3 units	Aut
EDUC 240	Adolescent Development and Learning	5 units	Aut
EDUC 249	Theory and Issues in the Study of Bilingualism	3-5 units	Aut
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4 units	Win
EDUC 288	Organization Studies: Theories and Analyses	4 units	Aut
EDUC 306A	Education and Economic Development	5 units	Aut
EDUC 306B	Politics, Policy-Making and Schooling Around the World	3-4 units	Spr
EDUC 365	Social, Emotional, and Personality Development	3 units	Win
EDUC 367	Cultural Psychology	3 units	Win
EDUC 368	Cognitive Development in Childhood and Adolescence	3-4 units	Spr

NORMATIVE STUDIES (Philosophy, Aesthetics, and History of Education)

EDUC 165	History of Higher Education in the U.S.	3-4 units	Win
EDUC 201	History of Education in the United States	3-4 units	Aut
EDUC 204	Introduction to Philosophy of Education	3 units	Aut
EDUC 212X	Urban Education	3-4 units	Spr
EDUC 306D	World, Societal, and Educational Change: Comparative Perspectives	4-5 units	Win

International Comparative Education/International Education Administration and Policy Analysis

Minimum Units: 48

PROGRAM REQUIREMENTS

You must take 48 units at Stanford to receive a Master's degree. The following constraints are placed on those 48 units:

- All courses must be at or above the 100 level – courses numbered below 100 do not count
- 24 units—or half of the total minimum units—must be at the 200 level (EDUC 180 or 190 count toward this requirement)
- 27 units must be from courses offered by SUSE
- 16 units (one-third of the total minimum units) must be for a letter grade
- 3.0 GPA must be maintained for all courses applied to the master's degree
- You must enroll in at least 11 units autumn and winter quarter, 10 units spring quarter and 6 units in summer quarter or you must enroll in at least 11 units autumn, winter and spring quarter and 3 units in summer quarter
- English for Foreign Students (Linguistics 600 level) and Athletics, Physical Education and Recreation courses cannot be applied towards the master's degree

1. Required Courses

EDUC 202 Introduction to Comparative and International Education	4-5 units	Aut
EDUC 206A Applied Research Methods in ICE I: Introduction	1 unit	Aut
EDUC 206B Applied Research Methods in ICE II: Monograph Proposal	1-3 units	Win
EDUC 206C Applied Research Methods in ICE III: Data Collection and Analysis	1 unit	Spr
EDUC 206D Applied Research Methods in ICE IV: Monograph Workshop	3 units	Sum

Additional Requirements for IEAPA:

EDUC 222 Resource Allocation in Education	4-5 units	Spr
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2. 306 Series: ICE enroll in two; IEAPA enroll in all three

EDUC 306A Education and Economic Development	5 units	Aut
EDUC 306B Politics, Policy-Making, and Schooling Around the World	3-4 units	Spr
EDUC 306D World, Societal, and Educational Change: Comparative Perspectives	4-5 units	Win

3. Statistics: Choose one from the following:

EDUC 150 †	Introduction to Data Analysis and Interpretation	4 units	Aut, Win
EDUC 151 †	Introduction to Qualitative Research Methods	3-4 units	Aut, Win
EDUC 160	Introduction to Statistical Methods in Education	3-4 units	Aut
EDUC 291X*	Introduction to Survey Research	3-4 units	Win

Students are encouraged to take both EDUC 150 & EDUC 151.

* Students who plan to use survey methods (interviews, questionnaires) for their monographs are required to take EDUC 291X. They must also produce a full proposal of their monograph by the end of Autumn quarter.

† In Autumn quarter, ICE/IEAPA students have first enrollment priority for EDUC 150 and second priority for EDUC 151. In Winter quarter, ICE/IEAPA students have first priority in EDUC 151 and second priority in EDUC 150.

Non-fluent speakers of English are *strongly* encouraged to take one of the following writing courses:
EFSLANG 698A Writing Academic English 1-3 units Aut, Win, Spr
EFSLANG 698B Advanced Graduate Writing 1-3 units Aut, Win, Spr

4. Additional ICE-related Courses:

EDUC 197 Education, Gender, and Development

4-5 units Aut

EDUC 273 Gender and Higher Education

4 units Spr

5. Project: Monograph

Students in the program are required to take the EDUC 206 course series in order to complete their monograph requirement. By attending EDUC 206A,B,C and D, students are advised through development process of their project up to completion of the thesis at the end of Summer Quarter.

Joint Degree with the Graduate School Of Business

Minimum Units: 109 - 119 total (35 units EDUC courses and 84 units GSB courses)

PROGRAM REQUIREMENTS

- (a) MA/MBA students must successfully complete 84 units of instruction in the Graduate School of Business. This includes successful completion of the Management Perspectives, one course in each of the 11 Management Foundation areas, and an approved Global Experience. Rules concerning Pass-Fail units, independent study, grade point average, the Global Experience requirement, and so forth, will match those set for students in the regular MBA Program, as specified annually in the *MBA Student Handbook* in the year of matriculation in the program.
- (b) Students must successfully complete 35 units of instruction in the Stanford University School of Education (SUSE). Programs of study will be subject to the approval of the faculty advisor in SUSE, the Director of Leadership Degree Programs, and the Assistant Director of SUSE Academic Services.
- (c) The two schools will offer a menu of cross-listed courses particularly suited to the program, and a student can take up to 10 of the 35 Education units required in provision (b) as cross-listed courses. These 10 cross-listed units will count towards both degrees.
- (d) The Joint MA/MBA Degree requires a combined total of 119 units, 84 at the GSB and 35 at SUSE. This total may be reduced to 109 units, if the 10 cross-listed units are applied.
- (e) During autumn quarter of their second year of study, students must submit a Master's Program Proposal to the SUSE Academic Services Office. The Program Proposal must be signed by the student's SUSE faculty advisor, the SUSE Director of Leadership Degree Programs, and the Assistant Director of SUSE Academic Services. Any revisions to this proposal must be authorized by the same three individuals.

Coursework Planning

- Joint MA/MBA degree students spend most of the first year fulfilling the requirements of the MBA curriculum. Students may begin taking SUSE courses once they begin taking electives, typically during spring quarter of their first year, beginning with the Proseminar (see Required Courses). During their second year, students have the opportunity to take a variety of electives at the GSB and SUSE.
- Students are expected to present a coherent program of study in their selection of SUSE courses. SUSE offers three different concentration areas for joint MA/MBA degree students: Pre K-12 Education, Higher Education, and an Individually Designed concentration. For the Pre K-12 and the Higher Education concentrations, SUSE provides several classes to choose from in order to fulfill the required areas. For the Individually Designed concentration, the student proposes a program of study that pursues a specific topic. The proposal is subject to the approval of the same three individuals as stated in provision (e). Prior to the beginning of their second year, students will receive a list outlining which courses will fulfill which areas for the two concentrations.
- At the end of their first year, students will be asked to express their areas of interest and faculty preferences. Based on this information and faculty availability, SUSE faculty advisors will be assigned to students prior to the start of their second year.

Required Course

- EDUC 393 – Proseminar on Research in Education
(must be taken Pass-Fail for 4 units.) It is recommended that students take this class in the spring quarter of their first year, as it provides an introduction to SUSE and to Education.

Cross-Listed Courses, 2008-09

(up to 10 units may be counted toward 35 SUSE units)

GSBGEN 348/EDUC 347 – Economics of Higher Education (Winter)

GSBGEN 349/EDUC 220B – Introduction to the Politics of Education (Spring)

OB 384/EDUC 241X – Organizational Learning (Spring)

OB 393/EDUC 254X – Leadership in Diverse Organizations (Autumn)

OB 586/EDUC 241S – Organizational Learning (Autumn)

STRAMGT 341/EDUC 230X – Social Enterprise (Spring)

STRAMGT 368/EDUC 377B – Strategic Management of Nonprofits (Winter)

STRAMGT 369/EDUC 214X – Social Entrepreneurship (Winter)

Other Course Policies

- Doctoral seminars that do not require any written work from a student may *not* be applied toward the 35-unit SUSE requirement.
- At least 18 units – or half the total minimum units – must be at the 200 level (note that either EDUC 180 or 190 can be counted toward this requirement).
- Students may take EDUC 220A – Introduction to the Economics of Education **or** EDUC 306A – Education and Economic Development, but not both, as they contain similar material.
- Up to 4 units of independent study/internship/directed reading in SUSE may be applied toward the MA in Education (see Internships and Directed Reading).
- Students may not enroll in Stanford Teacher Education Program (STEP) courses. This program requires a separate application process.
- Any other course policies set forth in the *MBA Student Handbook* apply.

Internships and Directed Reading

- During the school year: Students may take 4 units of independent study/internship/directed reading and apply them towards the 35 SUSE units needed for the MA in Education. Note the limit to the number of allowed Pass-Fail units under Grading Policy. If you are interested in an internship, see the Director of Leadership Degree Programs for additional resources.
- During the summer: Students who wish to pursue internships in education can apply for funding to the Stanford Management Internship Fund at the GSB. No units of credit are offered for paid internships. However, students may pursue an academic project related to their internship, seek out a SUSE faculty member to oversee it, and earn academic credit. For further information regarding this opportunity, see the Director of Leadership Degree Programs.

Grading Policy

- Of the 35 SUSE units (which can include 10 cross-listed units), at least 27 units must be taken for a letter grade. That is, a maximum of 8 units (including an independent study, internship, or directed reading) can be taken for a Pass-Fail grade. Note that EDUC 393 – Proseminar in Education Research must be taken for 4 Pass-Fail units.
- Students must maintain a minimum grade point average of 3.0 across all courses counting toward the MA in Education (including any cross-listed units).

Course Registration

Students will have two open programs (called “careers” in Axess) under which they may register for courses: the GSB career and the Grad (SUSE) career. It is imperative that students pay close attention and register for courses under the career, i.e., degree, toward which they want them to count. Courses a student wants to count toward the MA in Education must be registered for under the Grad career; courses a student wants to count toward the MBA must be registered for under the GSB career. For the 10 units of cross-listed courses that may be counted toward the 35 SUSE units, students must register under the GSB course number in the GSB career.

Students accepted to the Joint MA/MBA in Education Degree Program during their first year in the MBA Program must complete a Graduate Program Authorization Petition and an Enrollment Agreement form. The forms are available from the University Registrar’s Office (<http://registrar.stanford.edu/shared/forms.htm>). The forms must be signed by and returned to both SUSE and the GSB prior to the first day of the quarter in which the student wishes to register for a course in his/her SUSE career.

Tuition and Financial Aid

In the first six quarters, students will pay the standard GSB tuition rates; if a student stays a seventh quarter, he/she will pay the standard University graduate student tuition rates.

Students in the Joint MA/MBA in Education Degree Program are considered for GSB fellowship aid for a maximum of six quarters. After six quarters of fellowship eligibility, all financial aid will be in the form of loans and will continue to be coordinated through the GSB Financial Aid Office. Students with specific questions should contact the GSB Financial Aid Office.

Students should contact GSB Academic Operations (academic_operations@gsb.stanford.edu) or the Assistant Director of Academic Services, Jessica Stagg (jstagg@stanford.edu) with questions about the Joint MA/MBA in Education Degree Program.

Joint Degree with the Stanford Law School

Minimum Units: 45 EDUC units for the MA degree

The following section pertains to the School of Education (SUSE) requirements for the MA portion of the joint degree JD/MA. In addition to the following guidelines, students should consult the academic requirements specified by the Stanford Law School (SLS) for the JD portion of the joint degree and the Stanford Bulletin.

Students are strongly encouraged to begin the joint degree program at SLS and must be enrolled full time in SLS for the first year of law school. After that time, enrollment may be in either school or both simultaneously as long as students maintain full-time status.

Faculty advisors from each academic unit will participate in the planning and supervising of the student's joint program of study. The proposed program of study, also known as the Program Proposal, must be established by the end of the first quarter in which the students begin to take SUSE courses.

I. Program Guidelines

Students must successfully complete 45 units of instruction at SUSE. The following constraints are placed on those 45 units:

- a. All courses must be at or above the 100 level – courses numbered below 100 do not count
- b. At least 23 units – or half the total minimum – must be at the 200 level (EDUC 180 or 190 count toward this requirement)
- c. 3.0 GPA must be maintained for all courses applied to the master's degree
- d. No more than 45 quarter units/30 semester may be counted toward both degrees as follows:
 - i. Up to 9 quarter units/6 semester units of SLS courses may count as part of the MA.
 - ii. Up to 36 quarter units/24 semester units of SUSE courses may count as part of the JD. (from the list of pre-approved cross-creditable course below, p. 21. In addition, all required/core courses and the inquiry courses are cross-creditable.)
- e. At least 15 units (one-third of the total minimum units) must be for a letter grade.
- f. English for Foreign Students (Linguistics 600 level) and Athletics, Physical Education and Recreation courses cannot be applied towards the master's degree.
- g. In rare cases, students may be permitted to petition course requirements (NOT unit requirements). To petition course requirements, students must contact the Faculty Director of the program, Professor Bill Koski, and provide approval of the petition to the Assistant Director of Academic Services at SUSE.
- h. Rules concerning pass-fail courses, independent study, grade point average, and so forth, will match those set for students in the Law program, and in the SUSE MA Student Handbook in the year of matriculation in the joint degree program.

II. Courses for the MA

A. Required Core Courses. To satisfy the core course requirements, students must take:

- | | | |
|--|-----------|-------------------|
| 1. EDUC 220D History of School Reform | 3-5 units | Not Offered 08-09 |
| or EDUC 265 History of Higher Education | 3-4 units | Win |
| 2. EDUC 221A Policy Analysis in Education | 4-5 units | Win |
| or EDUC 323A Introduction to Education Policy Analysis | 3 units | Not Offered 08-09 |
| or EDUC 417 Research and Policy on Post Secondary Access | 3 units | Spr |
| 3. EDUC 288 Organization Studies: Theories and Analyses | 4 units | Aut |

B. Inquiry: Students are *strongly encouraged* to take a course in inquiry in education. The following are four possible courses that satisfy this area:

EDUC 150	Introduction to Data Analysis and Interpretation
EDUC 151	Introduction to Qualitative Research Methods
EDUC 160	Introduction to Statistical Methods in Education
EDUC 278	Introduction to Issues in Evaluation

C. Pre-Approved Cross-Creditable Courses: Core courses and inquiry and assessment courses (II.a and II.b above) may count as cross-creditable courses towards both MA and JD degrees within the constraints mentioned under Program Guidelines above. In addition, several courses at the School of Education may count towards both degrees. These courses are:

EDUC 201	History of Education in the United States
EDUC 204	Introduction to the Philosophy of Education
EDUC 220B	Introduction to the Politics of Education
EDUC 222	Resource Allocation in Education
EDUC 237X	Social Justice in Education
EDUC 265	History of Higher Education in the U.S.
EDUC 270A	Learning to Lead in Public Service Organizations
EDUC 279	Urban Youth and Their Institutions: Research and Practice
EDUC 290	Leadership: Research, Policy, and Practice
EDUC 322	Discourse of Liberation & Equity in Schools & Society
EDUC 326	Law, Litigation and Educational Policy
EDUC 341X	Urban School District Reform
EDUC 346	Research Seminar in Higher Education
EDUC 347	Economics of Higher Education
EDUC 354X	School-based Decision Making
EDUC 376	State Theory & Educational Policy
EDUC 377	Comparing Institutional Forms: Public, Private, and Non-profit
EDUC 377B	Strategic Management of Non-profits
EDUC 378X	Seminar on Organizations: Social Change Processes and Organizations
EDUC 386X	Leadership and Administration in Higher Education
EDUC 417	Research and Policy on Post Secondary Access
EDUC TBD	Schools and the Color Line in Modern America

III. Other activities for elective credit (each requires pre-approval from the Director of the Joint Degree Program):

- 1) A practicum or field-based internship
- 2) Directed reading tied to a SUSE research project
- 3) Other directed reading

Learning, Design and Technology

Minimum Units: 45

PROGRAM REQUIREMENTS

You must take 45 units at Stanford to receive a Master's degree. The following constraints are placed on those 45 units:

- a. All courses must be at or above the 100 level – courses numbered below 100 do not count
- b. 23 units – or half of the total minimum units – must be at the 200 level (EDUC 180 or 190 count toward this requirement)
- c. 27 units must be from courses offered by SUSE
- d. 15 units (one-third of total minimum units) must be for a letter grade
- e. 3.0 GPA must be maintained for all courses applied to the master's degree
- f. LDT students are required to register for a minimum of 11 units autumn and winter quarter, 10 units spring quarter and 6 units summer quarter.
- g. English for Foreign Students (Linguistics 600 level) and Athletics, Physical Education and Recreation courses cannot be applied towards the master's degree

1. REQUIRED COURSES

EDUC 229A	LDT Seminar	1 unit	Aut
EDUC 229B	LDT Seminar	1 unit	Win
EDUC 229C	LDT Seminar	1 unit	Spr
EDUC 229D	LDT Seminar	4-5 units	Sum
EDUC 333A	Understanding Learning Environments	3 units	Aut
EDUC 333B	Imagining the Future of Learning	3 units	Win

2. Evaluation and Research Methods Requirement

At least **one** course from the below list of pre-approved courses (3 units minimum).

3. Design Requirement

At least **one** course from the below list of pre-approved courses (3 units minimum).

4. Learning Requirement

At least **one** course from the below list of pre-approved courses (3 units minimum).

5. LDT Related Requirement

At least **two** courses from the below list of pre-approved courses (6 units minimum). Students are highly encouraged to take more than two of these courses.

6. Internship:

EDUC 380 Supervised Internship 3-9 units total Win – Sum

Students must register for at least one unit of Supervised Internship during the winter, spring and summer quarters. A maximum of 9 internship units are accepted for the MA degree. The supervising faculty member determines the appropriate number of units and the academic work to be done to compliment the site work. In AXESS, enroll in EDUC 380 Supervised Internship – *when searching, check the box "Include Individual Study Instructor Section" and then type in the faculty member's name and "Supervised Internship" as course title.*

7. Electives

Students may take electives from any department at Stanford, with advisor's approval. Also, students are encouraged to undertake Directed Reading, EDUC 180, on a topic of special interest to them.

8. K-12 Workshop

LDT students will plan and participate in a one day workshop with local K-12 teachers. Through the planning and interacting with K-12 teachers, students have the opportunity to learn what they are thinking, working on, and hoping for in relation to technology and learning. The workshop will take place in Winter or Spring quarter.

9. Portfolio and Major Project:

The Portfolio consists of all substantial works in all media done during the year (except the Major Project), together with a statement of no more than 2500 words reflecting on the work, which is to be submitted to the Program Coordinator. The Major Project consists of a design project directed and managed by the student. Project reports include an appropriate definition of the learning problem, an analysis of the problem, the theoretical background, the design proposal, preliminary and final designs, and reports of design studies, reviews and learner assessment. Both the Portfolio and Major Project are due summer quarter. The Major Project must be approved by the student's advisor by the end of spring quarter and presented to the public late in the summer. Final Major Projects will be reviewed by the advisor, Program Director and Program Coordinator.

List of Recommended Courses in 2008-09

Students will need to check the Time Schedule to confirm the dates, times, and quarters for these classes.

RESEARCH & EVALUATION COURSES (Choose at least one):

EDUC 150†	Introduction to Data Analysis & Interpretation	Aut, Win
EDUC 151†	Introduction to Qualitative Research Methods	Aut, Win

† In Autumn quarter, LDT students have second enrollment priority for EDUC 151 and third priority for EDUC 150. In Winter quarter, LDT students have first priority in EDUC 151 and first priority in EDUC 150.

DESIGN COURSES (one course required; 3 units minimum):

CS 147	Introduction to Human-Computer Interaction Design	Aut
CS 377A	Introduction to Cybernetics and the Design of Systems	Aut
EDUC 391X	Web-Based Technologies in Teaching and Learning	Aut
ME 313	Human Values and Innovation in Design	Aut
CS 247	Human-Computer Interaction Design Studio	Win
EDUC 124	Collab. Design & Research of Technology: Integrated Curriculum	Win
EDUC 208B	Curriculum Construction	Win
ME 216A	Advanced Product Design: Needfinding	Win
EDUC 106	Interactive Media in Education	Spr

LEARNING COURSES (one course required; 3 units minimum):

EDUC 240	Adolescent Development and Learning	Aut
EDUC 218	Topics in Cognition and Learning: Innovation and Discovery	Aut
EDUC 249	Theory & Issues in the Study of Bilingualism	Aut
EDUC 336X	Language, Identity and Classroom Learning	Aut
EDUC 364	Cognition & Learning	Win
EDUC 367	Cultural Psychology	Win
EDUC 368	Cognitive Development in Childhood and Adolescence	Spr

LDT-RELATED COURSES (two courses required; a total of 6 units minimum):

CS 147	Introduction to Human-Computer Interaction Design	Aut
EDUC 218	Topics in Cognition and Learning: Innovation and Discovery	Aut
EDUC 391X	Web-Based Technologies in Teaching and Learning	Aut
COMM 269	Computers and Interfaces	Win
CS 247	Human-Computer Interaction Design Studio	Win
EDUC 124	Collab. Design & Research of Technology: Integrated Curriculum	Win
EDUC 298	Online Communities of Learning	Win
SYMSYS 145	Birds to Words: Cognition, Communication, & Language	Spr

Students must contact the department offering non-Education elective or check AXESS to confirm units and quarter offerings.

Policy, Organization and Leadership Studies

Minimum Units: 45

You must take 45 units at Stanford to receive a Master's degree. The following constraints are placed on those 45 units:

- a. All courses must be at or above the 100 level – courses numbered below 100 do not count.
 - b. 23 units – or half of the total minimum units – must be at the 200 level (EDUC 180 or 190 count toward this requirement).
 - c. 36 units must be from courses offered by SUSE. Up to nine quarter units may be taken from other university departments. Courses taken outside of SUSE require prior approval from the student's advisor.
 - d. 15 units (one-third of the total minimum units) must be for a letter grade.
 - e. 3.0 GPA must be maintained across all courses applied to the Master's degree.
 - f. You must enroll in at least 11 units each quarter of the regular academic year (Autumn-Spring).
 - g. English for Foreign Students (Linguistics 600 level) and Athletics, Physical Education and Recreation courses cannot be applied towards the Master's degree.
 - h. In rare cases, students may be permitted to petition course requirements (NOT unit requirements). To petition course requirements, students must complete a POLS Program Modification Application and submit it to their advisor, the Director of Leadership Degree Programs and the Assistant Director of Academic Services for review and approval.
- 1. Required Courses: To satisfy the core course requirements you may choose any of the following strands: the PreK-12 Strand, the Higher Education Strand or the Education of Linguistic Minorities (ELM) Strand.**

A. PreK-12 Strand

a. Required Core Courses for PreK-12 Strand:

- EDUC 288 Organization Studies: Theories and Analyses (Autumn, 4 units)
- EDUC 221A Policy Analysis in Education (Winter, 4-5 units)
- Either:
 - EDUC 201 History of Education in the United States (Autumn, 3-4 units), or
 - EDUC 310 Sociology of Education: The Social Organization of Schools (Winter, 4 units)

b. Thematic Cluster Requirements for PreK-12 Strand:

In addition to the core courses for the PreK-12 Strand, students who choose this option will also be required to complete the following Thematic Clusters. All core courses count towards the Thematic Cluster requirements.

- Inquiry & Assessment: 1 course minimum required
- Organization & Leadership: 3 courses minimum required
 - i. EDUC 288 Organization Studies: Theories and Analyses
 - ii. Choose two additional courses from pre-approved list
- Policy Systems: 3 courses minimum required
 - i. EDUC 221A Policy Analysis in Education
 - ii. Either:
 - EDUC 201 History of Education in the United States, or
 - EDUC 310 Sociology of Education: The Social Organization of Schools
 - iii. Choose one additional course from pre-approved list

- Teaching & Learning: 2 courses minimum required

B. Higher Education Strand

a. Required Core Courses for Higher Education Strand:

- EDUC 265 History of Higher Education in the U.S. (Winter, 3-4 units)
- EDUC 288 Organization Studies: Theories and Analyses (Autumn, 4 units)
- EDUC 346 Research Seminar in Higher Education (Autumn, 4 units)

b. Thematic Cluster Requirements for Higher Education Strand:

In addition to the core courses for the Higher Education Strand, students who choose this option will also be required to complete the following four Thematic Cluster Requirements. All core courses count towards the Thematic Cluster requirements.

- Inquiry & Assessment: 1 course minimum required
- Organization & Leadership: 3 courses minimum required
 - EDUC 288 Organization Studies: Theories and Analyses
 - EDUC 346 Research Seminar in Higher Education
 - Either:
 - EDUC 384 Advanced Topics in Higher Education (Autumn), or
 - EDUC 386X Leadership and Administration in Higher Education (Spring)
- Policy Systems: 3 courses minimum required
 - EDUC 265 History of Higher Education in the U.S.
 - Either:
 - EDUC 273 Gender and Higher Education (Spring, 4 units), or
 - EDUC 347 Economics of Higher Education (Winter, 4 units), or
 - EDUC 382 Student Development and the Study of College Impact (Winter, 4 units), or
 - EDUC 417 Research and Policy on Post Secondary Access (Spring, 3 units)
 - Choose one additional course from pre-approved list
- Teaching and Learning: 2 courses minimum required

C. Education of Linguistic Minorities (ELM) Strand

a. Required Core Courses for ELM Strand:

- EDUC 205X The Impact of Social and Behavioral Science Research on Educational Issues (Spring, 3 units)
- EDUC 288 Organization Studies: Theories and Analyses (Autumn, 4 units)
- EDUC 221A Policy Analysis in Education (Winter, 4-5 units)
- Either:
 - EDUC 201 History of Education in the United States (Autumn, 3-4 units), or
 - EDUC 310 Sociology of Education: The Social Organization of Schools (Winter, 4 units)

b. Thematic Cluster Requirements for ELM Strand:

In addition to the core courses for the ELM Strand, students who choose this option will also be required to complete the following four Thematic Cluster Requirements. All core courses count towards the Thematic Cluster requirements.

- Inquiry & Assessment: 1 course minimum required
- Organization & Leadership: 3 courses minimum required
 - i. EDUC 288 Organization Studies: Theories and Analyses
 - ii. Either:
 - EDUC 249 Theory and Issues in the Study of Bilingualism (Autumn, 3-5 units)
 - EDUC 277 Education of Immigrant Students: Psychological Perspectives (Winter, 4 units)
 - iii. Choose one additional course from pre-approved list
- Policy Systems: 3 courses minimum required
 - i. EDUC 221A Policy Analysis in Education
 - ii. Either:
 - EDUC 201 History of Education in the United States, or
 - EDUC 310 Sociology of Education: The Social Organization of Schools
 - iii. EDUC 205X The Impact of Social and Behavioral Science Research on Educational Issues
- Teaching & Learning: 2 courses minimum required:
 - i. Either:
 - EDUC 178X Latino Languages, Families and Schools (Spring, 3-5 units)
 - EDUC 213X Introduction to Teaching (Autumn, 3-4 units)
 - EDUC 388A Language Policies and Practices (Winter, 3-4 units)
 - ii. Choose one additional course from list of pre-approved courses

Thematic Clusters: Course Lists for 2008-09

Thematic clusters are organized first around courses in SUSE. At the end of each cluster are eligible courses from outside SUSE. Students will need to check the Time Schedule in Axess to confirm the dates, times and quarters for these classes.

1. Inquiry and Assessment: a minimum of 1 course required

Autumn:

EDUC 150†	Introduction to Data Analysis and Interpretation (Porteus)
EDUC 151†	Introduction to Qualitative Research Methods (Pope)
EDUC 160	Introduction to Statistical Methods in Education (Rogosa)

Winter:

EDUC 150†	Introduction to Data Analysis and Interpretation (Porteus)
EDUC 151†	Introduction to Qualitative Research Methods (Wolf)
EDUC 276	Educational Assessment (Haertel)

Spring:

EDUC 278	Introduction to Issues in Evaluation (Porteus)
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† In Autumn quarter, POLS students have second enrollment priority for EDUC 150 and third priority for EDUC 151. In Winter quarter, POLS students have first priority in EDUC 150 and second priority in EDUC 151.

2. Organization and Leadership: a minimum of 3 courses required

Autumn:

EDUC 131	Mediation for Dispute Resolution (Massey)
EDUC 249	Theory and Issues in the Study of Bilingualism (Valdes)
EDUC 288	Organization Studies: Theories and Analyses (Drori) - Required for all POLS students
EDUC 346	Research Seminar in Higher Education (Antonio) - Required for HE Strand
EDUC 384	Advanced Topics in Higher Education: Colleges and Universities as Complex Organizations (Peterson)

Winter:

EDUC 277	Education of Immigrant Students: Psychological Perspectives (Padilla)
EDUC 354X	School-based Decision Making (Hoagland)
EDUC 377B	Strategic Management of Non-profits (Meehan)

Spring:

EDUC 341X	Urban School System Reform (Darling-Hammond)
EDUC 386X	Leadership and Administration in Higher Education (Peterson)

The following are non-SUSE course options (please refer to AXESS for course schedules—these may differ from listings in the Stanford Bulletin):

MS&E 274	Building Dynamic Entrepreneurial Organizations (Tse, Winter)
MS&E 285	Negotiation (Christensen, Spring)

3. Policy Systems: a minimum of 3 courses required

Autumn:

EDUC 201	History of Education in the United States (Gordon)
EDUC 202	Introduction to Comparative & International Education (Adams)
EDUC 279	Urban Youth and Their Institutions: Research and Practice (McLaughlin)
EDUC 306A	Education and Economic Development (Carnoy)
EDUC 387A	Workshop: Comparative Studies of Education and Political Systems (Ramirez)

Winter:

EDUC 220A	Introduction to the Economics of Education (Loeb)
EDUC 221A	Policy Analysis in Education (McLaughlin)
EDUC 265	History of Higher Education in the U.S. (Gordon) – Required for HE Strand
EDUC 306D	World, Societal, & Educational Change: Comparative Perspectives (Ramirez)
EDUC 310	Sociology of Education: The Social Organization of Schools (Carter)
EDUC 347	Economics of Higher Education (Bettinger)
EDUC 382	Student Development and the Study of College Impact (Antonio)
EDUC 387B	Workshop: Comparative Studies of Education and Political Systems (Ramirez)

Spring:

EDUC 205X Strand	The Impact of Social and Behavioral Science Research on Educational Issues (Hakuta) – Required for ELM
EDUC 212X	Urban Education (Carter)
EDUC 220B	Introduction to the Politics of Education (Bettinger)
EDUC 222	Resource Allocation in Education (Carnoy)
EDUC 273	Gender and Higher Education (Wotipka)
EDUC 306B	Politics, Policy-Making and Schooling Around the World (Adams)
EDUC 387C	Workshop: Comparative Studies of Education and Political Systems (Ramirez)
EDUC 417	Research and Policy on Postsecondary Access (Antonio)

4. Teaching & Learning: a minimum of 2 courses required

Autumn:

EDUC 213X	Introduction to Teaching (Goldenberg)
EDUC 218	Topics in Cognition and Learning: Innovation and Discovery (Schwartz)

EDUC 245	Understanding Racial and Ethnic Identity Development (LaFromboise)
EDUC 333A	Understanding Learning Environments (Goldman/McDermott)
EDUC 336X	Language, Identity, and Classroom Learning (Brown)
EDUC 391X	Web Based Technologies in Teaching and Learning (Kim)

Winter:

EDUC 130	Introduction to Counseling (LaFromboise)
EDUC 208B	Curriculum Construction (Pope)
EDUC 233B	Adolescent Development and Mentoring in the Urban Context (LaFromboise)
EDUC 269X	The Ethics in Teaching (Callan)
EDUC 365	Social, Emotional, and Personality Development (Damon)

Spring:

EDUC 116X	Service Learning as an Approach to Teaching (Cotterman/Mitchell)
EDUC 368	Cognitive Development in Childhood and Adolescence (Hakuta)

The following are non-SUSE course options (please refer to AXESS for course schedules—these may differ from listings in the Stanford Bulletin):

PSYCH 146	Observation of Children (Lomangino)
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OTHER RECOMMENDED ELECTIVES (students are not limited to these):

EDUC 233A	Adolescent Development and Mentoring in the Urban Context (LaFromboise, Autumn)
EDUC 291X	Introduction to Survey Research (Adams, Autumn)
HUMBIO 142	Adolescent Development (Medoff, Autumn)
MS&E 152	Introduction to Decision Analysis (Shachter, Spring)
MS&E 234	Organizations and Information Systems (Tabrizi, Winter)
MS&E 277	Creativity and Innovation (Seelig, Spring)
PHIL 271	Justice (Cohen, Autumn)
POLISCI 364	Politics and Organization (Bendor, Winter)
PUBLPOL 102	Organizations and Public Policy (Bendor, Winter)
SOC 280A	Foundations of Social Research (Sorensen, Autumn)
SOC 280B	Evaluation of Evidence (Rosenfeld, Winter)

Other Course Policies

Course Substitutions

Students who wish to substitute a non-required course for a required course must complete the POLS Program Modification Application Form available from the Director of Leadership Programs or https://suse-intranet.stanford.edu/students/masters_forms/POLS_petition.pdf. Such substitutions are rare (and not encouraged), and may be granted only in cases where a student has had recent and parallel graduate coursework (for example, graduate courses in teaching and learning leading to a teaching credential). The content of a substituted course must be consistent with the academic goals and objectives of the POLS program.

Required POLS Seminar

The cohort will meet as a group approximately once every two weeks throughout the year, with a higher frequency during the beginning of the year as students are oriented. Autumn quarter the cohort will meet during the following times:

- Tuesday, September 23, 12:00pm to 1:00pm
- Tuesday, September 30, 12:00pm to 1:00pm
- Friday, October 10, 12:15pm to 1:30pm
- Friday, October 24, 12:15pm to 1:30pm
- Friday, November 7, 12:15pm to 1:30pm
- Friday, December 5, 12:15pm to 1:30pm

Optional POLS Internship Opportunity

In the middle of August, the Director of Leadership Degree Programs will mail the **2008-2009 POLS Internship Manual** to all POLS students. After reviewing the document students may apply directly to

the positions they find interesting by reaching out to the contact person for those specific internship opportunities. Please note:

- i. The internship component of the POLS experience is recommended but not required.
- ii. Student may participate in an internship as few or as many quarters as they would like.
- iii. Student may receive 1-3 academic units per quarter for their work.
- iv. Any student receiving academic credit for their internship needs to participate in the Internship Workshop which will meet 2-3 times each quarter.

For more comprehensive information, please see the ***2008-2009 POLS Internship Manual***.

For Autumn quarter 2008, the POLS Internship Workshop will meet on:

- Friday, October 3, 12:15-1:30pm
- Friday, October 31, 12:15-1:30pm
- Friday, November 14, 12:15-1:30pm

Social Sciences in Education

Minimum Units: 45

PROGRAM REQUIREMENTS

You must take 45 units at Stanford to receive a Master's degree. The following constraints are placed on those 45 units:

- a. All courses must be at or above the 100 level – courses numbered below 100 do not count
- b. 23 units – or half of the total minimum units – must be at the 200 level (EDUC 180 or 190 count toward this requirement)
- c. 27 units must be from courses offered by SUSE
- d. 15 units (one-third of the total minimum units) must be for a letter grade
- e. 3.0 GPA must be maintained for all courses applied to the master's degree
- f. You must enroll in at least 11 units each quarter of the regular academic year (Autumn-Spring)
- g. English for Foreign Students (Linguistics 600 level) and Athletics, Physical Education and Recreation courses cannot be applied towards the master's degree

1. Research Methods: One course required, both recommended

EDUC 150† Introduction to Data Analysis and Interpretation 4 units Aut, Win
and/or

EDUC 151† Introduction to Qualitative Research Methods 3-4 units Aut, Win

Students may petition to have an undergraduate research methodology course substituted.

† *In Autumn quarter, SSE students have first enrollment priority for EDUC 151 and first priority for EDUC 150. In Winter quarter, SSE students have second priority in EDUC 151 and second priority in EDUC 150.*

2. Distribution Areas:

Students must take at least one course from three of the nine different areas, as listed below.

1. Anthropology of Education
2. Economics of Education
3. Educational Linguistics
4. Higher Education
5. History of Education
6. Philosophy of Education
7. Politics of Education
8. Psychology in Education
9. Sociology of Education

Students must obtain approval from their advisor and from the Associate Dean for Student Affairs to use courses outside of the pre-approved list to fulfill the distribution areas requirement.

3. Final Project: Major Paper and Public Presentation

All students must complete a Major Paper, designed to integrate research skills with a topic of individual interest. This paper should be developed over the course of three quarters and submitted for approval to the advisor. It is not necessary to collect original data or to link an internship experience to this research project, although occasionally students choose to do so. In order to get academic credit for doing research related to the Major Paper, a student may choose to enroll in EDUC 190 (Directed Research) or EDUC 180 (Directed Reading); the number of units must be arranged with the individual faculty member awarding credit. Students are also required to present their Major Papers in a forum held during spring quarter. Students may also register in EDUC 185 (Master's Thesis) while working on their Major Paper.

Pre-approved elective courses by Area

Following is a list of the courses you may take to meet area requirements. It is not an exhaustive list of the courses available to you. Please refer to AXESS before the start of each quarter, as well as the *Stanford Bulletin* for a complete list of courses offered by Stanford University School of Education (SUSE) and the larger Stanford community. You are required to take at least one course from three of the different areas. If you have concerns about a course (e.g., prerequisites), please contact the instructor offering the course.

1. Anthropology of Education

EDUC 212X	Urban Education	3-4 units	Spr
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2. Economics of Education

EDUC 222	Resource Allocation in Education	4-5 units	Spr
EDUC 306A	Education and Economic Development	5 units	Aut
EDUC 347	Economics of Higher Education	4 units	Win

3. Educational Linguistics

EDUC 249	Theory and Issues in the Study of Bilingualism	3-5 units	Aut
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4. Higher Education

EDUC 265	History of Higher Education in the U.S.	3-4 units	Win
EDUC 346	Research Seminar in Higher Education	4 units	Aut
EDUC 347	Economics of Higher Education	4 units	Win
EDUC 382	Student Development and the Study of College Impact	4 units	Win
EDUC 384	Advanced Topics in Higher Education	3-5 units	Aut
EDUC 386X	Leadership and Administration in Higher Education	4 units	Spr
EDUC 417	Research and Policy on Postsecondary Access	3 units	Spr

5. History of Education

EDUC 201	History of Education in the United States	3-4 units	Aut
EDUC 265	History of Higher Education in the U.S.	3-4 units	Win
EDUC TBD	Schools and the Color Line in Modern America	3-5 units (TBD)	Spr

6. Philosophy of Education

EDUC 204	Introduction to Philosophy of Education	3 units	Aut
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7. Politics of Education

EDUC 220B	Introduction to the Politics of Education	4 units	Spr
EDUC 221A	Policy Analysis in Education	4-5 units	Win
EDUC 222	Resource Allocation in Education	4-5 units	Spr
EDUC 386X	Leadership and Administration in Higher Education	4 units	Spr

8. Psychology in Education

EDUC 256	Psychological and Educational Resilience among Children and Youth	4 units	Spr
EDUC 277	Education of Immigrant Students: Psychological Perspective	4 units	Win
EDUC 365	Social, Emotional and Personality Development	3 units	Win
EDUC 367	Cultural Psychology	3 units	Win
EDUC 368	Cognitive Development in Childhood and Adolescence	3-4 units	Spr

9. Sociology of Education

EDUC 197	Education, Gender and Development	4-5 units	Aut
EDUC 288	Organization Studies: Theories and Analyses	4 units	Aut
EDUC 310	Sociology of Education: The Social Organization of Schools	4 units	Win

Stanford Teacher Education Program

Minimum Units: 45

REQUIRED COURSES for SECONDARY PROGRAM**

Summer: 10 units minimum

EDUC 166	Centralities of Literacies in Teaching and Learning	3 units
EDUC 167	Educating for Equity and Democracy	2 units
EDUC 246A	Secondary Teaching Seminar	3 units
EDUC 262-8A	Curriculum and Instruction	2 units

Autumn: 18 units minimum

EDUC 240	Adolescent Development and Learning	5 units
EDUC 244	Classroom Management	2 unit
EDUC 246B	Secondary Teaching Seminar	5 units
EDUC 262-8B	Curriculum and Instruction	3 units
EDUC 284	Teaching and Learning in Heterogeneous Classrooms	3 units

Winter: 10 units minimum

EDUC 246C	Secondary Teaching Seminar	5 units
EDUC 262-8C	Curriculum and Instruction	3 units
EDUC 388A	Language Policies and Practices	2 units

Spring: 10 units minimum

EDUC 246D	Secondary Teaching Seminar	5-7 units
EDUC 285X	Supporting Students with Special Needs	3 units
Elective in Education or Teaching Subject**		1-3 units

REQUIRED COURSES for ELEMENTARY PROGRAM**

Students must consult with the Program Coordinator regarding their undergraduate pre-requisites.

Summer: 10 units minimum

EDUC 144X	Child Development In and Beyond Schools	2 units
EDUC 167	Educating for Equity and Democracy	2 units
EDUC 228E	Becoming Literate in School I	2 units
EDUC 244E	Elementary Classroom Culture & Management	1 unit
EDUC 246E	Elementary Teaching Seminar	3 units

Autumn: 18 units minimum

EDUC 219E	The Creative Arts in Elementary Classrooms	1 unit
EDUC 228F	Becoming Literate in School II	3 units
EDUC 244F	Elementary Classroom Culture & Management	1 unit
EDUC 246F	Elementary Teaching Seminar	5-7 units
EDUC 263E&F	Quantitative Reasoning & Mathematics I & II	4 units
EDUC 267E	Development of Scientific Reasoning & Knowledge I	2 units
EDUC 264E	<i>Métodos y Materiales en los Salones Bilingües</i> (BCLAD)	2 units

Winter: 10 units minimum

EDUC 228G	Becoming Literate in School III	2 units
EDUC 246G	Elementary Teaching Seminar	2 units
EDUC 263G	Quantitative Reasoning & Mathematics III	3 units
EDUC 269X	Ethics in Teaching	1 unit
EDUC 388A	Language Policies and Practices	2 units

Spring: 10 units minimum

EDUC 228H	Literacy, History, and Social Science	1 unit
EDUC 246H	Elementary Teaching Seminar	5 units
EDUC 267F	Development of Scientific Reasoning & Knowledge II	2 units
EDUC 285X	Supporting Students with Special Needs	2 units

** Students must carry the minimum units stipulated in each quarter.

Individually Designed Master's for Current Stanford Doctoral Students

Minimum Units: 45

The Individually Designed M.A. in Education is intended for doctoral students at Stanford who would like to earn a Master of Arts in Education while studying for their Ph.D. outside of SUSE. The program is based on an individual program of study developed in consultation with the student's SUSE advisor and must be finished in 3 years.

You must take 45 units at Stanford to receive a Master's degree. The following constraints are placed on those 45 units:

- a. All courses must be at or above the 100 level – courses numbered below 100 do not count
- b. 23 units – or half the total minimum units – must be at the 200 level (EDUC 180 or 190 count toward this requirement)
- c. 27 units must be from courses offered by SUSE
- d. 15 units (one-third of the total minimum units) must be for a letter grade
- e. 3.0 GPA must be maintained for all courses to applied to the master's degree
- f. English for Foreign Students (Linguistics 600 level) and Athletics, Physical Education and Recreation courses cannot be applied towards the master's degree

Prospective students must submit the following for consideration into the program:

- A Graduate Program Authorization Petition must be completed and signed by the student's home department and by the SUSE Associate Dean for Student Affairs. This form is available in the SUSE Academic Services Office or from the Registrar's Office. This form must be signed and returned to both SUSE and the student's home department.
- A statement of purpose must be provided indicating the relevance of a MA in Education to the student's doctoral degree.
- Preliminary program proposal outlining the proposed coursework for the master's degree. This form is available in the SUSE Academic Services Office or from the Registrar's Office.

Coursework Planning

Students are expected, in their selection of SUSE courses, to present a coherent, individualized program of study, pursuing a specific topic (e.g., education reform).

The Associate Dean for Student Affairs will appoint a program advisor for the student. The advisor will develop the final program proposal in consultation with the student and subject to the approval of the Associate Dean for Student Affairs.

REGISTRATION

How To Register?

Students at Stanford register online via **AXESS**.

AXESS <https://axess.stanford.edu> is the University's administrative system wherein most student business is conducted. Students must use AXESS in order to:

- File or adjust a study list and elect grading options each quarter
- Review grades
- Print a history of courses and grades
- Check their registration status each quarter (e.g. for pending holds)
- Check their subplan (program title)
- Update contact information (e.g. address, email, phone)
- See their account with Student Financial Services
- See their financial aid awards (loans)
- Apply to graduate in their final quarter

AXESS also provides students with the following services:

- Official transcript request
- Campus housing application
- Stanford e-Pay

Registration deadlines are listed in the Academic Calendar and on AXESS.

Full-Time Study

Master's students are required by the University and the School of Education to register for and attend classes full time during the academic year (Autumn – Spring). All students must register in at least 11 units each quarter except Summer Quarter (unless especially noted in ICE/IEAPA, LDT and STEP).

The only exception to the above full-time policy is for the Honors Cooperative Program in LDT which allows students to attend part-time.

International students with F1 or J1 visas are required to maintain full-time student status (contact Bechtel International Center for assistance). Full-time student status is also required for the receipt or deferment of many student loans. This includes registering in at least 6 units in the summer quarter.

Assistantships

Students who identify and wish to accept research or teaching assistantships (that are greater than 25% time; i.e., 10 hours/week) must obtain prior approval from SUSE Academic Services. Per university policy, students who are enrolled in 11 units may not keep, on top of their coursework, paid assistantships at a half-time level (50%). Rare exceptions to those university and school policies may be made if the student's program of study will not be adversely affected, and when the assistantships provide an educational and/or training opportunity for the student. Requests for those exceptions are made to the Assistant Dean of Academic Services.

Leave of Absence

Students considering taking a leave of absence for one or more quarters should first discuss the matter with the Assistant Director of Academic Services and their advisor and/or Program Director. If a valid reason exists and the Program Director and advisor support the decision, the student must file a Leave of Absence Form available from the Assistant Director of Academic Services or online at <http://www.stanford.edu/dept/registrar/publications/index.html> and apply within the University's established deadlines. The Associate Dean for Student Affairs reviews and approves or denies leave requests. International students must also obtain approval from Bechtel International Center, and must maintain appropriate visa status at all times.

The maximum length of any leave is one year. In rare cases, a leave may be extended beyond one year. The total number of leave quarters may not exceed six. A leave of absence does extend the

three-year candidacy period. For students who are requesting a medical leave, the policies may differ slightly. Contact the Student Disability Resource Center for further information.

Any student who fails to register autumn through spring and does not secure an approved leave of absence will be discontinued per university policy. If a student later wishes to resume study, he or she must file an *Application for Reinstatement* through the Assistant Director of Academic Services.

Graduation Quarter

Registration is required for the term in which a student submits a thesis or has a degree conferred. Students who meet the following conditions are eligible to be assessed a special reduced tuition rate for the quarter in which they are receiving a degree:

1. All course work and residency requirements have been completed.
2. The student must have enrolled in the term immediately prior to the term chosen as the graduation quarter - summer quarter included.
3. The student has formally applied to graduate.
4. The student has only to submit the dissertation or thesis or project by the deadline for submission in the term designated as the graduation quarter.
5. The student has filed all necessary forms regarding graduation quarter before the first day of the term chosen as graduation quarter.

Students on graduation quarter are registered at Stanford and, therefore, have the rights and privileges of registered students. Only one graduation quarter may be requested for each degree program. There is a registration fee of \$100 for the graduation quarter.

After the Graduation Quarter has Expired

Students who do not complete all degree requirements by the end of the graduation quarter must re-register or apply for a leave of absence, provided their candidacy has not expired. Students must submit the *Application for Extension of Candidacy or Master's Program* before their program expires in order to avoid having to apply for reinstatement. The form is available from the Assistant Director of Academic Services or online at <http://registrar.stanford.edu/shared/forms.htm>

Extended Study

Master's students are required to complete their degree within one year (either three or four quarters as stipulated by the individual program). Students who need more time beyond their first year must submit an *Extension of Study Application for SUSE Master's Students* with the School of Education. Students with an approved Extension of Study must maintain valid student status by registering full time as outlined by University policy. The Extension of Study form is available from the Assistant Director of Academic Services. Extensions may be granted for a maximum of one year.

Terminal Graduate Registration (TGR)

Terminal Graduate Registration (TGR) is a reduced tuition category for students who have completed all courses for their degree and are only finishing a dissertation, thesis, or final project, or who have completed all degree requirements and simply need to be registered in order to confer their degree. Requests for TGR status may be made for upcoming or future, but not prior, quarters. Students with TGR status must register for the TGR Project, EDUC 801 under their advisor's name as the instructor (it is a dummy course that requires no additional work). If students register for additional courses, they must then pay the unit tuition rate in addition to the TGR tuition rate.

TGR registration status requests are reviewed and either granted or rejected by the Assistant Director of Academic Services. TGR Forms must be submitted no later than the first day of the quarter in which TGR status is requested.

Registration Holds

Offices throughout the University can place holds on a student's record for various reasons, such as unpaid bills and overdue library fees, which prevent a student from registering. The School of Education places academic holds for reasons including: (1) the student completes less than six units in a quarter (considered minimal progress), (2) the student does not register in the required number of

units, (3) the student does not submit the Master's Program Proposal or other required forms by the stated deadlines, or (4) the student's master's program three-year time limit has expired and the student has not had an extension approved.

A notice will appear on AXESS informing students of any holds and the contact information for the office that placed the hold. If the Assistant Director of Academic Services places a hold for any of the academic reasons, she will promptly notify the student by email. It is students' responsibility to contact the office that placed the hold and take the necessary action to have it removed. If a hold prevents a student from registering for classes by the deadline, the Registrar will discontinue the student from the degree program and the student must apply for reinstatement to the program. It is therefore imperative that students take the necessary steps to remove any enrollment holds expeditiously.

Reinstatement

Discontinued students wishing to reinstate must complete an *Application for Reinstatement*, available online at <http://registrar.stanford.edu/shared/forms.htm>, and pay the reinstatement fees by check. Students submit the form and check to the Assistant Director for Academic Services at SUSE. The Associate Dean for Student Affairs, in consultation with the Program Director and the Area Chair, makes the decision to approve or deny reinstatement. The School is not obligated to grant reinstatement.

Termination of Student Status

Each student is admitted to the master's program in the School of Education with the expectation that he or she will receive the degree. However, the faculty has the right and obligation to terminate the student status of anyone whose academic performance or progress is deemed unsatisfactory. Before considering dismissal, the faculty will meet with the student to discuss his or her situation and how to correct deficiencies.

A faculty decision to terminate student status may be made as result of inadequate academic progress or unethical professional conduct. The advisor, the Program Director, and other faculty will meet with the student before considering termination. A written summary of these discussions shall be sent to the student and the advisor and added to the student's academic file. The summary will specify the deficiencies, the steps necessary to correct them, and the period of time that is allowed for their correction (warning period) which is normally a minimum of one academic quarter. At the end of the warning period, the student's progress will be reviewed and the student will be notified of the proposed action. A final decision is made and the student will be notified in writing of his or her final status with the program by the Associate Dean for Student Affairs.

Disputes or Grievances

In the case of disputes or grievances about any aspect of these guidelines or the programs in general, the case is to be brought to the attention of the Assistant Dean of Academic Services and will be first investigated by her confidentially. If any party deems it necessary, the issue may be brought to the Area Committee or to the Associate Dean for Student Affairs for consideration. A student may appeal to the Area Chairs in Education Committee or directly to the Dean if a satisfactory resolution is not accomplished at the Area or Associate Dean's level. The Assistant Dean of Academic Services and the Associate Dean for Student Affairs are available resources to students regarding grievances and disputes. They will meet with the student to discuss the issues and counsel the student on the possible courses of action. Outside of the school, the University Ombudsperson is available at (650) 723-3682 or <http://www.stanford.edu/dept/ocr/ombuds/>. Further grievance and dispute policy and procedures are described in the Stanford Bulletin.

FINANCIAL AID

Financial Aid at Stanford is processed by the University's central Financial Aid Office. The University Financial Aid Office handles federal loans, Cal Grants, and University loans. The School of Education's Academic Services office handles School tuition fellowships (offered at admission), travel grants, and the front end of the Community Service Work-Study program. Questions concerning student loans, loan deferments and other financial aid counseling can be addressed through the University's Graduate Financial Aid Office.

Contact Information

University Financial Aid Office

Cynthia Hartley, Director of Graduate Student Aid Programs
cynthia.hartley@stanford.edu
Bakewell Building
355 Galvez Street
1-888 326-3773 or (650) 723-3058
<http://www.stanford.edu/dept/finaid/graduate/index.html>

School of Education Academic Services

acadserv@suse.stanford.edu

Eligibility to Receive Aid

All students receiving funding (loans, fellowships, etc.) must be registered full time by the University's published quarterly deadlines in order for aid to disburse. This means at least 11 units in autumn, winter and spring quarters (unless stipulated otherwise by the particular program) and 6 units in the summer quarter. If you intend to take a leave of absence, consult with your lender or the Financial Aid Office if you have loans, and with the Academic Services office to understand the implications of the leave on your financial award.

Outside Support

Students are encouraged to actively seek and apply for outside fellowships. Research and teaching assistantships in the School of Education are limited to doctoral students. However, students may arrange on their own for a research or teaching assistantship in another department at Stanford. Students should ensure that this outside work does not prevent them from keeping up with their program requirements. Students cannot reduce their full time course load in order to work, except in the case of LDT students who enroll part-time through the Honors Co-op Program.

Paid Internships

Internships may be for pay or course credit, but not both for the same work. Programs that require students to complete an internship may provide additional possibilities for paid opportunities. See the section on Career Development and the Internship Program for further details and consult the Director of Career Services at SUSE.

Additional Work

SUSE students may work for pay as "casual labor" at Stanford for up to eight hours a week, provided it does not adversely impact their academic program.

Travel Fellowships

The School provides travel fellowships to master's students for professional development opportunities. The fellowships are awarded for travel associated with paper presentations at conferences during the student's academic program at SUSE. This program cannot support data-gathering expenses or travel expenses not associated with a conference presentation. The maximum award is \$300 and students are limited to one travel fellowship per year. For presentations, students must provide proof of their participation at a conference, and must be registered in the quarter in which funds are awarded. The Request Form is available in the Academic Services Office and on the SUSE Intranet <https://suse-intranet.stanford.edu/students/fin-aid-ma.html>.

Funding Resources

The References Desk in Cubberley Library holds several guides and directories of fellowships and grants in Education. The Office of Academic Services also maintains an online page that lists funding resources for graduate studies in education, under the Academic Services section on the SUSE intranet: <http://suse-intranet.stanford.edu>.

CAREER SERVICES

OVERVIEW OF RESOURCES AND SERVICES

At SUSE and the broader campus, there are numerous career support services available. The most important of these are the faculty, alumni, SUSE Career Services Office and the Stanford Career Development Center (CDC). Faculty can assist students in setting their research agendas, gaining field experience, and locating internships that will enhance opportunities for employment upon graduation. A large and loyal alumni population of the School and Stanford overall is willing to give current students career advice both informally and at Alumni events, and to act as supervisors for internships, mentors and other applied experiences. SUSE students and alumni have access to several career development resources which can assist them in finding internships as well as full time jobs. Some internship's are available through local education research organizations, sometimes with a stipend or hourly pay. Short-term jobs and consulting opportunities also arise throughout the year.

The School of Education Director of Career Services, Alice McCarty, works primarily with Ph.D. and Master's students in non-STEP programs. STEP's Director of Clinical Work/Placements, Ruth Ann Costanzo and Program Administrator, Chandelle Black, facilitate all student teaching placements, which are unpaid except in rare cases.

The following opportunities aim to help students defray some of their month-to-month costs, but primarily are intended to give them professional experience to help bridge to a new career upon graduation.

Paid/Volunteer Internships and Internships for Academic Credit

Students who are U.S. citizens and international students whose programs require an internship or practicum are able to work off-campus in paid or unpaid internships, up to 10 hours per week, during the academic year. The role of the internship varies within each of the master's programs at the School of Education. A student's Program Director is most often the person who supervises internship units, although other faculty members may be appropriate. Please check with the Program Director for your program and the specific program requirements in this handbook to determine whether an internship is required and how your Program Director plans to manage his/her respective internship program. Students will need to supply their own transportation to these sites.

About half of the students in master's programs which do not require internships elect to undertake one for professional development purposes. These may take the form of a paid or unpaid field experience or part-time job in a school, school district, nonprofit organization or university department.

Academic credit can also be arranged. A student may earn academic credit by working out an individual agreement with his/her Program Director or faculty member much like an independent study. Opportunities for academic credit can be arranged with a variety of organizations including education non-profits, curriculum development or educational software companies, or projects in education research organizations. Students and faculty should plan for three hours of time at an internship site equaling one unit of credit, with additional time devoted to the academic requirements of the credit-bearing internship.

On-Campus Work

Many domestic and international students are eligible to work on campus. U.S. citizens may do so (federal work-study funds cannot be used for campus employment for graduate students). International students with an F-1 visa are able to work up to 20 hours per week on-campus. Typically, jobs are clerical or service in nature, although sometimes students find work supporting research projects outside of the School of Education. These opportunities are found through the Career Development Center: <https://cdc.stanford.edu/login/>

Community Service Federal Work-Study (CSWS) Internships

Students who are U.S. citizens and are eligible for financial aid may elect to accept part of their aid as work-study. Students with a work study job must be registered for at least 8 units each quarter. The Federal Work-Study program is funded by federal and School of Education funds. Eligible positions are no more than 10 hours per week for a maximum of three quarters and the hourly rate is \$24/hour.

Students may work up to 40 hours per week during University recess periods only (Winter Break, Spring Break). The total hours worked for the year cannot exceed 304 hours or \$7,000. The earnings replace some of the loans a student would otherwise take out, so the student gains valuable experience and lower loan balances at the end of the year. It is the student's responsibility to ensure that they do not work more hours than the maximum allowed by financial aid eligibility.

Students who take advantage of this program must work in a community-service capacity that is off-campus, such as in a U.S. federal, state or municipal public agency or private non-profit organizations certified by the IRS. In addition, the organization must provide proof that it is a 501(c)(3) or a governmental organization. The work must be designed to improve the quality of life for community residents. No international work (even if based locally) or university research projects may be done in this program.

Finding an appropriate internship setting which also meets your specific program needs is advantageous. For this reason, please speak with your Program Director regarding program specific internship requirements, internship opportunities and management. Students interested in pursuing a CSWS internship are required to also initiate a meeting with Alice McCarty, Director of Career Services and Alumni Relations to determine their eligibility for a CSWS internship, begin the application process, receive assistance in their search for a CSWS internship and verify that their internship meets CSWS requirements. This should be done in consultation with the Director of Career Services at the School of Education.

SERVICES AND PROGRAMS TO SUPPORT THE CAREER MANAGEMENT PROCESS

Career Counseling

The School of Education Director of Career Services, Alice McCarty, is available to meet with students and alumni to discuss their immediate career goals and facilitate their lifelong career management process. This would include assessing career interests, exploring career options, establishing career goals, developing an effective job search strategy, conducting mock interviews and critiquing resumes/cover letters. In addition, she can often provide students with referrals to Stanford alumni or employers interested in speaking with students regarding career advice. Information about how to make an appointment with Alice can be found at <http://ed.stanford.edu/suse/career-resources/index.html>.

Access to Employers and Alumni

During the 2008-09 academic year the School of Education Career Services Office will host its first career fair. In the fall of 2008 students, alumni, and employers will be able to sign-up for the career fair using the School of Education's new career management software system at <http://ed.stanford.edu/suse/career-resources/index.html>. During the career fair organizations, both public and private, profit and non-profit, will come to the School of Education to present information about current career opportunities as well as discuss various career paths within their organizations. They will also have the opportunity to conduct screening interviews with School of Education students. The School of Education Director of Career Services also organizes programs to enable students to meet with alumni and other employers during the academic year.

Online Career Search Management

Career search resources are valuable to graduating students and alumni in their job search and lifelong career management process. The School of Education Career Services Office is pleased to announce the launch of our new online career search management system in the fall of 2008. Students and alumni may sign up for the School of Education career fair, on campus interviews, recruiting events and career development workshops, participate in an alumni mentoring program, access job and internship postings exclusive to Stanford's School of Education, track job search activity, and upload resumes for employer review. Stanford School of Education students and alumni may register for these services at <http://ed.stanford.edu/suse/career-resources/index.html>.

Partnership with the Stanford University Career Development Center

The Stanford University Career Development Center (CDC) is committed to educating the Stanford community about the world of work and assisting students with their job search needs. Services include career counseling in either brief "same-day" appointments or longer appointments with

counselors who specialize in public service, teaching and other career fields. Coaching on resume and interview preparation is available, as are many programs on various career fields. Contact Kathy Campbell at maxie@stanford.edu or (650) 725-2817, website: <http://cardinalcareers.stanford.edu>. Students can also register to access jobs posted on the CDC website: <https://cdc-secure.stanford.edu/login/>

ACADEMIC SERVICES AND SCHOOL ADMINISTRATION

Academic Services

acadserv@suse.stanford.edu

Assistant Dean of Academic Services
Rania Sanford
Cubberley Room 137, (650) 723-4066
rhegazi@stanford.edu

Assistant Director of Academic Services
Jessica Stagg
Cubberley Room 141, (650) 725-6448
jstagg@stanford.edu

STEP Coordinator/Credentials Analyst
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SOME USEFUL LOCATIONS ON THE STANFORD WEBSITE

Academic Calendar (includes quarterly Enrollment and Registration deadlines)

http://registrar.stanford.edu/academic_calendar/index.htm

AXESS

<http://axess.stanford.edu/>

Quarterly Education Time Schedule

<http://axess.stanford.edu>

Stanford Bulletin

<http://bulletin.stanford.edu>

SUSE Intranet

<http://suse-www.stanford.edu/intranet/index.html>

Graduate Student Handbook

<http://www.stanford.edu/dept/DoR/Gradpol.html>

Asian American Activities Center

<http://www.stanford.edu/dept/a3c/>

Bechtel International Center

<http://www.stanford.edu/dept/icenter>

Black Community Services Center

<http://www.stanford.edu/dept/BCSC/>

Computing Services

<http://www.stanford.edu/home/computing/index.html>

Course Descriptions

<http://www.stanford.edu/dept/registrar/bulletin/pdf/SchofEduc.pdf>

Dean of Research & Graduate Policy

<http://www.stanford.edu/dept/DoR/>

Disability Resource Center

<http://www.stanford.edu/group/DRC>

El Centro Chicano

<http://www.stanford.edu/dept/elcentro/>

Financial Aid Office

<http://www.stanford.edu/dept/finaid/>

Honor Code

<http://www.stanford.edu/dept/vpsa/judicialaffairs/>

Housing and Dining Services

<http://www.stanford.edu/dept/hds/>

LGBT Community Center

<http://www.stanford.edu/group/QR/>

Libraries

<http://www-sul.stanford.edu/>

Native American Cultural Center

<http://www.stanford.edu/dept/nacc>

Stanford Directory Information

<http://stanfordwho.stanford.edu/lookup>

SUSE Faculty Information

<http://ed.stanford.edu/suse/faculty/index.html>

Vaden Student Health Service

<http://vaden.stanford.edu/>

Women's Community Center

<http://www.stanford.edu/group/womenscntr/>

SUSE LISTSERVES

Entire SUSE community – susecommunity@lists.stanford.edu

All doctoral students - suse-doc-students@lists.stanford.edu

All master's students (non-credential programs) - suse-ma-students@lists.stanford.edu

CTE students – cteclass09@lists.stanford.edu

ICE/IEAPA students – iceclass09@lists.stanford.edu

Joint Degree with the GSB students – jointdegclass09@lists.stanford.edu

LDT students – ldtclass09@lists.stanford.edu

POLS students – polsclass09@lists.stanford.edu

SSE students – sseclass09@lists.stanford.edu

STEP students - step-09-students@lists.stanford.edu

Faculty - suse-faculty@lists.stanford.edu

Affiliated Faculty – suse-affilfac@lists.stanford.edu

Visiting Scholars – suse-vs@lists.stanford.edu

Staff - suse-staff@lists.stanford.edu

SUSE BUILDING ENTRANCE CODES

School of Education (Cubberley) entrance code is: **5,4,3,3,2**

CERAS entrance code is: **5,4,3,3,2**

Please consider carefully before giving out the combinations to anyone. The buildings are locked after hours to improve security of residents and property.