



Master's Degree Handbook

2011-2012

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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 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 on the SUSE website. In the event any information presented in this handbook changes during the academic year, students will be notified by email.

The Academic Services office helps students and faculty interpret and follow SUSE and Stanford policies and procedures toward degree completion. The MA Programs Officer 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 MA Programs Officer 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 MA Programs Officer 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

Aiming towards the ideal of enabling all people to achieve maximum benefit from their educational experiences, the Stanford University School of Education seeks to continue as a world leader in ground-breaking, cross-disciplinary inquiries that shape educational practices, their conceptual underpinnings, and the professions that serve the enterprise.

The 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 mission. We strive to empower students on their own unique journeys, preparing them to fulfill their academic goals and reach their potential as educational leaders. To that end, 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.

STANFORD UNIVERSITY PATENT AGREEMENT (SU-18)

All faculty, staff, graduate students and postdoctoral fellows are required to sign a Patent and Copyright Agreement (the SU-18 form, signed electronically in Axess) as a condition of either employment or enrollment at Stanford University. For more information see:

<http://rph.stanford.edu/su18.html>

OVERVIEW OF SUSE MASTER'S PROGRAMS

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 Educational 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)
- 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 STEP for the California Preliminary Single Subject and Preliminary Multiple Subjects Teaching Credentials. For more information about STEP, please see <http://suse-step.stanford.edu/academics>.

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.

Coterminal students who have completed graduate course work at Stanford in previous quarters and received approval to count those units toward the MA in Education may be approved to take a reduced course load but may not drop below 8 units during Autumn, Winter and Spring quarters. While undergraduates are allowed to enroll in up to 20 units and coterminal students are allowed to enroll in up to 24 units by University standards, MA programs in the School of Education limit the number of units in which a student may enroll to no more than 18.

Coterminal students who wish to enroll in less units than required by their programs or more than 18 units during a given quarter should submit a petition to the MA Programs Officer by the preliminary study list deadline. Students in the coterminal graduate student group will be charged additional tuition for each unit above 18 units, if approved.

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 MA Programs Officer or on the SUSE website. It must be approved by the

faculty 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 before the program begins. 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 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 MA Programs Officer or on the SUSE website. 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 MA Programs Officer 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 matriculation until receipt of the degree. The ICE/IEAPA and LDT 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 and for students admitted through the LDT Honors Co-op Program.

Program	Autumn Quarter	Winter Quarter	Spring Quarter	Summer Quarter
All	* Meet with advisor and program director * Plan initial program of study * Submit preliminary Program Proposal	* Advisor meeting recommended - discuss progress and coursework selection * Mid-year degree progress review	* Meet with advisor and program director to finalize program of study * Submit revised program proposal * Meet with Director of Career Services to discuss job search * Participate in annual commencement ceremony	
CTE		*Select topic for Master's project	*Complete Master's Project and all coursework *Apply to Graduate on Axess/ Degree Conferral	
ICE & IEAPA	*Select topic for MA Paper			*Complete MA Paper and all coursework *Internship (optional) *Apply to Graduate on Axess/Degree Conferral
LDT		*Internship *Select topic for Master's project	*Internship	*Internship *Complete project, portfolio and coursework *Apply to Graduate on Axess/Degree Conferral
POLS			*Complete all coursework *Apply to Graduate on Axess/ Degree Conferral	

See *Program-Specific Requirements* for quarterly unit requirements.

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 MA Programs Officer prior to the related deadlines.

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 MA Programs Officer 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 MA Programs Officer by the specified deadline early in spring quarter.

2011-12 Due Dates:

Preliminary Program Proposal – Friday, November 18, 2011
Revisions due – Friday, April 13, 2012

The MA Programs Officer 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 MA Programs Officer or on the SUSE website.

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 MA Programs Officer 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 and POLS is 45 units taken in residence at Stanford. The minimum course unit requirement for the Master's degree in ICE and 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 MA/JD 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.) Coterminal students who have completed graduate level work in the two quarters prior to beginning their Masters program, will be able to use those units toward their MA requirements, with approval from the MA Program Officer and Program Director.

All students must adhere to the *quarterly* unit requirements in their programs (see program-specific requirements for detailed information). Please note that in order to be considered a full-time graduate student at Stanford, a minimum of 8 units of enrollment is required in Autumn, Winter and Spring quarters. The maximum units allowed are 18 per quarter.

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*. Before enrolling in an independent study, students should discuss the grading basis with the supervising faculty member. In some cases, where independent study credit is offered on both a letter and credit/no-credit basis, faculty may prefer one method over another. Please discuss this with the supervising faculty member prior to the University's change of grading basis deadline.

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, and LDT programs (see *Program-Specific Requirements*). 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 13, 2012; the deadline for summer quarter is August 3, 2012. **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 MA Programs Officer when selecting courses outside the School of Education to fulfill unit requirements.

Courses with an "X" suffix are new courses that are being offered as a provisional part of the SUSE curriculum. The suffix is removed if the course is evaluated favorably by the faculty after it is offered consecutively for three years.

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.

MASTER'S PROJECT

Some 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 the last quarter of study. Upon completion of the Master's project, students will be required to submit a *Master's Thesis Submission* form to the MA Programs Officer. The form is available from the MA Programs Officer or on the SUSE website.

GRADUATION REVIEW

At the beginning of the student's expected final quarter, the MA Programs Officer 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 quarter by consulting with their advisor, program director, and Explore Courses/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 Explore Courses 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 MA students at SUSE: EDUC 200A, Introduction to Data Analysis and Interpretation, and EDUC 200B, Introduction to Qualitative Research Methods.

Students in the CTE and LDT programs are required to take either EDUC 200A or 200B to fulfill their program's Research Methods 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 200A and 200B.

Since EDUC 200A and 200B 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 Autumn and Winter quarters; please see below.

	Autumn	Winter
EDUC 200A Introduction to Data Analysis and Interpretation	1st Priority: CTE and ICE/IEAPA	1st Priority: LDT and POLS
	2nd Priority: LDT and POLS	2nd Priority: CTE and ICE/IEAPA
EDUC 200B Introduction to Qualitative Research Methods	1st Priority: LDT	1st Priority: ICE/IEAPA
	2nd Priority: POLS and CTE	2nd Priority: CTE and POLS
	3rd Priority: ICE/IEAPA	3rd Priority: LDT

PROGRAM-SPECIFIC REQUIREMENTS

CURRICULUM STUDIES AND TEACHER EDUCATION

Minimum Units: 45

PROGRAM REQUIREMENTS

Each MA candidate will work closely with a faculty advisor to develop an individualized program of study that reflects the student's particular interests. As students in this program are not part of a cohort taking courses together, they must be able to work independently, under an advisor's supervision, in order to complete program requirements based on current course offerings. It is both the advisor's and the student's responsibility to make sure that each student successfully completes a coherent program of study and research that advances the student's professional goals.

Students have the opportunity to develop specializations around particular subject matters or areas (e.g., English, literacy, mathematics, science, history) depending upon their interests and their advisor's areas of expertise. These specializations are negotiated individually with the faculty advisor and are contingent upon course offerings and directed reading/research opportunities. Students can take courses across the School of Education and the university at large. In addition to coursework, students conduct a final project that will allow them to focus in depth on a particular area of interest.

Students 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 or above the 200 level (EDUC 180 or 190 count toward this requirement).
- At least 27 units must be from courses offered by SUSE.
- 15 units (one-third of the total minimum units) must be for a letter grade.
- A 3.0 GPA must be maintained for all courses applied to the master's degree.
- Students 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.

BREADTH REQUIREMENTS

Students are required to complete courses fulfilling the 2 breadth requirements: Behavioral & Social Sciences and Normative Studies. See below for a list of pre-approved courses.

RESEARCH METHODS

Students must take at least one course in this category, both courses are recommended. MA candidates who are considering a final project that will involve statistical analysis should take EDUC 200A in the fall; otherwise they can take the course in the winter. Please consult with your advisor as soon as possible.

EDUC 200A* Introduction to Data Analysis and Interpretation	4 units	Aut, Win
EDUC 200B* Introduction to Qualitative Research Methods	4 units	Aut, Win

*In Autumn quarter, CTE students have first enrollment priority for EDUC 200A and second priority for EDUC 200B. In Winter quarter, CTE students have second priority in EDUC 200A and EDUC 200B.

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.

2011-12 PRE-APPROVED COURSES MEETING THE BREADTH REQUIREMENTS

Note: Other courses may fulfill the requirement. See advisor to obtain approval for a course not listed here. All course information is subject to change. Please consult ExploreCourses and Axess for final course offerings.

BEHAVIORAL AND SOCIAL SCIENCES: A MINIMUM OF 1 COURSE REQUIRED

(Anthropology, Economics, Politics of Education, Psychology, and Sociology)

EDUC 240	Adolescent Development and Learning	5 units	Aut
EDUC 288	Organization Studies: Theories and Analyses	4-5 units	Aut
EDUC 306A	Economics of Education in the Global Economy	5 units	Aut
EDUC 368	Cognitive Development in Childhood and Adolescence	3-4 units	Aut
EDUC 365	Social, Emotional, and Personality Development	3 units	Win
EDUC 367	Cultural Psychology	3-5 units	Spr
EDUC 306B	Politics, Policy Making and Schooling Around the World	3-4 units	Spr

NORMATIVE STUDIES: A MINIMUM OF 1 COURSE REQUIRED

(Philosophy, Aesthetics, and History of Education)

EDUC 204	Introduction to Philosophy of Education	3 units	Aut
EDUC 265	History of Higher Education in the U.S.	3-5 units	Win
EDUC 306D	World, Societal, and Educational Change	4-5 units	Win
EDUC 212X	Urban Education	3-4 units	Spr

INTERNATIONAL COMPARATIVE EDUCATION
&
INTERNATIONAL EDUCATIONAL ADMINISTRATION AND POLICY ANALYSIS
Minimum Units: 48

PROGRAM REQUIREMENTS

Students must take 48 units at Stanford to receive the Master's degree in ICE or IEAPA. 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 or above the 200 level (EDUC 180 or 190 count toward this requirement).
- At least 27 units must be from courses offered by SUSE.
- 16 units (one-third of the total minimum units) must be for a letter grade.
- A 3.0 GPA must be maintained for all courses applied to the master's degree.
- All students must enroll in a minimum of 8 units during Autumn, Winter, and Spring and cannot exceed 18 units in any quarter. ICE/IEAPA students must choose one of the following unit plans. Combinations, alterations, or exceptions to these unit plans are not allowable.
 - Enroll in at least 11 units autumn and winter quarter, at least 8 units spring quarter and 6 units in summer quarter OR
 - Enroll in at least 11 units autumn, winter, and spring quarter and at least 3 units in summer quarter

Note: Students must enroll in at least 6 units during all quarters in which they wish to maintain eligibility to receive financial aid (such as loans). This includes enrolling in at least 6 units during summer quarter.

- See “coterminal students” section for unit requirements applying to students admitted through the coterminal degree program.
- English for Foreign Students (Linguistics 600 level) and Athletics, Physical Education and Recreation courses cannot be applied towards the master's degree.

REQUIRED COURSES

Note: All course information is subject to change.

Please consult ExploreCourses and Axess for final course offerings.

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: MA Paper 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: MA Paper Workshop	3 units	Sum

Additional Requirements for IEAPA:

EDUC 222	Resource Allocation in Education	4-5 units	Spr
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306 SERIES: ICE ENROLL IN TWO; IEAPA ENROLL IN ALL THREE

EDUC 306A	Economics of Education in the Global Economy	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

RESEARCH METHODS: CHOOSE ONE FROM THE FOLLOWING:

EDUC 200A†	Introduction to Data Analysis and Interpretation	4 units	Aut, Win
EDUC 200B†	Introduction to Qualitative Research Methods	4 units	Aut, Win
EDUC 291X*	Introduction to Survey Research	3-4 units	Win

Students are encouraged to take both EDUC 200A & EDUC 200B. Those who plan to conduct quantitative data analyses are highly encouraged to take a statistical analysis software mini course (e.g., SPSS or Stata).

All students who plan to collect their own data for their MA papers must enroll in EDUC 206B for 3 units and take no more than three additional courses that quarter. In Spring quarter, they must enroll in a Directed Reading or Directed Research with their advisor, which will count as one of their main courses.

* Required of students who plan to collect their own data using survey methods (interviews, questionnaires) for their MA Papers.

† In Autumn quarter, ICE/IEAPA students have first enrollment priority for EDUC 200A and third priority for EDUC 200B. In Winter quarter, ICE/IEAPA students have second priority in EDUC 200A and first priority in EDUC 200B.

ENGLISH FOR FOREIGN STUDENTS (RECOMMENDED)

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, Sum
EFSLANG 698B Advanced Graduate Writing	1-3 units	Aut, Win, Spr, Sum

ADDITIONAL ICE-RELATED COURSES

EDUC 197 Education, Gender, and Development	4 units	Spr
EDUC TBD State and Higher Education in Developing Countries		Tentative

PROJECT: MA PAPER

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

JOINT DEGREE WITH THE GRADUATE SCHOOL OF BUSINESS

Minimum EDUC Units: 35

PROGRAM REQUIREMENTS

The following section pertains to the School of Education (SUSE) requirements for the MA portion of the Joint MA/MBA degree. In addition to the following guidelines, students should consult the academic requirements specified by the Graduate School of Business (GSB) for the MBA portion of the Joint MA/MBA and the *Stanford Bulletin*.

Joint MA/MBA students spend most of their first year fulfilling the requirements of the MBA curriculum. Students may take SUSE courses once they begin enrolling in electives, typically during spring quarter of their first year beginning with the required course, EDUC 393. During their second year, students have the opportunity to take a variety of courses at the GSB and SUSE.

Students must successfully complete 35 units of instruction at SUSE for their MA degree. The following constraints are placed on those 35 units:

- All courses must be at or above the 100 level – courses numbered below 100 do not count.
- At least 18 units – or half the total minimum– must be at or above the 200 level (EDUC 180 and 190 can count toward this requirement).
- A 3.0 GPA must be maintained for all courses applied to the MA degree.
- No more than 10 cross-listed units may count toward both degrees.
- At least 27 of the 35 units must be taken for a letter grade. That is, a maximum of 8 units (including independent study) can be taken for a Pass-Fail grade. Note: EDUC 393 must be taken for 4 Pass-Fail units.
- A maximum of 4 units of independent study/internship/directed reading at SUSE may be applied toward the MA degree.
- EDUC 220A: Intro to the Economics of Education and 306A: Education and Economic Development contain similar material. Therefore, students may take one, but not both.
- Doctoral seminars that do not require any written work from a student may *not* be applied toward the 35-unit SUSE requirement.
- 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.

CROSSLISTED COURSES

The two schools will offer a menu of cross-listed courses particularly suited to the program, and students can earn up to 10 of their 35 Education units from cross-listed courses. These 10 cross-listed units will count towards both degrees as long as the student enrolls in the GSB listing and in their GSB career in Axess (see *Course Registration* below). Students who enroll in cross-listed courses which add up to more than 10 units should indicate their plan to count up to 10 units of their cross-listed courses on their Master's Program Proposal form.

ADVISING AND PLAN OF STUDY

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 students: PreK-12, Higher Education and an Individually Designed concentration. For the first two concentrations, courses

that fulfill the required areas are listed in the table below. Students who wish to pursue an Individually Designed Concentration (IDC) should submit an application by September 10, 2011. The IDC application can be found on the SUSE website under [Master's Forms](#).

Before their second year begins, students will be asked to express their areas of academic interest and faculty advisor preferences. Based on this information and faculty availability, SUSE faculty advisors will be assigned to students prior to the start of their second year.

Programs of study will be subject to the approval of the SUSE faculty advisor, the Director of the Joint MA/MBA Program, and the MA Programs Officer in SUSE Academic Services. Faculty advisors will participate in the planning and supervising of the student's joint program of study. Students should establish an approved program of study, also known as a Program Proposal, with their advisor and director during autumn quarter in their second year of study (see Master's Program Proposal section for more information). This form should be submitted to the SUSE Office of Academic Services by October 5, 2011.

INTERNSHIPS AND DIRECTED READING

Students may take up to 4 units of independent study/internship/directed reading at SUSE and apply them towards the 35 units needed for the MA in Education. Students interested in an internship during the academic year should contact the Internship Specialist for additional resources. Students who wish to pursue internships in education over the summer 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 through an independent study. For further information regarding this opportunity, see the Director of the Joint MA/MBA Program.

COURSE REGISTRATION

During their first year in the MBA Program, students accepted to the Joint MA/MBA program must complete a [Graduate Program Authorization Petition](#) (via Axess) and an [Enrollment Agreement](#) form. The forms must be approved by both SUSE and the GSB and returned prior to the first day of the quarter in which the student wishes to register for a course in his/her SUSE career.

Once the forms are processed, 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 correct career. Students should register for courses counting toward the MA under the Grad career and courses counting toward the MBA under the GSB career. Students wishing to count up to 10 crosslisted units toward the MA and MBA degrees must register for them under the GSB course number in the GSB career.

TUITION AND FINANCIAL AID

In the first six quarters, students will pay the standard GSB tuition rates. Students staying a seventh quarter will pay the standard University graduate student tuition rates. Students in the Joint MA/MBA 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.

MA/MBA THEMATIC COURSE REQUIREMENTS
 Please consult ExploreCourses and Axess for updated course offerings.

PREK-12 CONCENTRATION, CLASS OF 2012

	Policy	Organizational Leadership	Teaching & Learning
CORE 4 required (EDUC 393 and one from each cluster)	Fall 220D History of School Reform (Labaree) Fall 220B Politics of Education (Bettinger) Wtr 221A Policy Analysis in Education (Newman) Wtr 310 Sociology of Education (Carter)	Wtr 354X School Based Decision Making (Hoagland) Spr XXXX Instructional Leadership (Staff)	Fall 213X Intro to Teaching (Borko) Wtr 208B Curriculum Construction (Pope) Wtr 333A Understanding Learning Environments (McDermott & Pea)

EDUC 393: Proseminar is required for all Joint MA/MBA students, spring quarter of first year.

HIGHER EDUCATION CONCENTRATION, CLASS OF 2012

	Policy	Organizational Leadership	Teaching & Learning
CORE 4 required (EDUC 393, EDUC 346, and one from each of the Policy & Teaching and Learning clusters)	Wtr 347 Economics of Higher Education (Bettinger) Wtr 265 History of Higher Education (Labaree)	Students are encouraged to consider the following course: Spr 386X Leadership and Administration in Higher Education (Ehrlich)	Wtr 297X Teaching and Learning in Higher Education (Ehrlich) Wtr 208B Curriculum Construction (Pope) Wtr 333A Understanding Learning Environments (McDermott & Pea)

EDUC 393: Proseminar is required for all Joint MA/MBA students, spring quarter of first year.

EDUC 346: Research Seminar in Higher Education is required and will be offered during fall quarter.

THEMATIC CLUSTER REQUIREMENT WAIVERS

Students who wish to waive required course(s) for a specific thematic cluster must complete the MA/MBA Program Modification Application Form available on the SUSE website under [Master's Forms](#). 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 the substituted course must be consistent with the academic goals and objectives of the MA/MBA program.

Students should submit the form and supporting documentation by the first week of Autumn or Winter quarter. Petitions will be reviewed during the second week of each quarter.

2011-12 CROSSLISTED COURSES

GSBGEN 381	Strategic Philanthropy (Arrillaga)	Aut
GSBGEN 349	Introduction to the Politics of Education (Bettinger)	Aut
GSBGEN 348	The Economics of Higher Education (Bettinger)	Win
STRAMGT 368	Strategic Management of Nonprofit Organizations and Social Ventures (Meehan)	Win
GSBGEN 346	Comparing Institutional Forms: Public, Private, and Nonprofit (Powell)	Spr
STRAMGT 367	Social Entrepreneurship and Social Innovation (Aubry/Wei)	Spr
STRAMGT 567	Social Entrepreneurship and Social Innovation (Aubry/Wei)	Spr

JOINT DEGREE WITH THE STANFORD LAW SCHOOL

Minimum EDUC Units: 45

PROGRAM REQUIREMENTS

The following section pertains to the School of Education (SUSE) requirements for the MA portion of the joint degree MA/JD. 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 courses for 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.

Students must successfully complete 45 units of instruction at SUSE. 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.
- At least 23 units – or half the total minimum – must be at or above the 200 level (EDUC 180 and 190 count toward this requirement).
- A 3.0 GPA must be maintained for all courses applied to the master's degree.
- No more than 45 quarter units may be counted toward both degrees as follows:
 - Up to 9 quarter units of SLS courses may count as part of the MA.
 - Up to 36 quarter units of SUSE courses may count as part of the JD. (from the list of pre-approved cross-creditable course below, p. 22. In addition, all required/core courses and the inquiry courses are cross-creditable.)
- At least 15 units (one-third of the total minimum units) must be for a letter grade.
- English for Foreign Students (Linguistics 600 level) and Athletics, Physical Education and Recreation courses cannot be applied towards the master's degree.
- 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 MA Programs Officer at SUSE.
- 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.

COURSES

Please consult ExploreCourses and Axess for annual course offerings.

CORE (3 REQUIRED)

The following courses satisfy the core course requirements.

Required:

- EDUC 288 Organization Studies: Theories and Analyses

Choose one:

- EDUC 220D History of School Reform: Origins, Policies, Outcomes, and Explanations
or
- EDUC 265 History of Higher Education in the U.S.

Choose one:

- EDUC 323A The Practice of Education Policy Analysis or
- EDUC 417 Research and Policy on Postsecondary Access

INQUIRY (STRONGLY ENCOURAGED)

Students are strongly encouraged to take a course in inquiry in education. The following courses satisfy this area:

EDUC 200A Introduction to Data Analysis and Interpretation

EDUC 200B Introduction to Qualitative Research Methods

PRE-APPROVED CROSS-CREDITABLE COURSES

Core and inquiry courses (see above) may count as cross-creditable courses towards both MA and JD degrees within the constraints mentioned under Program Requirements 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 Philosophy of Education |
| EDUC 222 | Resource Allocation in Education |
| EDUC 265 | History of Higher Education in the U.S. |
| EDUC 279 | Urban Youth and Their Institutions: Research and Practice |
| EDUC 322 | Discourse of Liberation and Equity in Schools and Society |
| EDUC 326 | Law, Litigation and Educational Policy |
| EDUC 341X | Urban School System Reform |
| EDUC 346 | Research Seminar in Higher Education |
| EDUC 347 | The Economics of Higher Education |
| EDUC 354X | School-Based Decision Making |
| EDUC 376 | State Theory and Educational Policy |
| EDUC 377 | Comparing Institutional Forms: Public, Private, and Nonprofit |
| EDUC 377B | Strategic Management of Nonprofits |
| EDUC 378X | Seminar on Social Change Processes and Organizations |
| EDUC 386X | Leadership and Administration in Higher Education |
| EDUC 417 | Research and Policy on Postsecondary Access |

OTHER ACTIVITIES FOR ELECTIVE CREDIT

Each of the following activities requires pre-approval from the Director of the MA/JD program:

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

LEARNING, DESIGN AND TECHNOLOGY

Minimum Units: 45

PROGRAM REQUIREMENTS

Students 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 or above the 200 level (EDUC 180 and 190 count toward this requirement).
- At least 27 units must be from courses offered by SUSE.
- 15 units (one-third of total minimum units) must be for a letter grade.
- A 3.0 GPA must be maintained for all courses applied to the master's degree.
- LDT students are required to register for 6 units in the summer quarter. The remaining 39 units need to be completed in Autumn, Winter and Spring quarters. All students must be enrolled in a minimum of 8 units during Autumn, Winter and Spring and cannot exceed 18 units in any quarter.
- English for Foreign Students (Linguistics 600 level) and Athletics, Physical Education and Recreation courses cannot be applied towards the master's degree.
- See “coterminal degree” section for unit requirements applying to students admitted through the coterminal degree program.

REQUIRED COURSES

Note: All course information is subject to change.

Please consult ExploreCourses and Axess for final course offerings.

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	2-5 units	Sum
EDUC 333A	Understanding Learning Environments	3 units	Win

EVALUATION AND RESEARCH METHODS REQUIREMENT

At least one course about evaluation and research methods used in Education. Pre-approved courses are listed below (3 units minimum).

DESIGN REQUIREMENT

At least one course in which students learn and apply a user-centered design process. Pre-approved courses are listed below (3 units minimum).

LEARNING REQUIREMENT

At least one course covering foundational learning theories. Pre-approved courses are listed below (3 units minimum).

LDT RELATED REQUIREMENT

At least two courses applying user-centered design to a learning problem. Pre-approved courses are listed below (6 units minimum). Students are highly encouraged to take more than two of these courses.

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. Students should check with the supervising faculty member about the grading basis prior to enrolling. In some cases, faculty will prefer to offer credit/no credit over a letter grade. The supervising faculty member determines the appropriate number of units and the academic work to be done to complement the site work. Students should enroll in EDUC 380 Supervised Internship via Axess (search Explore Courses for faculty member's section).

ELECTIVES

Students may take electives from any department at Stanford, with advisor's approval. Also, students are encouraged to undertake Directed Reading, EDUC 480, on a topic of special interest to them.

PORTFOLIO AND MAJOR PROJECT

The Portfolio consists of substantial works in all media done during the year, together with a reflection on the work, which is to be submitted to the Program Director. 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 assessments. 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 and Program Director.

2011-12 LIST OF PRE-APPROVED COURSES

EVALUATION & RESEARCH METHODS COURSES (CHOOSE AT LEAST ONE):

EDUC 200A†	Introduction to Data Analysis and Interpretation	Aut, Win
EDUC 200B†	Introduction to Qualitative Research Methods	Aut, Win

† In Autumn quarter, LDT students have second enrollment priority for EDUC 200A and first priority in EDUC 200B. In Winter quarter, LDT students have first priority in EDUC 200A and third for EDUC 200B.

DESIGN COURSES (ONE COURSE REQUIRED; 3 UNITS MINIMUM):

CS 147	Introduction to Human-Computer Interaction Design	Aut
ENGR 281	Designing Media that Matters	Aut
ME 377	Design Thinking Bootcamp: Experiences in Innovation and Design	Aut
CS 247	Human-Computer Interaction Design Studio	Win
EDUC 208B	Curriculum Construction	Win
EDUC 328X	Topics in Learning and Technology: Core Mechanics for Learning	Win
ME 216A	Advanced Product Design: Needfinding	Win
EDUC 211X	Beyond Bits and Atoms (Lab)	Win, Spr
CS 377	Topics in Human-Computer Interaction	TBD
CS 377T	Behavior Design: Using Technology to Create Calming Habits	Spr

LEARNING COURSES (ONE COURSE REQUIRED; 3 UNITS MINIMUM):

EDUC 213X	Introduction to Teaching	Aut
EDUC 218	Topics in Cognition and Learning: Visualization	Aut
EDUC 249	Theory and Issues in the Study of Bilingualism	Aut
EDUC 281X	Technology for Learners	Aut
EDUC 336	Language, Identity and Classroom Learning	Aut
EDUC 368	Cognitive Development in Childhood and Adolescence	Aut
EDUC 328X	Topics in Learning and Technology: Core Mechanics for Learning	Win
EDUC 357X	Science and Environmental Education in Informal Contexts	Win
EDUC 236X	Beyond Bits and Atoms: Designing Technological Tools	Spr
EDUC 295	Learning and Cognition in Activity	Spr
EDUC 367	Cultural Psychology	Spr
EDUC 371X	Social Psychology and Social Change	Spr

LDT-RELATED COURSES (TWO COURSES REQUIRED; A TOTAL OF 6 UNITS MINIMUM):

CS 147	Introduction to Human-Computer Interaction Design	Aut
COMM 282	Virtual Communities and Social Media	Aut
CS 247	Human-Computer Interaction Design Studio	Win
EDUC 342	Child Development and New Technologies	Win
EDUC 358X	Learning, Sharing, Publishing, and Intellectual Property	Win
EDUC 390X	Computational Modeling in Cognitive and Social Sciences	Win
EDUC 236X	Beyond Bits and Atoms: Designing Technological Tools with Lab EDUC 211X	Spr

POLICY, ORGANIZATION AND LEADERSHIP STUDIES

Minimum Units: 45

PROGRAM REQUIREMENTS

Students 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 or above the 200 level (EDUC 180 and 190 count toward this requirement).
- 36 units must be from courses offered by SUSE. Therefore, if you are completing 45 units, up to nine units across the three academic quarters may be taken from other university departments. If you choose to complete more than 45 units, however, you increase the number of units you can take from other university departments.
- 15 units (one-third of the total minimum units) must be for a letter grade, as opposed to credit/no credit.
- A 3.0 GPA must be maintained across all courses applied to the Master's degree.
- Students 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.
- In rare cases, students may be permitted to petition course requirements (not unit requirements) with substitutions. See below for more details regarding the petition process.
- See “coterminal students” section for unit requirements applying to students admitted through the coterminal degree program.

REQUIRED COURSES

To satisfy the core course requirements, students choose either the PreK-12 concentration, the Higher Education concentration or apply for the Individually Designed concentration. Students are required to complete courses in four thematic clusters: Inquiry & Assessment, Organizational Leadership, Policy, and Teaching & Learning. Electives that will satisfy the cluster requirements are listed in the *thematic cluster course list* below. Note: All course information is subject to change. Please consult ExploreCourses and Axess for updated course offerings.

PREK-12 CONCENTRATION

Thematic Clusters	Inquiry & Assessment	Organizational Leadership	Policy	Teaching & Learning
Core Courses		EDUC 288 Organization Studies (Autumn, 4-5 units)	EDUC 220D History of School Reform (Autumn, 3-5 units) EDUC 221A Policy Analysis in Education (Winter, 4-5 units)	
Cluster Electives	1 course	2 additional courses	1 additional course	2 courses
Total Required	1 course	3 courses	3 courses	2 courses
POLS Seminar	EDUC 209X: POLS Seminar is required for all POLS students (Spring, 1 unit)			

HIGHER EDUCATION CONCENTRATION

Thematic Clusters	Inquiry & Assessment	Organizational Leadership	Policy	Teaching & Learning
Core Courses		EDUC 288 Organization Studies <i>(Autumn, 4-5 units)</i>	EDUC 265 History of Higher Education in the U.S. <i>(Winter, 3-5 units)</i> EDUC 346 Research Seminar in Higher Education <i>(Autumn, 4 units)</i>	
Cluster Electives*	1 course	2 additional courses	1 additional course	2 courses
Total Required	1 course	3 courses	3 courses	2 courses
POLS Seminar	EDUC 209X: POLS Seminar is required for all POLS students (<i>Spring, 1 unit</i>)			

INDIVIDUALLY DESIGNED CONCENTRATION

Students who wish to pursue an Individually Designed Concentration (IDC) should submit an application by September 10, 2011. Students approved for an IDC are also required to complete courses in the four *thematic clusters*. The IDC application can be found on the SUSE website under [Master's Forms](#).

REQUIRED POLS SEMINAR (EDUC 209X)

The cohort will meet as a group approximately six times per quarter, with a higher frequency during the beginning of the year as students are oriented. Seminar meetings are required. Students are permitted one excused absence per quarter. Autumn quarter the cohort will meet on Fridays from 12:15-3:05pm. Winter quarter the cohort will meet Fridays from 9am to Noon. Spring quarter the cohort will meet Thursdays from Noon to 2pm. During spring quarter, students must enroll in EDUC 209X for one letter-grade unit. Exact meeting dates will be finalized at the beginning of each quarter.

OPTIONAL POLS INTERNSHIP OPPORTUNITY

In August, all POLS incoming students will receive the *2011-2012 Internship Guidelines for Students*. After reviewing the document, students may apply directly to internship positions by reaching out to the contact person for those specific opportunities. Please note:

- The internship component of the POLS experience is not required.
- Students may only participate in one internship per quarter.
- Students may participate in an internship as few or as many quarters as they would like, but must discuss this with their potential manager prior to finalizing an agreement.
- Students may earn 1-3 academic units per quarter depending on hours worked.
- Any student earning academic credit for his/her internship needs to participate in EDUC 210X, the POLS Internship Workshop which will meet 2-3 times each quarter.
- Internships may be paid, unpaid, or be funded by a stipend. Students may not receive funding and academic credit for the exact same work.

For more comprehensive information, please see the *2011-2012 Internship Guidelines for Students*.

THEMATIC CLUSTER COURSES FOR 2011-12

The following are approved courses for each POLS Thematic Cluster for this academic year. Additional courses may be added. If you come across a course that you feel should be included in one of the clusters below, please send an e-mail to your Program Director outlining your rationale for inclusion and attaching the course syllabus.

INQUIRY & ASSESSMENT: A MINIMUM OF 1 COURSE REQUIRED

EDUC 200A†	Introduction to Data Analysis and Interpretation (Porteus)	Aut/Win
EDUC 200B†	Introduction to Qualitative Research Methods (Pope/Wolf)	Aut/Win
EDUC 390X	Computational Modeling in Cognitive and Social Science (Blikstein)	Win

† In Autumn quarter, POLS students have second enrollment priority for EDUC 200A and second priority in EDUC 200B. In Winter quarter, POLS students have first priority in EDUC 200A and second priority for EDUC 200B. For more information, see *Enrollment Priority Listing for Methodology Courses* under *Course Policies*.

ORGANIZATIONAL LEADERSHIP: A MINIMUM OF 3 COURSES REQUIRED

EDUC 131	Mediation for Dispute Resolution (Krumboltz)	Aut
EDUC 249	Theory and Issues in the Study of Bilingualism (Valdes)	Aut
EDUC 288	Organization Studies: Theories and Analyses (McFarland)	Aut
EDUC 346	Research Seminar in Higher Education (Stevens)	Aut
CEE 251	Negotiation (Christensen)	Aut/Spr
EDUC 354X	School-Based Decision Making (Hoagland)	Win
EDUC 377B	Strategic Management of Nonprofits (Meehan)	Win
MS&E 274	Dynamic Entrepreneurial Strategy (Tse)	Win
LAW 327	Introduction to Organizational Behavior (Lowery)	Win
EDUC 386X*	Leadership and Administration in Higher Education (Ehrlich)	Spr
EDUC 377	Comparing Institutional Forms: Public, Private, and Nonprofit (Powell)	Spr
MS&E 254	The Ethical Analyst (Howard)	Spr
PUBLPOL183	Philanthropy and Social Innovation (Arrillaga)	Spr

POLICY: A MINIMUM OF 3 COURSES REQUIRED

EDUC 202	Introduction to Comparative and International Education (Davidson)	Aut
EDUC 220D	History of School Reform: Origins, Policies, Outcomes and Explanations (Labaree)	Aut
EDUC 306A	Economics of Education in the Global Economy (Carnoy)	Aut
EDUC 387A	Workshop: Comparative Studies of Educational and Political Systems (Ramirez)	Aut
EDUC 265	History of Higher Education in the U.S. (Labaree)	Win
EDUC 306D	World, Societal, and Educational Change: Comparative Perspectives (Ramirez)	Win
EDUC 323A	The Practice of Education Policy Analysis (Kelemen)	Win
EDUC 347*	The Economics of Higher Education (Bettinger)	Win
EDUC 387B	Workshop: Comparative Systems of Educational and Political Systems (Ramirez & Meyer)	Win
EDUC 207X	School: What Is It Good For? (Labaree)	Win

EDUC 274X	School Choice: The Role of Charter Schools (staff)	Spr
EDUC 276	Educational Assessment (Haertel)	Spr
EDUC 212X	Urban Education (Ball)	Spr
EDUC 222	Resource Allocation in Education (Carnoy)	Spr
EDUC 306B	Politics, Policy Making and Schooling Around the World (Russell)	Spr
EDUC 310	Sociology of Education: The Social Organization of Schools (Carter)	Spr
EDUC 387C	Workshop: Comparative Studies of Educational and Political Systems (Ramirez & Meyer)	Spr
EDUC 330X	Teaching English Language Learners: Issues in Policy, Leadership and Instruction (Hakuta)	Spr

TEACHING & LEARNING: A MINIMUM OF 2 COURSES REQUIRED

EDUC 213X	Introduction to Teaching (Borko)	Aut
EDUC 336	Language, Identity, and Classroom Learning (Brown)	Aut
EDUC 368	Cognitive Development in Childhood and Adolescence (Obradovic)	Aut
PSYCH 131	Language and Thought (Clark)	Aut
EDUC 208B*	Curriculum Construction (Pope)	Win
EDUC 297X*	Teaching and Learning in Higher Education (Ehrlich)	Win
EDUC 333A*	Understanding Learning Environments (McDermott and Pea)	Win
EDUC 365	Social, Emotional, and Personality Development (Damon)	Win
PSYCH 146	Observation of Children (Hartman, Lomangino, Robinette)	Win/Spr
EDUC 116X	Service Learning as an Approach to Teaching (Mitchell)	Spr
EDUC 269X	The Ethics in Teaching (Callan)	Spr

OTHER RECOMMENDED ELECTIVES (students are not limited to these):

EDUC 291X	Introduction to Survey Research (Adams)	Win
MS&E 152	Introduction to Decision Analysis (Shachter)	Spr
MS&E 234	Organization Change and Information Systems (Tabrizi)	Win
MS&E 277	Creativity and Innovation (Seelig)	Spr
PHIL 271	Justice (staff)	Aut
PUBLPOL202	Organizations and Public Policy (Bendor)	Spr
SOC 280A	Foundations of Social Research (McClintock and Parigi)	Aut/Spr
SOC 280B	Evaluation of Evidence (Cumberworth)	Win

* Recommended thematic cluster electives for students in the higher education concentration

THEMATIC CLUSTER REQUIREMENT WAIVERS

Students who wish to waive required course(s) for a specific thematic cluster must complete the POLS Program Modification Application Form available on the SUSE website under [Master's Forms](#). 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 the substituted course must be consistent with the academic goals and objectives of the POLS program.

Students should submit the form and supporting documentation by the first week of Autumn or Winter quarter. Petitions will be reviewed during the second week of 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.

Students 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 the total minimum units – must be at or above the 200 level (EDUC 180 and 190 count toward this requirement).
- At least 27 units must be from courses offered by SUSE.
- 15 units (one-third of the total minimum units) must be for a letter grade.
- A 3.0 GPA must be maintained for all courses to applied to the master's degree.
- 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 statement of purpose indicating the relevance of a MA in Education to the student's doctoral degree.
- A 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.
- If admitted to the program, a [Graduate Program Authorization Petition](#) must be submitted via Axess and be approved by the student's home department.

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

AXESS –STUDENT PORTAL

<https://axess.stanford.edu>

Axess is the Stanford University administrative system wherein most student business is conducted. Students may use *Axess* in order to:

- Add/Drop/Update/Confirm course enrollment
- Evaluate classes
- Review grades and request official transcripts
- Check registration status and any holds on account
- Apply for on-campus housing
- Verify subplan and view official advisor
- Update contact information
- View/Pay University bill with Stanford ePay
- Review and accept financial aid offers (such as loans)
- Apply to graduate

ENROLLING IN CLASSES

Students at Stanford use *Axess* to add/drop/update course enrollment (also known as filing or adjusting a study list). Registration deadlines are listed in the Academic Calendar and on *Axess*.

The first day of the quarter is the *preliminary study list* deadline. The Office of the Registrar requires students to be “at-status” at this time. This means graduate students should be enrolled in at least 8 units by the deadline in order to avoid the late study list fee of \$200. Students have until the *final study list deadline* to add/drop courses and adjust units on variable unit classes. Students anticipating a stipend or financial aid refund on the first day of the term should be at-status by the earlier deadline posted in the Academic Calendar.

After officially enrolling in courses via *Axess*, students should check Coursework (<http://coursework.stanford.edu>) and Blackboard (<http://bb8.stanford.edu>) to see if the courses have websites with advance course information. Professors may post assignments, announcements, and reading materials on these websites.

For a list of Stanford course offerings and course scheduling information, visit Explore Courses at <http://explorecourses.stanford.edu>. The SUSE Academic Services Specialist has an electronic Visual Time Schedule available for students interested viewing all SUSE courses by day/time. In addition, many Stanford course syllabi are available to students on <https://syllabus.stanford.edu>.

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 noted in program requirements (ICE/IEAPA, LDT).

The only exceptions to the above full-time policy are for the Honors Cooperative Program in LDT and accommodations approved by the Office of Accessible Education.

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.

Requests for those exceptions are made first to the Program Director and then must be approved by 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 MA Programs Officer 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 MA Programs Officer or on the Office of the Registrar's website 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 not extend the three-year candidacy period. For students who are requesting a medical leave, the policies may differ slightly. Contact the Office of Accessible Education 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 MA Programs Officer.

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:

- All course work and residency requirements have been completed.
- The student must have enrolled in the term immediately prior to the term chosen as the graduation quarter - summer quarter included.
- The student has formally applied to graduate.
- 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.
- 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.

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 MA Programs Officer or online at <http://studentaffairs.stanford.edu/registrar/forms/grad>.

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 MA Programs Officer. Extensions may be granted in extreme and unique circumstances and 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 (this course 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 MA Programs Officer. 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, these holds 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 MA Programs Officer 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 should first consult with the MA Programs Officer. If the student decides to petition, they must complete an Application for Reinstatement, available

online at <http://studentaffairs.stanford.edu/registrar/forms/grad>, and pay the reinstatement fees by check. Students submit the form and check to the MA Programs Officer 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 Ombuds person is available at (650) 723-3682 or <http://www.stanford.edu/dept/ombuds/contact.html>. 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 and University loans. The School of Education's Academic Services office handles School tuition fellowships (offered at admission) and travel grants. Questions concerning student loans, loan deferments and other financial aid counseling can be addressed through the University's Graduate Financial Aid Office.

<p>University Financial Aid Office Montag Hall 355 Galvez Street 1-888 326-3773 or (650) 723-3058 financialaid@stanford.edu http://www.stanford.edu/dept/finaid/grad</p>	<p>School of Education Office of Academic Services MA Programs Officer Cubberley 141 485 Lasuen Mall (650) 723-8618</p>
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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 be disbursed. This means all master's students should enroll in at least 8 units in autumn, winter and spring quarters and 6 units in the summer quarter in order to be eligible for aid in a given quarter (programs may require more units per quarter, see program requirements). 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 Services for further details.

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. Students must provide proof of their participation in 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 website.

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, and can be accessed by clicking on Current Students on the main page of the SUSE website.

CAREER RESOURCES

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, and the SUSE Career Services Office. 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 from all graduate programs have access to several career development resources which can assist them in finding internships, short-term and consulting positions, and career opportunities. These resources include **SUSEdCareers** (the School of Education's online career management system), the annual SUSE Career Fair, and individualized career counseling sessions.

SUSEdCareers provides SUSE M.A. and Ph.D. students and alumni the most comprehensive free resources. This system facilitates:

- Accessing employer profiles and job openings
- Finding and managing internship, fellowship, part-time, consulting, and career opportunities
- Submitting a resume for prospective employer review
- Viewing upcoming career services events and programs
- Making appointments for career counseling sessions
- Networking with employers
- Creating a personal career management calendar

CAREER COUNSELING

The School of Education Director of Career Services, Alice McCarty, is available to meet with Ph.D. and Master's students and alumni to discuss their immediate career goals and facilitate their lifelong career management process. This can include assessing career interests, exploring career options, establishing career goals, developing effective job search and networking strategies, conducting mock interviews and critiquing resumes and cover letters. Career counseling appointments with Alice may be scheduled through **SUSEdCareers**, which is the School of Education's online career management system. To register with **SUSEdCareers** and schedule a career counseling appointment with Alice, go to the Career Resources page on the SUSE website at <http://ed.stanford.edu/careers> and click the link to **SUSEdCareers**.

ACCESS TO EMPLOYERS AND ALUMNI

Since the 2008-09 academic year the School of Education's Career Services Office has hosted the annual SUSE Career Fair. During the career fair representatives from public, private, profit and non-profit organizations come to the School of Education to present information about current career opportunities as well as discuss various career paths within their organizations. 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. In the fall of 2008 the School of Education's Career Services Office launched **SUSEdCareers**, our online career search management system. Students and alumni may sign up for the School of Education career fair, recruiting events and career development workshops; access career and internship postings exclusive to Stanford's School of Education; track job search activity; upload resumes for employer review; and schedule counseling appointments. Stanford School of Education students and alumni may register for these services on **SUSEdCareers**. To register go to the Career Resources page on the SUSE website at <http://ed.stanford.edu/careers> and click the link to **SUSEdCareers**.

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. School of Education students can register to access jobs posted on the CDC website: <http://studentaffairs.stanford.edu/cdc/jobs-internships>.

INTERNSHIPS

Paid internships may 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. Students whose programs require an internship or practicum may potentially 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 and staff such as the LDP Internship Specialist 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.

Many 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 business, educational setting, government organizations, higher education institutions, non-governmental organizations, research institutions, etc. 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.

CONTACT INFORMATION

ACADEMIC SERVICES

acadserv@suse.stanford.edu

Assistant Dean of Academic Services
Priscilla Fiden
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650-723-4066
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Director of Career Services
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Karin Forssell, LDT
(650) 723-3340
forssell@stanford.edu

USEFUL LINKS

IMPORTANT STANFORD WEBSITES

ACADEMIC CALENDAR (includes quarterly Enrollment and Registration deadlines)
http://registrar.stanford.edu/academic_calendar/index.htm

Axess
Course Descriptions and Schedule
Stanford Bulletin
Graduate Student Handbook

Asian American Activities Center
Bechtel International Center
Black Community Services Center
Computing and Communication Services
Dean of Research & Graduate Policy
El Centro Chicano
Financial Aid Office
Honor Code
Housing and Dining Services
LGBT Community Center
Libraries
Native American Cultural Center
Office of Accessible Education
Stanford Directory Information
SUSE Faculty Information
Vaden Student Health Service
Women's Community Center

<http://axess.stanford.edu/>
<http://explorecourses.stanford.edu/>
<http://bulletin.stanford.edu>
<http://gap.stanford.edu/>

<http://www.stanford.edu/dept/a3c/>
<http://www.stanford.edu/dept/icenter>
<http://www.stanford.edu/dept/BCSC/>
<http://www.stanford.edu/home/computing/>
<http://www.stanford.edu/dept/DoR/>
<http://www.stanford.edu/dept/elcentro/>
<http://www.stanford.edu/dept/finaid/>
<http://www.stanford.edu/dept/vpsa/judicialaffairs/>
<http://www.stanford.edu/dept/hds/>
<http://www.stanford.edu/group/QR/>
<http://www-sul.stanford.edu/>
<http://www.stanford.edu/dept/nacc>
<http://www.stanford.edu/group/DRC>
<http://stanfordwho.stanford.edu/lookup>
<http://ed.stanford.edu/suse/faculty/index.html>
<http://vaden.stanford.edu/>
<http://www.stanford.edu/group/womenscntr/>

Entire SUSE community:
All doctoral students:
All master's students (non-STEP):
CTE students:
ICE/IEAPA students:
MA/MBA students:
LDT students:
POLS students:
STEP students:

Faculty:
Affiliated Faculty:
Visiting Scholars:
Staff:

SUSE LISTSERVES

susecommunity@lists.stanford.edu
suse-doc-students@lists.stanford.edu
suse-ma-students@lists.stanford.edu
cteclass12@lists.stanford.edu
iceclass12@lists.stanford.edu
jointdegglass12@lists.stanford.edu
ltdclass12@lists.stanford.edu
polsclass12@lists.stanford.edu
step-elem-tc-12@lists.stanford.edu;
step-sec-tc-12@lists.stanford.edu
suse-faculty@lists.stanford.edu
suse-affilfac@lists.stanford.edu
suse-vs@lists.stanford.edu
suse-staff@lists.stanford.edu

SUSE BUILDING ENTRANCE CODES

The Cubberley and 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.