

**COMMITTEE FOR THE REVIEW OF UNDERGRADUATE MAJORS
STANFORD UNIVERSITY**

Date: February 13, 2009

To: Karen Cook, Chair
XLI Senate of the Academic Council

From: Ian Hodder, Chair, Committee for the Review of Undergraduate Majors

Re: Recommendation to Approve an Undergraduate Minor in the School of Education

The Committee for the Review of Undergraduate Majors endorses the School of Education's proposal for an undergraduate minor in Education. C-RUM met with Eamonn Callan (Professor and Associate Dean), Pam Grossman (Professor and faculty sponsor of the Teachers for a New Era grant that is sponsoring the minor), and Jennifer Lynn Wolf (Lecturer and presumptive director of the Minor Program), reviewed the initial proposal, recommended some changes, and approved the revised proposal on January 30, 2009.

The University's policy is that a minor cannot exist unless there is an undergraduate major; in those departments, minors can be approved administratively without going through the Senate approval process. Since the School of Education has no undergraduate major, it was determined that this proposal needed to go through the Faculty Senate review and approval procedures.

Students in the minor must take three core courses to ensure coverage of the disciplines of the field, and electives within one of three subfields, for at least 20 and no more than 30 units, with a minimum of six courses. The core courses are offered either every quarter or once a year, at least two-thirds of the elective courses are offered every year, and the majority of these courses are taught by Academic Council faculty. New courses created in the future will be placed in a subfield as appropriate.

The School of Education (SUSE) agrees with the State of California that teachers must major in a discipline before they take any teacher-certification program, but an education minor can provide more guidance to those students who are planning to become teachers. The SUSE anticipates that the minor will be attractive initially to students majoring in Human Biology, English, and Urban Studies, and possibly Earth Systems students. It will certainly be an advantage for students studying the social science of education along with their major before they apply for a fifth (or credential) year of study, and will also prepare students to think seriously about doctoral studies in education.

The Committee for the Review of Undergraduate Majors therefore recommends that the School of Education be given approval to offer an undergraduate minor in Education, with the authority to nominate candidates for the minor, effective September 1, 2009 and without limit of time.

**COMMITTEE FOR THE REVIEW OF UNDERGRADUATE MAJORS
STANFORD UNIVERSITY**

UNDERGRADUATE MINOR IN EDUCATION

TABLE OF CONTENTS

- I. Letter from C-RUM to the XLI Faculty Senate, dated February 13, 2009.
- II. Proposal of Undergraduate Minor in the School of Education (October 2008).
- III. Revisions to Proposal (January 2009).
- IV. Planned *Bulletin* text for Education Minor.

**PROPOSAL FOR THE
UNDERGRADUATE MINOR IN EDUCATION**

**SUBMITTED TO THE COMMITTEE FOR REVIEW OF UNDERGRADUATE MAJORS
BY THE STANFORD UNIVERSITY SCHOOL OF EDUCATION
OCTOBER , 2008**

Introduction

In the past decade, undergraduates at Stanford have demonstrated increasing interest in studying topics in education. Currently, undergraduate students are taking Education courses designed for graduate students, enrolling in the few courses we offer from time to time for undergraduates, pursuing honor thesis research in education topics, exploring contemporary issues in education such as Teach For America and No Child Left Behind, applying to co-terminal masters programs in education, and asking their major departments if they can pursue self-designed minors in education. Over the past three years, The School of Education has seen over 300 undergraduate students enrolled in our courses (see Appendix 1).

Until now, these undergraduates expressing an interest in education have found their own ways into the Stanford University School of Education (SUSE). But because we are a professional graduate school, avenues into study are not well advertised to undergraduates, and students at large do not realize that they can take courses or explore professional careers in education within SUSE. Too often, universities miss opportunities to help talented undergraduates find their way into professions in education. Given their future roles as voters, parents, and potential school board members, we believe that all Stanford undergraduates stand to benefit from opportunities to think carefully about the role of education in a democracy. We believe that the most rigorous, responsible and effective way to meet undergraduate needs and promote academic consideration of professions in education is through the institution of an Undergraduate Minor in Education.

The Undergraduate Minor in Education we propose requires students to take a core course designed specifically for them that will introduce key concepts and theories in education, and will also serve to form cohorts of undergraduates working towards the minor. Undergraduate students will select one of three pathways within the minor (Teaching and Learning, Policy, or Educational Technology) and complete the minor by taking 6 – 8 additional education courses. SUSE will hire a Director of the Undergraduate Minor to advise students as they design and pursue their minor coursework.

Increasing the Visibility of Education among Undergraduates

An education minor will increase the visibility of the School of Education among undergraduates and greatly enhance Stanford's ability to select and prepare highly qualified teachers, administrators, policy makers, and educational researchers. By giving undergraduate students the opportunity to select education as a field of study, the minor will increase undergraduate awareness of possible professions in education as they begin to identify career interests. A minor in Education will also support faculty in the Humanities and the Sciences who

advise undergraduates and who do not, as yet, have structured ways of helping potential educators identify a particular field of study. As a recruiting tool for the Stanford Teacher Education Program (STEP), a minor will provide undergraduates with opportunities to work with young people in the field and to observe teachers in local schools. Adding the minor to Stanford's rich undergraduate offerings will strengthen the university's commitment to preparing educational leaders who can make a difference for students and schools.

For undergraduates who come to Stanford knowing that they are interested in teaching and other aspects of schooling, an undergraduate minor in education will connect them to the School of Education's programs and faculty. The existence of a minor will signal that the school values undergraduate involvement and will provide an organizational structure to identify and advise students with interests in education.

A minor will also provide an opportunity for students to explore a variety of possible careers in education. Stanford is widely respected as a leader among universities preparing the world's top lawyers, doctors, engineers, and entrepreneurs; undergraduates intending to enter these fields have both ample company and access to advisors who can help them prepare for graduate and professional schools. However, students who express an interest in education can find it difficult to access equivalent support and information. We have recently made strides toward increasing the visibility of careers in education at the university; starting three years ago, students can select "education" from a list of professional interests on their entry advisement forms. However, those who check off this box do not have an advisor with whom to consult about possible courses or internships, nor a cohort of students who share their interests. Creating a minor would provide for better advising and support for such students. Stanford has recently received a grant from the Woodrow Wilson Foundation to select and support exceptional undergraduates who intend to teach. An undergraduate minor would provide more of a cohort-like structure for the Woodrow Wilson Fellows, among others.

By encouraging fieldwork experiences such as tutoring, classroom visits, and teaching assistantships, the core and foundational courses of the undergraduate minor will also help those interested in careers in education gain some experience working with students and schools. Such experiences are essential in helping potential educators gain a clearer vision of what it will mean to work with children and to become a part of the educational system. A minor will also allow students from across disciplines to select education as a secondary course of study, one that will lend a particular lens to their work in their chosen content area. Though a person majoring in physics might be unsure about which professional path she will follow after graduation, coursework in education may help her see the possibilities of becoming a physics teacher. Similarly, a political science major might become more focused on the challenges of education policy. By providing coherent coursework pathways and advisement, a minor will help these students make connections between their studies and issues in education.

Leading the Way in Thinking about Undergraduate Education

In 1970, the state of California confined teacher education to post-baccalaureate programs, limited to a single year. While this policy change has produced the desired result of undergraduates arriving to graduate credential programs with expertise in particular subject areas, it has also meant that students have little time, means, or incentive to study education topics and courses as undergraduates. While we have no interest in returning to the days when young adults arrived to the teaching profession armed "only" with a degree in education, we join

with our colleagues at other research institutions in considering best ways to prepare undergraduates in the fields of education. We know from research done by our own faculty that a great deal is to be gained from having undergraduate students study topics in education concurrently with their major studies of interest, and SUSE sees the Undergraduate Minor in Education as a best means of promoting this practice.

In pursuing an undergraduate minor in Education, SUSE joins a collection of universities currently considering best methods for reaching out to college students at the time that they are formulating their professional goals. Our local and public neighbors have begun offering minors in education to undergraduates, most notably, the University of California at Berkeley (offering two different undergraduate minors in education), the University of California at Los Angeles Center X, and The University of Washington College of Education. Private university schools and colleges of Education are, at this time, most commonly offering coterminal, 4 + 1 programs that allow undergraduates to pre-take education courses that lead them into graduate programs; Harvard University, Mills College and The University of Virginia are examples of this approach. Still other universities, such as Brown University, have carved out “concentrations” in Education for undergraduates. Northwestern University currently requires undergraduates to double major in both education and an additional field of study. SUSE sees the Undergraduate Minor, in part, as a means to join its professional colleagues in researching best practices in how to support undergraduates who express strong interest in education. In this vein, along with the mechanics of the minor, SUSE is designing methods of following minor alums past graduation to best understand how this minor plays out in the field.

Structure, Requirements and Administrative Support

The proposed undergraduate minor requires students to enroll in one core course, and then choose from a selection of additional foundational and elective courses for a total of 6 to 8 classes, or 20-25 units. The core courses are drawn from those that are currently offered by the School of Education. While no brand new courses will need to be developed for the minor, additional sections of the main core course, Education 101, may be required. The elective courses are drawn from the School of Education and occasionally from Humanities & Science departments across the campus. While no new courses will need to be developed in other departments, the list of possible electives (see Appendix A) will need to be continuously updated to reflect courses that are both available and relevant to those interested in various educational issues and careers.

Elective coursework is organized into three pathways to address students with different career interests. Those interested in teaching and schooling, including counseling and school leadership, will enroll in the *Teaching and Learning* pathway. Those interested in educational policy and research will enroll in the *Policy* pathway. Those interested in educational technology will enroll in the *Technology* pathway. The pathways are organized as flexible suggestions for study. Those interested in becoming teachers will be encouraged to take electives that are relevant to the content area(s) that they plan to teach. (See Appendix B for a complete articulation of these pathways.)

SUSE brings this minor proposal to Academic Senate with support from SUSE faculty. Our faculty is interested in reaching out to undergraduates to confirm professional goals, but acknowledges a need for administrative assistance in doing so effectively. Thus, our proposal for an undergraduate minor in education comes with the proposal to institute a Director of

Undergraduate Studies within the School of Education. The purpose of this position is not to ultimately institute an undergraduate major, but rather to provide thoughtful, organized guidance to undergraduates as they pursue a minor, to monitor student progress through the minor and maintain rigorous standards for study.

As it stands now, undergraduates find their way into School of Education courses largely by word of mouth and happenstance. Some attempt to create ad hoc education minors or areas of concentration within their majors; many look for permission and assistance to adapt graduate level courses to their own paths of study. As our faculty are schooled in advising graduate students, they are largely unfamiliar with the undergraduate experience and requirements. A Director of Undergraduate study would be knowledgeable about undergraduate education at Stanford, would communicate with the office of Undergraduate Education and with majors and departments across the university. The Director would advise and supervise the undergraduates and act as a SUSE faculty liaison. An important component of the School of Education Minor design is the requirement of a course minor course (Ed101: Undergraduate Teaching Practicum), a course designed specifically and exclusively for undergraduate students. This course would be taught by the Director, and serve to establish a cohort of students pursuing a minor, allowing further communication and support within the program.

**APPENDIX A:
COURSES FOR THE PROPOSED UNDERGRADUATE MINOR IN EDUCATION**

*Note: Courses that fulfill General Education Requirements are marked with an asterisk.
Courses that offer a fieldwork component are so indicated in parentheses.*

<p>CORE COURSE</p> <ul style="list-style-type: none"> • Education 101: Undergraduate Teaching Practicum (3-5)
<p style="text-align: center;">FOUNDATION COURSES</p> <p><i>Undergraduates seeking a minor in education enroll in at least two of the following courses.</i></p> <ul style="list-style-type: none"> • Educ.102. Culture, Class, and Educational Opportunity (2) • Educ.103a. Tutoring: Seeing a Child through Literacy (4) • Educ.103b. Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices (3-5) • Educ.103c. Education Policy, Diversity, and English Learners (3-4) • Educ.110. Sociology of Education* (4) • Educ.112X. Urban Education (3-4) • Educ.179. Urban Youth and Their Institutions: Research and Practice

<p>ELECTIVES</p> <p><i>Undergraduates seeking a minor in education enroll in 4 - 5 of the following courses in one of the three pathways outlined below (A, B, or C).</i></p>		
<p>Courses from the School Of Education</p> <p><i>Courses shaded dark gray have enrolled an average of fifteen or more undergraduates in the last 3 years. Courses shaded light gray have enrolled an average of 8 -15 or more undergraduates in the last 3 years. Averages are indicated in the lower right corner of the shaded cells.</i></p>		
Electives: Path A	Electives: Path B	Electives: Path C
Teaching and learning	Policy	Technology
EDUC 98X. Service Learning	EDUC 102. Culture, Class	EDUC 102. Culture, Class

Practicum (1) <i>(fieldwork)</i> 22	and Educational Opportunity (2) <i>(fieldwork)</i> 10	and Educational Opportunity (2) <i>(fieldwork)</i> 10
EDUC 93Q. Young Children's Mathematical Thinking and Learning (3) <i>(fieldwork)</i> 12	EDUC 103B. Race, Ethnicity, and Linguistic Diversity in Classrooms (3-5) 13	EDUC 106. Interactive Media in Education (3-5)
EDUC 102 Culture, Class and Educational Opportunity (2) <i>(fieldwork)</i> 10	EDUC 103C. Educational Policy, Diversity and English Learners (3-4) <i>(fieldwork)</i> 17	EDUC 122X. From Local to Global: Collaborations for International Environmental Education (2)
EDUC 103A. (Same as SOC. 103A) Tutoring: Seeing a Child through Literacy (4) 18	EDUC 107. The Politics of International Cooperation in Education (3-4)	EDUC 124. Collaborative Design and Research of Technology: Integrated Curriculum (3-4)
EDUC 103B. Race, Ethnicity, and Linguistic Diversity in Classrooms (3-5) 13	EDUC 104X. Conduct of Research with and in Communities (3-4) <i>(fieldwork)</i>	EDUC 137X. Social Justice in Education (3) *
EDUC 103C. Educational Policy, Diversity and English Learners (3-4) <i>(fieldwork)</i> 17	EDUC 110. Sociology of Education (4)	EDUC 147X. Human-Computer interaction in Education (3)
EDUC 104X. Conduct of Research with and in Communities (3-4) <i>(fieldwork)</i>	EDUC 112X. Urban Education (3-4) 16	EDUC 106. Interactive Media in Education (3-5)
EDUC 110. Sociology of Education (4)	EDUC 113X. Gender and Sexuality in Schools (3)	EDUC 199A.B.C. Undergraduate Honors Seminar (1)
EDUC 111. The Young Adult Novel: A Literature for and about Adolescents (5)	EDUC 115Q. Identities, Race and Culture in Urban Schools (3) <i>(fieldwork)</i> 18	EDUC 208B. Curriculum Construction (3-4)
EDUC 112X. Urban Education (3-4) 16	EDUC 119X. Writing about education (1-3)	EDUC 218. Topics in Learning and Cognition (3)
EDUC 113X. Gender and Sexuality in Schools (3)	EDUC 121X. Leadership and Civic Responsibility (2)	EDUC 298. Online Communities of Learning (3)

EDUC 115Q. Identities, Race and Culture in Urban Schools (3) (<i>fieldwork</i>) 18	EDUC 122X From Local to Global: Collaborations for International Environmental Education (2)	EDUC 342. Child Development and New Technologies (1-3)
EDUC 116X. Service Learning as an Approach to Teaching (3)	EDUC 123X. Contexts that Promote youth Development: Understandings of Effective Interventions (2-4) 12	
EDUC 119X. Writing about education (1-3)	EDUC 136. World, Societal, and Educational Change: Comparative Perspectives (4-5)	
EDUC 123X. Contexts that Promote youth Development: Understandings of Effective Interventions (2-4) 12	EDUC 137X. Social Justice in Education (3)*	
EDUC 137X. Social Justice in Education (3)*	EDUC 146X. Perspectives on the Education of Linguistic Minorities (3-5)	
EDUC 144X Elementary Child Development (4)	EDUC 178X. Latino Families, Languages and Schools (3-5) 11	
EDUC 146X. Perspectives on the Education of Linguistic Minorities (3-5)	EDUC 179. Urban Youth and Their Institutions: Research and Practice (4-5)	
EDUC 148X. Critical Perspectives on Teaching and Tutoring English Language Learners	EDUC 179B. Youth Empowerment and Civic Engagement (2-4)	
EDUC 149. (Same as SPANLIT 207) Theory and issues in the Study of Bilingualism (3-5)	EDUC 199A.B.C. Undergraduate Honors Seminar (1)	
EDUC 171. Early Education Practicum (2-4)	EDUC 197. Education and the Status of Women: Comparative Perspective* (4-5) 8	

EDUC 177. Education of Immigrant Students: Psychological Perspectives (4)	EDUC 201. History of Education in the United States (same as HISTORY 158) (3-4)	
EDUC 178X. Latino Families, Languages and Schools (3-5) 11	EDUC 201A. History of African American Education (3-4)	
EDUC 179. Urban Youth and Their Institutions: Research and Practice (4-5)	EDUC 201B. Education for Liberation (3-4)	
EDUC 179B. Youth Empowerment and Civic Engagement (2-4)	EDUC 202. Introduction to Comparative and International Education (4-5)	
EDUC 193A. Listen Up! Peer Counseling Skills (2) (<i>applications</i>) 20	EDUC 202I. Education Policy Workshop in Comparative and International Education (3-4)	
EDUC 193B. Peer Counseling in the Chicano/Latino Community (1)	EDUC 204. Introduction to the Philosophy of Education (3)	
EDUC 193C. Peer Counseling in the African American Community (1)	EDUC 205X. The Impact of Social and Behavioral Science Research on Educational Issues (3)	
EDUC 193 F. Psychological Well-Being on Campus: Asian American Perspectives (1)	EDUC 208C. Curriculum in Theory and Policy (4)	
EDUC 193N. Peer Counseling in the Native American Community (1)	EDUC 220A. Introduction to the Economics of Education (4)	
EDUC 197. Education and the Status of Women: Comparative Perspective * (4-5) 8	EDUC 220B. Introduction to the Politics of Education (4)	
EDUC 198X. (Same as PWR> 198X) Ravenswood Writes (3) (<i>fieldwork</i>)	EDUC 220D. History of School Reform: Origins, Outcomes, Policies, and Explanations (3-5)	

EDUC 199A.B.C. Undergraduate Honors Seminar (1)	EDUC 221A. Policy Analysis in Education (4-5)	
EDUC 201. History of Education in the United States (same as HISTORY 158) (3-4)	EDUC 223. Good Schools: Research, Policy and Practice (3-4)	
EDUC 201A. History of African American Education (3-4)	EDUC 323A. Introduction to Education Policy Analysis (3)	
EDUC 201B. Education for Liberation (3-4)	EDUC 354X. School-Based Decision Making (4)	
EDUC 204. Introduction to the Philosophy of Education (3)		
EDUC 205X. The Impact of Social and Behavioral Science Research on Educational Issues (3)		
EDUC 208B. Curriculum Construction (3-4)		
EDUC 218. Topics in Learning and Cognition: Play (3) (<i>applications</i>)		
EDUC 219E. Visual Arts in Elementary Education (3-4)		
EDUC 235 X. Teaching the Unteachable: Teaching and Representing the Holocaust (3-5)		
EDUC 243. Writing Across Languages and Cultures: Research in Writing and Writing Instruction (3-4)		

EDUC 304. The Philosophical and Educational Thought of John Dewey (4)		
EDUC 342. Child Development and New Technologies (1-3)		
EDUC 369. Human Cognitive Abilities (3)		
EDUC 370X Theories of Cognitive Development (3)		

**APPENDIX B:
ARTICULATION OF UNDERGRADUATE MINOR IN EDUCATION PATHWAYS**

Path A: Teaching and Learning

The courses for an undergraduate minor in education with an emphasis on preparation for teaching are selected to help students develop an understanding of the social contexts of education, pedagogical thinking, and the role of education in a democratic society. They are also selected to provide students with additional field experiences (above that required by the core) such as opportunities to tutor youth at local schools.

Path B: Policy

The courses for an undergraduate minor in education with an emphasis on policy are selected to introduce students to the current challenges facing public education as well as perspectives on the historical and ethical issues connected with educational policy.

Path C: Technology

The courses for an undergraduate minor in education with an emphasis on technology will attract students who are interested in careers relating to educational software, learning communities, and distance learning. These courses will help students develop an understanding of how children learn, the contexts of modern schooling, and perspectives about the role of technology in the classroom.

**APPENDIX C:
BULLETIN TEXT**

The Stanford School of Education offers an undergraduate minor in Education. This minor is designed for students who, while pursuing a major in another program, seek a comprehensive introduction to issues of education. Students electing to minor in education choose one of three minor pathways: Teaching and Learning; Education Policy; and Technology and Education. Minor students are required to enroll in the minor core course, Ed101, and to select 6 – 8 additional foundational and elective courses for a total of 20-25 units.

TO: Committee for the Review of Undergraduate Majors and Minors

FROM: The School of Education
Jennifer Wolf, Pam Grossman & Eamonn Callan

DATE: January, 2009

RE: Application for the Undergraduate Minor in Education
7 pages, including this cover memo

We have designed the attached information to answer the concerns C-RUM raised in its feedback to our initial application in November 2008. Information contained in our initial application, explaining how the proposal for a Minor in Education developed, describing faculty and institutional support, and detailing how a Minor in Education addresses current student and educational needs, continues to hold true.

The attached information is organized under the specific text of C-RUM's concerns. The first section addresses C-RUM's concerns about purpose & organization of the minor with our proposed Bulletin text describing the structure of the Education Minor. This Bulletin text is significantly more detailed than our first submission; underlined portions most specifically address C-RUM's stated concerns. The second section addresses C-RUM's concern about the difference between our proposed minor and our undergraduate honors program. The third section addresses C-RUM's questions about the required core course for our minor with a description of the course and attached course materials.

We look forward to the opportunity to discuss our proposal further with C-RUM members at 9:15 on Friday morning, January 30.

C-RUM Concerns 1 & 4:

Highlight clear and compelling reasons for an Undergraduate Minor in Education.

Provide further explanation and organization to distinguish among minor pathways.

Proposed Bulletin Text

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

Students interested in pursuing an undergraduate Minor in Education begin by contacting the Minor Director (*insert contact info here*), who is responsible for advising all candidates and approving each student's Minor Plan of Study. Applications for the minor are due no later than the second quarter of the junior year.

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

Course Requirements & Distribution

1. All minor students are required to take the minor core course:

Ed101: Undergraduate Teaching Practicum, which addresses foundational issues in Education and requires field observations in school sites. This course is research-writing intensive.

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

Educ.103b: Socio-cultural Theory and Practices: Diversity in Classrooms

Educ.110. Sociology of Education: The Social Organization of Schools

Educ.179. Urban Youth and Their Institutions: Research and Practice

Ed201. History of Education in the United States

Ed203. The Anthropology of Education

Ed204. Introduction to Philosophy of Education

3. Students identify one of three subfields of study within the minor in which to take at least 3 elective courses. Established subfields of study within the minor are listed below with corresponding elective courses.

Subfield 1: Teaching and Learning

Ed111. The Young Adult Novel: A Literature for & About Adolescents
Ed116x. Service Learning as an Approach to Teaching
Ed137. Social Justice in Education
Ed144x. Elementary Child Development
Ed149. Theory & Issues in the Study of Bilingualism
Ed165. History of Higher Education in the U.S.
Ed171. Early Childhood Education Practicum
Ed197. Education, Gender and Development
Ed208. Curriculum Construction
Ed218. Topics in Learning and Cognition
Ed223. Good Schools: Research, Policy & Practice
Ed256. Psychological & Educational Resilience Among Children & Youth

Subfield 2: Education Research and Policy

Ed104x. The Conduct of Research in Communities
Ed107. The Politics of International Cooperation in Education
Ed119x. Writing about Education
Ed122x. Collaborations for International Environmental Education
Ed123x. Contexts that Promote Youth Development
Ed113x. Gender & Sexuality in the Schools
Ed177. Education of Immigrant Students: Psychological Perspectives
Ed223. Good Schools: Research, Policy & Practice

Subfield 3: Educational Technology

Ed106. Interactive Media and Education
Ed124. Design & Research of Technology: Integrated Curriculum
Ed144x. Elementary Child Development
Ed208. Curriculum Construction
Ed218. Topics in Learning and Cognition
Ed239. Emerging Issues in Child and Adolescent Development
Ed303x. Designing Learning Spaces
Ed333a. Understanding Learning Environments
Ed333b. Imagining the Future of Learning
Ed342. Child Development and New Technologies

Coursework completed for the Educational Minor must meet the following criteria:

1. All courses must be taken for a letter grade.
2. All courses must be completed with a minimum GPA of 3.0.
3. Courses used to fulfill the minor may not be used to fulfill any other department degree requirements (major or minor).
4. All courses must be taken at Stanford University.

C-RUM Concern 2:

Clarify the difference between the Honors Program in Education and the Undergraduate Minor in Education.

Undergraduate students apply to the Honors Program in Education to conduct original research related to issues in education. SUSE Honors Students develop original research questions and hypotheses, and design research plans, instruments and projects. They collect and analyze data, and write and present an honors thesis. Honors students enroll in a year-long seminar designed to guide them through the research process during the senior year of their studies.

Undergraduates who pursue a minor in education, instead, will take coursework to further their understanding of topics and careers in education. Typically undergraduates will need at least two academic years to satisfy the minor requirements, and could begin minor studies as early as their sophomore year. The distinction drawn between the Education Honors Program and the proposed Undergraduate Minor in Education is similar to the distinction drawn by the other University departments and programs that offer students both the opportunity to take a minor and/or enroll in an Honors Program. Interested students could conceivably do both, but enrollment in one program would not automatically result in completion of the other.

C-RUM Concern 3:

Provide further information about the nature and design of minor core course Ed101.

The course Ed101: Undergraduate Teaching Practicum is a course taught for its fifth consecutive year this fall 2008. Originally designed to be a component of the Stanford Teacher Education Program (STEP) co-term program, it is currently being taught as a 4 unit introductory course that allows students to enter classrooms in a structured way while considering educational research and theory in a university course setting.

Students are placed in individual classrooms in our partner schools, matched to their subject matter interests, to complete 10 hours of structured observation. The observations result in five sets of academic field notes, which in turn form the basis for a teaching case study handed in as the final course product. In addition to experience in the schools, weekly course meetings consider a variety of seminal and contemporary issues in teaching and education with required readings, activities and discussion. Please see the attached syllabus for the course.

To further clarify, undergraduate students do not practice teaching in this course, nor do they act as tutors or provide other forms of community service in the school, as is perhaps the case with other practicum courses. Instead, students use their classroom observations as a means of grounding and more deeply considering the issues and challenges in education and teaching that organize the academic structure of the course.

Education 101
Undergraduate Teaching Practicum

Autumn 2008

Wednesdays, 4:15 – 6:05 / Meyer 143

Course Instructors

Jennifer Lynn Wolf
office: 324 Cubberley
phone: 650.721.2246
email: jlwolf@stanford.edu

Crystal Yang
phone: 650.387.7227
email: crystal.yang@stanfordalumni.org

Course Objectives

- To promote the study of teaching as complex profession, one with a particular history, knowledge base, philosophies, skills, abilities and attitudes.
- To learn and practice the methodologies of field observation and case study in the setting of the public school classroom.
- To help Stanford undergraduates explore and confirm career interests in education, and specifically in teaching.

School Placement Experience & Course Meeting Schedule

A key component of this course is the school placement experience for which Stanford students observe elementary and secondary teachers for a minimum of 2 hours per week. Students will be placed in local, partner schools affiliated with the Stanford Teacher Education Program (STEP). Students will be responsible for their own transportation; however, we will facilitate your placements and discuss transportation options in class.

This course meets once weekly as a class, on Wednesday afternoons from 4:15-6:05 in Meyer 143. We will not use the Monday time slot as a class meeting time; instead, this time slot represents the time you will spend in our secondary school placements.

Course Readings

Required course readings will be from 3 texts listed below, as well as from the course reader, and are itemized in the course calendar below. Texts on reserve can be found in Cubberley Education Library.

- National Research Council. (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington Academy Press.
- Marzano, R.J. (2007). *The Art & Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Banner, J.M. & Cannon, H.C. (1997). *The Elements of Teaching*. New Haven, CT: Yale University Press.

Course Assignments

- 1) *Field Notes*: Field notes are a structured method of collecting and recording information about teaching from your school placement experiences. Field notes ask you to record observations and interviews and to reflect on your own learning; they also become a central data source for the final teacher case study. A total of five sets of field notes are required during the quarter, each to be submitted electronically to your assigned instructor by 5PM on an agreed upon day of the week. Further guidelines for the field notes will be handed out in class.
- 2) *Case Study Draft & Response*: You are required to submit two copies of a draft of the teacher case study (see below) before the Thanksgiving break – one copy to the instructors for their feedback, and one to be exchanged with a peer for his or her feedback. In turn, over the Thanksgiving break you

will be asked to read a peer's case study draft and provide thoughtful feedback. Guidelines for providing peer feedback will be distributed in class.

- 3) *Final Teaching Case Study*: The final requirement and main written product for this course is the Teacher Case Study, which asks students to use the material we read and discuss in the course to analyze the data you have collected via field notes during your school placement experience. The resulting case study will combine observations, interviews and main ideas from course readings to offer a complete and complex picture of teaching. Detailed guidelines for completing the case study and model case studies will be distributed in class.

Course Grading & Expectations

20%	Course Participation
40%	Field Notes
40%	Teaching Case Study

- This course expects professional attendance and conduct in the school placement experience. Reliable, timely arrival and professional dress are strict expectations of the field work for this course, as well as clear, open communication with your placement teacher and notification to course instructors of any concerns or issues in the field.
- Regular, timely attendance of our Wednesday course meetings is required. If, for any reason, you must miss a class, be sure to inform the instructors and arrange for a colleague to take notes and to pick up any materials.
- Participation is an essential component of a practicum course, and therefore worth 20% of the course grade. Participation takes into account attendance, timeliness, participation in course discussions and exercises, and focused attention in class and while in your observation placements.

Course Calendar

Weeks 1 & 2: How have history and philosophy shaped the ways we view teaching?

Wednesday, September 24

Reading Due: Oakes & Lipton, Chpt. 3 Philosophy & Politics, from Teaching to Change the World,

Wednesday, October 1

Readings Due: Palmer, P., The Meanings of Public Education
Freire, P. The Banking Concept of Education
Sizer, T., The Meanings of Public Education
Good, T. & Brophy, J., Looking in Classrooms

Weeks 3 & 4: How does knowledge and learning research inform teaching?

Wednesday, October 8 **Field Notes #1 due**

Readings Due: Wilson, S., Schulman, L., & Richert, A., 150 Ways of Knowing
Berliner, D., In Pursuit of the Expert Pedagogue

Wednesday, October 15 **Field Notes #2 due**

Readings Due: National Council of Research, How People Learn, Part III: Teachers and Teaching

Weeks 5 & 6: What are the skills and abilities of teaching?

Wednesday, October 22 **Field Notes #3 due**

Readings Due: Marzano, R., The Art and Science of Teaching

Wednesday, October 29 **Field Notes #4 due**

Readings Due: Darling-Hammond, Teaching and Learning for Understanding

Weeks 7 & 8: What are the attitudes of teaching?

Wednesday, November 5 **Field Notes #5 due**

Readings due: Banner, J. & Cannon, H., The Elements of Teaching

Wednesday, November 12

Readings due: Lampert, M., An Instance of Teaching Practice

Weeks 9, 10 & Finals: How do case studies inform what we know about teaching?

Wednesday, November 1

Readings due: STEP Case Studies, Traudt, Corti & French

Wednesday, November 26 THANKSGIVING BREAK – NO CLASS –

First Draft of Teaching Case Study Due

Wednesday, December 3 Feedback on case study due to peer partner

Wednesday, December 10 **FINAL CASE STUDY DUE**

ATTACHMENT IV. BULLETIN TEXT FOR EDUCATION MINOR

The Stanford University School of Education awards an undergraduate minor in the field of Education. The minor is structured to provide a substantial introduction to K-12 education through a broad-based and focused study of educational research, theory and practice. The goals of the minor are to allow undergraduates to develop an understanding of the core issues facing educators and policymakers, to make connections to their major programs of study, and to provide rigorous preparation for graduate studies in education.

Students interested in pursuing an undergraduate Minor in Education begin by contacting the Minor Director (*insert contact info here*), who is responsible for advising all candidates and approving each student's Minor Plan of Study. Applications for the minor are due no later than the second quarter of the junior year.

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

Course Requirements & Distribution

1. All minor students are required to take the minor core course:
EDUC 101: Undergraduate Teaching Practicum, which addresses foundational issues in Education and requires field observations in school sites. This course is research-writing intensive.
2. All students are required to take two of the following foundational courses:
EDUC 103b: Socio-cultural Theory and Practices: Diversity in Classrooms
EDUC 110. Sociology of Education: The Social Organization of Schools
EDUC 179. Urban Youth and Their Institutions: Research and Practice
EDUC 201. History of Education in the United States
EDUC 203. The Anthropology of Education
EDUC 204. Introduction to Philosophy of Education
3. Students identify one of three subfields of study within the minor in which to take at least 3 elective courses. Established subfields of study within the minor are listed below with corresponding elective courses.

Subfield 1: Teaching and Learning

EDUC 111. The Young Adult Novel: A Literature for and About Adolescents
EDUC 116x. Service Learning as an Approach to Teaching
EDUC 137. Social Justice in Education

EDUC 144x. Elementary Child Development
EDUC 149. Theory and Issues in the Study of Bilingualism
EDUC 165. History of Higher Education in the U.S.
EDUC 171. Early Childhood Education Practicum
EDUC 197. Education, Gender and Development
EDUC 208. Curriculum Construction
EDUC 218. Topics in Learning and Cognition
EDUC 223. Good Schools: Research, Policy and Practice
EDUC 256. Psychological and Educational Resilience among Children & Youth

Subfield 2: Education Research and Policy

EDUC 104x. The Conduct of Research in Communities
EDUC 107. The Politics of International Cooperation in Education
EDUC 119x. Writing about Education
EDUC 122x. Collaborations for International Environmental Education
EDUC 123x. Contexts that Promote Youth Development
EDUC 113x. Gender and Sexuality in the Schools
EDUC 177. Education of Immigrant Students: Psychological Perspectives
EDUC 223. Good Schools: Research, Policy and Practice

Subfield 3: Educational Technology

EDUC 106. Interactive Media and Education
EDUC 124. Design and Research of Technology: Integrated Curriculum
EDUC 144x. Elementary Child Development
EDUC 208. Curriculum Construction
EDUC 218. Topics in Learning and Cognition
EDUC 239. Emerging Issues in Child and Adolescent Development
EDUC 303x. Designing Learning Spaces
EDUC 333a. Understanding Learning Environments
EDUC 333b. Imagining the Future of Learning
EDUC 342. Child Development and New Technologies

Coursework completed for the Education Minor must meet the following criteria:

5. All courses must be taken for a letter grade.
6. All courses must be completed with a minimum GPA of 3.0.
7. Courses used to fulfill the minor may not be used to fulfill any other department degree requirements (major or minor).
8. No more than one course from outside the School of Education may be used to complete the minor requirements; such cross-listed courses must be individually approved by the Minor Director.
9. All courses must be taken at Stanford University.