Academic Policies and Statements

COMPLIANCE WITH UNIVERSITY POLICIES

Registration as a student constitutes a commitment by the student to abide by University policies, rules, and regulations, including those concerning registration, academic performance, student conduct, health and safety, use of the libraries and computing resources, operation of vehicles on campus, University facilities, and the payment of fees and assessments. Some of these are set forth in this bulletin while others are available in relevant University offices.

Students should take responsibility for informing themselves of applicable University policies, rules, and regulations. A collection is available on the Stanford University policy web site at http://www.stanford.edu/home/administration/policy.html. Many are also set forth in the Research Policy Handbook and the Graduate Student Handbook.

The University reserves the right to withhold registration privileges or to cancel the registration of any student who is not in compliance with its policies, rules, or regulations.

REGISTRATION AND RECORDS

REGISTRATION AND STUDY LISTS

Students register for each term by submitting a Registration Commitment through the mail, in person, or through the computerized registration system, Axess. No student may attend any classes without a valid student identification card.

As early as possible, but no later than the second Sunday of the quarter, students (including those with TGR status) must submit to the Registrar’s Office, via Axess, a study list to enroll officially in classes for the quarter. Students may not enroll in more units than their tuition charge covers, nor enroll in courses for zero units unless those courses, like TGR, are defined as zero-unit courses. Undergraduate students are subject to academic load limits described in the “Amount of Work” section below.

The University reserves the right to withhold registration from, and to cancel the advance registration or registration of, any student having unmet obligations to the University.

For full registration procedures, see the quarterly Time Schedule.

STUDY LIST CHANGES

Students may add courses or units to their study lists through the end of the third week of classes. (Individual faculty may choose to close their classes to new enrollments at an earlier date.) Courses or units may be added only if the revised program remains within the normal load limits.

Courses may be dropped by students through the end of the fourth week of classes, without any record of the course remaining on the student’s transcript. No drops are permitted after this point, regardless of the grade or notation recorded in the course.

A student may withdraw from a course after the drop deadline through the end of the eighth week of each quarter. In this case, a grade notation of ‘W’ (for “Withdraw”) is automatically recorded on the student’s transcript for that course. Students who do not officially withdraw from a class by the end of the eighth week are assigned the appropriate grade or notation by the instructor to reflect the work completed.

Through the end of the sixth week of classes, students may elect the grading option of their choice in courses where the option of letter or Credit/No Credit grading is offered.

If the instructor allows a student to take an ‘I’ (incomplete) in the course, the student must make the appropriate arrangements for that with the instructor by the last day of classes.

These policies reflect changes adopted by the Faculty Senate on June 2, 1994 which were effective Autumn Quarter 1995-96. The deadlines described above follow the same pattern each quarter but, due to the varying lengths of Stanford’s quarters, they may not always fall in exactly the week specified. Students should consult the Time Schedule for the deadline dates each term.

REPEATED COURSES

Students may not enroll in courses for credit for which they received either Advanced Placement or transfer credit.

Some Stanford courses may be repeated for credit; they are specially noted in this bulletin. Most courses may not be repeated for credit. Under the general University grading system, when a course which may not be repeated for credit is retaken by a student, the following special rules apply:

1. A student may retake once any course on his or her transcript (regardless of grade or notation earned), or from which she or he withdrew, and have the original grade or notation replaced by the notation ‘RP’ (repeated course). When retaking a course, the student must enroll in it for the same number of units originally taken. Upon completion of the retake, units for the first occurrence are automatically lowered to zero, the grade is changed to an ‘RP,’ and the second occurrence is flagged on the student’s transcript to indicate that it is a repeated course.

2. The student may not retake the same course again (for a third time), unless he or she received a ‘NC’ (No Credit), ‘NP’ (Not Passed), or ‘W’ (Withdraw) when it was taken the second time. Upon completion of the third attempt, the units for the first and second time are automatically lowered to zero. The third attempt appears on the transcript with its units, grade, and the special flag to indicate that it is a repeated course.

These policies reflect changes adopted by the Faculty Senate on June 2, 1994.

AMOUNT OF WORK

The usual amount of work for undergraduate students is 15 units per quarter; 180 units are required for graduation. Registration for fewer than 12 units is rarely permitted and may cause the undergraduate to be ineligible for certification as a full-time student. The maximum is 20 units (21 if the program includes a 1-unit activity course). The maximum may be exceeded only for compelling reasons. A past superior academic performance is not considered to be sufficient justification for exceeding the maximum. Petitions for programs of fewer than 12 or more than 20 units must be signed by the student’s adviser and submitted for consideration to the Office of Academic Standing, Old Union, room 141. For additional information regarding satisfactory academic progress, refer to the “Academic Standing” section of this bulletin (below).

Graduate students are normally expected to enroll in no more than 24 units; registration for more than 24 units must be approved by the department. Under certain circumstances, graduate students may register on a part-time basis. See the “Tuition, Fees, and Housing” section of this bulletin.

During the eight-week Summer Quarter, 16 units is the maximum for all students. For details, see the Stanford University bulletin, Summer Session Catalogue, 2002.

UNIT OF CREDIT

Every unit for which credit is given is understood to represent approximately three hours of actual work per week for the average student. Thus, in lecture or discussion work, for 1 unit of credit, one hour per week may be allotted to the lecture or discussion and two hours for preparation or subsequent reading and study. Where the time is wholly occupied with drawing, field, or laboratory work, or in the classroom work of conversation classes, three full hours per week through one quarter are expected of the student for each unit of credit; but, where such work is supplemented by systematic outside reading or experiment under the direction of the instructor, a reduction may be made in the actual drawing, field, laboratory, or classroom time as seems just to the department.
AUDITING

No person shall attend any class unless he or she is a fully registered student enrolled in the course or meets the criteria for auditors. Auditors are not permitted in courses that involve direct participation such as language or laboratory science courses, fieldwork, art courses with studio work, or other types of individualized instruction. Auditors are expected to be observers rather than active participants in the courses they attend, unless the instructors request attendance on a different basis. Stanford does not confer credit for auditing, nor is a permanent record kept of courses audited.

In all cases of auditing, the instructor’s consent and the Registrar’s approval are required. Further information is available from the Registrar’s Office.

WITHDRAWAL FOLLOWING REGISTRATION

Students who wish to withdraw from the current quarter, or from a quarter for which they have registered in advance and do not wish to attend, must file a leave of absence petition with the Registrar’s Office. More information is available in the “Refunds” section of this bulletin and, for graduate students, in General Requirements in the “Graduate Degrees” section of this bulletin.

RECORDS

TRANSCRIPTS

Transcripts of Stanford records are issued by the Registrar’s Office upon the student’s request when submitted in writing or via the online Axess system. There is no charge for official transcripts. The courses taken and grades given in one quarter will not appear on any student’s transcript until all grades received by the grade deadline have been recorded; generally, this is two weeks after final exams. The University reserves the right to withhold transcripts or records of students with unmet obligations to the University.

CERTIFICATION OF ENROLLMENT OR DEGREES

The Registrar’s Office can provide oral or written confirmation of registration, enrollment, or degree status. The printed certification can be used whenever enrollment or degree verification is required for car insurance, loan deferments, medical coverage, scholarship purposes, and so on. Using Axess, students are able to order an official certification, at no charge, that can be picked up at the Registrar’s Office on the next business day. Certification of full- or part-time enrollment cannot be provided until after the quarterly study list is filed.

Degrees are conferred quarterly, but diplomas are issued at the Commencement exercises which are held only in June. After conferral, the degree awarded to a student can be verified by contacting the Registrar’s Office for an official transcript, a certification form, or an oral confirmation via telephone. Requests for transcripts must be made by the student in writing or through Axess.

Full-time enrollment for undergraduates is considered to be enrollment in a minimum of 12 units of course work per quarter at Stanford. Work necessary to complete units from previous quarters will not count toward the 12 units necessary for full-time status in the current quarter. Enrollment in 8 to 11 units is considered half-time enrollment. Enrollment in 1 to 7 units is considered less-than-half-time, or part-time enrollment.

All undergraduate students validly registered at Stanford are considered to be in good standing for the purposes of enrollment certification. Stanford uses the following definitions to certify the enrollment status of graduate students each quarter:

- **Full-time**: 8 or more units
- **Half-time**: 6 or 7 units
- **Part-time**: 5 or fewer units

TGR students enrolled in a course numbered 801 or 802 are certified as full-time.

Only information classified by the University as directory information (see below) can be confirmed to inquirers other than the student.

PRIVACY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the date the University receives a request for access.
   - The student should submit to the Registrar, Dean, chair of the department, or other appropriate University official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
   - The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.
     - A student may ask the University to amend the record that he or she believes is inaccurate or misleading. The student should write the University official responsible for the record, clearly identify the part of the records he or she wants changed, and specify why it is inaccurate or misleading.
     - If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Another exception is that the University discloses education records without consent to officials of another school, in which a student seeks or intends to enroll, upon request of officials at that other school.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

   The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202-4605.

DIRECTORY INFORMATION

The University regards the following items of information as “directory information,” that is, information that the University may make available to any person upon specific request (and without student consent):

- **Name**
- **Date of birth**
- **Place of birth**
- **Directory address and phone number**
- **Electronic mail address**
- **Mailing address**
- **Campus office address (for graduate students)**
- **Secondary mailing or permanent address**

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Residence assignment and room or apartment number
Specific quarters or semesters of registration at Stanford
Stanford degree(s) awarded and date(s)
Major(s), minor(s), and field(s)
University degree honors
Institution attended immediately prior to Stanford
ID card photographs for University classroom use

Students may prohibit the release of any of these items listed above by designating which items should not be released on the Privacy function of Axess.

Students, faculty, and others with questions regarding student records should contact the Registrar’s Office.

CONSENT TO USE OF PHOTOGRAPHIC IMAGES

Registration as a student and attendance at or participation in classes and other campus and University activities constitutes an agreement by the student to the University’s use and distribution (both now and in the future) of the student’s image or voice in photographs, videotapes, electronic reproductions, or audiotapes of such classes and other campus and University activities.

If any student in a class where such photographing or recording is to take place does not wish to have his or her image or voice so used, the student should raise the matter in advance with the instructor.

STANFORD UNIVERSITY ID NUMBER

The Stanford University ID is a number assigned to each student’s academic record for unique identification. It is printed on the Stanford University ID card and on documents distributed by the Registrar’s Office and other administrative offices.

SUNET ID

The SUNet ID provides access to the Stanford University Network (SUNet) and its services, and identifies authorized users of these services. Each member of the Stanford electronic community creates a unique SUNet ID and password for him/herself.

SUNet IDs provide:

- Axess services
- Email service
- Storage space within Stanford’s distributed file system
- Usenet newsgroups
- World Wide Web services, including serving of personal web pages on the Leland system and access to Stanford Web Resources

IDENTIFICATION CARDS

ID cards are available to registered students, faculty, and regular staff through the Stanford Card Office, Old Union. The ID card serves as an identification card, an electronic key, and a debit card, allowing cardholders to use services for which they have privileges, to enter facilities, and to make purchases.

Married students or students with a domestic partner (same or opposite sex) may obtain a courtesy identification card for their spouse/partner through the Stanford Card Office, Old Union. The spouse/partner card enables use of some campus services during terms for which the student is registered.

Similar courtesy cards are also available to the spouses and same-sex partners of faculty and regular staff.

ID cards bear a photograph of the cardholder. This photograph is maintained in an online database and, as stated above in Directory Information, is available for classroom use upon specific request and without student consent unless the student has designated that the photograph not be released. Photographs can be designated as private using the Privacy function of Axess.

PERSONAL IDENTIFICATION NUMBERS

Students eligible to use online services such as Axess, obtain a PIN through the Registrar’s Office. The PIN, coupled with the assigned University identification number, uniquely identifies the student and serves

in a place of a signature on electronic forms. The PIN and SUNet ID password must remain confidential. It is a violation of University policy to use another’s PIN or identification number to misrepresent yourself in any way. Use of another student’s PIN or SUNet ID password can result in loss of student privileges or other disciplinary action.

EXAMINATIONS

MIDTERM S

Classes that give midterm examinations outside of regular class hours must: (1) announce the date and time during the first week of the academic quarter, and (2) provide reasonable alternative times to those students for whom these announced times are not convenient. According to Honor Code interpretations and applications, different examinations may be given at these alternative times.

END-QUARTER POLICY STATEMENT

The End-Quarter Period is a time of reduced social and extracurricular activity preceding final examinations. Its purpose is to permit students to concentrate on academic work and to prepare for final examinations.

In Autumn, Winter, and Spring quarters, End-Quarter starts seven full days (to begin at 12:01 a.m.) prior to the first day of final exams. In Spring Quarter, final examinations begin on Friday; no classes are held on Thursday, the day before. In Summer Quarter, this consists of the weekend and the four class days preceding the final examinations, which take place on Friday and Saturday of the eighth week. (See the Time Schedule for dates.)

During the End-Quarter Period, classes are regularly scheduled and assignments made; this regular class time is used by instructors in whatever way seems best suited to the completion and summation of course material. Instructors should neither make extraordinary assignments nor announce additional course meetings in order to “catch up” in course presentations that have fallen behind. They are free, however, and even encouraged to conduct optional review sessions and to suggest other activities that might seem appropriate for students preparing for final examinations.

No graded homework assignments, mandatory quizzes, or examinations should be given during the End-Quarter Period except:

1. In classes where graded homework assignments or quizzes are routine parts of the instruction process.
2. In classes with laboratories where the final examination will not test the laboratory component. In such a case, the laboratory session(s) during the End-Quarter Period may be used to examine students on that aspect of the course.

Major papers or projects about which the student has had reasonable notice may be called due in the End-Quarter Period.

Take-home final examinations, given in place of the officially scheduled in-class examination, may be distributed in the End-Quarter Period. Although the instructor may ask students to return take-home examinations early in the final examination period, the instructor may not call them due until the end of the regularly scheduled examination time for that course. Such a policy respects the principle that students’ final examinations are to be scheduled over a period of several days.

End-quarter examinations may not be held during this period. This policy preserves the instruction time for courses and protects the students’ opportunities for extensive review and synthesis of their courses.

During the End-Quarter Period, no musical, dramatic, or athletic events involving compulsory student participation may be scheduled, unless approved as exceptions by the Committee on Academic Appraisal and Achievement, nor may routine committee meetings be scheduled (such as those of the ASSU, the Senate of the Academic Council, or the committees of the President of the University) when such meetings normally would involve student participation.

Note—Students who believe that there are faculty who are violating End-Quarter policy should contact the Registrar’s Office.
END-QUARTER EXAMINATIONS

Examinations are part of the process of education at the same time that they are a means to measure the student’s performance in course work. Their structure, content, frequency, and length are to be determined in accordance with the nature of the course and the material presented in it, subject only to the limitations contained herein.

Great flexibility is available regarding the types of examinations that an instructor may choose to employ. Examinations, including final examinations, may be, for example, in-class essay examinations, take-home essay examinations, objective examinations, oral examinations, or appropriate substitutes such as papers or projects. Instructors may use any type of examination, paper, or project, or any combination thereof, guided only by the appropriateness of the types of examinations, papers, or projects for the material upon which the student is being examined.

When the final examination is an in-class examination, the following regulations apply:

1. A three-hour period is reserved during examination week for the final examination in each course of more than 2 units. This examination period must be available for students, but not necessarily in its entirety, if an in-class examination is given. In courses with extraordinary meeting times, such that ambiguity might exist as regards the period reserved for the final examination, the schedule should be clarified and students informed no later than the end of the second week of the quarter.

2. Examinations in 1- or 2-unit courses must be completed by the end of the last class meeting before the End-Quarter Period, except in Summer Quarter when examinations must be completed during the last regularly scheduled class session.

When the final examination or its appropriate substitute is not an in-class examination (for example, when an instructor chooses to employ a take-home examination, paper, or project in lieu of an in-class examination), the following regulations apply:

1. The schedule and format of the final examination or its appropriate substitute shall be made known not later that the end of the second week of the quarter and, if changed subsequently, may be only an option of the plan originally announced by the instructor.

2. Although the instructor may ask students to return take-home examinations early in the final examination period, the instructor may not call them due until the end of the regularly scheduled examination time for that course.

In submitting official Study Lists, students commit to all course requirements, including the examination procedures chosen and announced by the course instructor. In selecting courses, students should take cognizance of the official schedule of final examinations announced in the quarterly Time Schedule. Students anticipating conflicts in final examination schedules should seek to resolve these with the instructors involved before submitting Study Lists at the end of the second week of the quarter. If accommodation cannot be made at that time, the student should revise his or her Study List in order to be able to meet the required final examination.

If unforeseen circumstances prevent the student from sitting for the regularly scheduled examination, instructors should make alternative arrangements on an individual basis. Such unforeseen circumstances include illness, personal emergency, or the student’s required participation in special events approved as exceptions by the Committee on Academic Appraisal and Achievement (for example, athletic championships).

STATEMENT CONCERNING EARLY EXAMINATIONS

Students are reminded that taking final examinations earlier than the scheduled time is a privilege, not a right. They should request this privilege only in the event of extraordinary circumstances.

Since the final examination schedule is published quarterly in the Time Schedule at the time of course selection and enrollment, students are expected to make their academic plans in light of known personal circumstances that may make certain examination times difficult for them.

In general, faculty members are discouraged from giving final examinations earlier than the published and announced times. If faculty nevertheless decide to administer early examinations, either the questions should be completely different from those on the regularly scheduled examination or the early examination should be administered in a highly controlled setting. An example of such a setting would be a campus seminar room where the examination questions would be collected along with students’ work and students would be reminded of their Honor Code obligations not to share information about the examination contents. Giving students easy opportunities to abuse the integrity of an examination is unfair to honest students and inconsistent with the spirit of the Honor Code.

Academic fields differ in the degree to which early examination requests present dilemmas for faculty. If, for example, an examination format consists of a small number of essay questions, where students would be greatly advantaged by knowing the question topics, faculty should be especially reluctant to allow early examinations unless they are willing to offer totally different examinations or a different kind of academic task, for example, a final paper in lieu of an examination.

GRADING SYSTEMS

GENERAL UNIVERSITY

The general University grading system is applicable to all schools of Stanford University except the Graduate School of Business, the School of Law, and M.D. students in the School of Medicine. Note that the GPA (grade point average) and rank in class are not computed under the general University grading system. Stanford does use an internal-only GPA which is based on units completed up to the time of conferral of the first bachelor’s degree. This information is used for the internal purposes only and is not displayed on the official transcript which is sent outside the University. Note also that, as to graduate students, there may be departmental requirements as to grades that must be maintained for purposes of minimum academic progress.

DEFINITION AND EXPLANATION

The following reflects changes adopted by the Faculty Senate on June 2, 1994 and effective Autumn Quarter 1995-96. All grades/notations for courses taken in 1995-96 or later are to be visible on student transcripts.

A Excellent
B Good
C Satisfactory
D Minimal pass
(Plus (+) and minus (-) may be used as modifiers with the above letter grades)
NP Not Passed
NC No Credit (unsatisfactory performance, ‘D+’ or below equivalent, in a class taken on a satisfactory/no credit basis)
CR Credit (student-elected satisfactory; A, B, or C equivalent)
S No-option Satisfactory; A, B, or C equivalent
L Pass, letter grade to be reported
W Withdrew
N Continuing course
I Incomplete
RP Repeated Course
* No grade reported
NC The notation ‘NC’ represents unsatisfactory performance in courses taken on a satisfactory/no credit basis. Performance is equivalent to letter grade ‘D+’ or below.
NP The notation ‘NP’ is used by instructors in courses taken for a letter grade that are not passed.
CR In a course for which some students will receive letter grades, the ‘CR’ represents performance that is satisfactory or better when the student has elected the ‘CR’ grading option. This option is available in any course, subject to the consent of the instruc-
The notation ‘W’ (meaning Withdrew) is recorded when a student withdraws from a course.

For an activity course or a course in which the instructor elects to grade students only on a satisfactory/no credit basis, the ‘S’ represents performance that is satisfactory or better. For such a course, no letter grades may be assigned for satisfactorily completed work.

It should be noted that the Registrar is unable to record course grades submitted when the instructor has not observed the required distinction between ‘S’ and ‘CR’.

The “satisfactory” options are intended to relieve the pressure on students for achievement in grades. The “satisfactory” options in no way imply fewer or different course work requirements than those required of students who elect evaluation with a letter grade. A department may limit the number of “satisfactory” courses to count for a major program. For those students admitted as freshmen for Autumn Quarter 1996-97 or later, no more than 36 units of Stanford course work in which a ‘CR’ or ‘S’ was awarded can be applied toward the 180 (225 if dual degrees are being pursued) units required for a bachelor’s degree. Students who enter Stanford as transfer students in 1996-97 or later are limited to 27 ‘CR’ or ‘S’ units applied to the 180/225 minimum.

The ‘L’ is a temporary notation that represents creditable completion of a course for which the student will receive a permanent letter grade before the start of the next quarter. The ‘L’ is given when the instructor needs additional time to determine the specific grade to be recorded, but it is not appropriate if additional work is expected to be submitted by the student. A student receives unit credit for work graded ‘L’.

The ‘N’ indicates satisfactory progress in a course that has not yet reached completion. Continuation courses need not continue at the same number of units, but the grade for all quarters of such a course must be the same.

The ‘N-’ grade indicates unsatisfactory progress in a continuing course. The first ‘N-’ grade constitutes a warning. The advisor, department chair, and students should discuss the deficiencies and agree on the steps necessary to correct them. A second ‘N-’ will normally cause the department to deny the student further registration until a written plan for the completion of the degree requirements has been submitted by the student and accepted by the department. Subsequent ‘N-’ grades are grounds for dismissal from the program.

The ‘I’ is restricted to cases in which the student has satisfactorily completed a substantial part of the course work. No credit will be given until the course is completed and a passing grade received. When a final grade is received, all reference to the initial ‘I’ is removed.

In courses taken before 1994-95, satisfactory completion of the course work when an ‘I’ has been given is expected within a year from the date of the course’s final examination, but an alternate time limit may be set by the instructor. Students may petition that these courses with an ‘I’ grade be removed from their records.

In a course taken 1994-95 or later, ‘I’ grades must be changed to a permanent notation or grade within one year (that is, prior to the first day of the fifth quarter which follows the course, including Summer Quarter). An alternate time limit may be set by the instructor. If the ‘I’ remains uncleared at that time, it is changed automatically by the Registrar’s Office to an ‘NP’ or ‘NC’ as appropriate for the grading option selected. Courses from 1994-95 or later with an ‘I’ grade may not be dropped.

The notation ‘RP’ (meaning Repeated Course) replaces the original grade recorded for a course when a student retakes a course. (See repeated courses above.)

The notation ‘W’ (meaning Withdrew) is recorded when a student withdraws from a course.

When the Registrar receives an End-Quarter Report (EQR) from an instructor with a grade omitted, or receives an End-Quarter Report too late for processing with other End-Quarter Reports, “*” (no grade reported) shows as the grade for the course on a student’s transcript. The asterisk may also be reported by the instructor when he or she is unable to record any other grade or symbol. The “*” symbol remains in the record until changed.

** Grading Systems**

**GENERAL**

The back of the End-Quarter Report (EQR) sheet shall carry only information explaining the significance of the various forms of entries described therein and a calendar for required submission of grades. No description of a “curve” system shall appear on EQR sheets, and instructors are discouraged from awarding grades according to any predetermined distribution system.

A student who takes a course in a school or program of the University other than the one in which he or she is matriculated is subject to the grading system of the school or program in which the course is given.

**REPORTING OF GRADES**

All grades must be reported within 96 hours after the time and day reserved for the final examination, and in no case later than noon of the fourth day (including weekends) after the last day of the final examination period.

In the case of degree candidates in Spring Quarter, final grades must be reported within 24 hours of the end of the final examination period.

**REVISION OF END-QUARTER GRADES**

When duly filed in the Registrar’s Office, end-quarter grades are final and not subject to change by reason of a revision of judgment on the instructor’s part; nor are passing grades to be revised on the basis of a second trial (for example, a new examination or additional work undertaken or completed after the date of the End-Quarter Report). Changes may be made at any time to correct an actual error in computation or in transcribing, or where some part of the student’s work has been unintentionally overlooked; that is, if the new grade is the one that would have been entered on the original report had there been no mistake in computing and had all the pertinent data been before the instructor, the change is a proper one.

If a student questions an end-quarter grade based on the grading of part of a specific piece of work (for example, part of a test) on the basis of one of the allowable factors mentioned in the preceding paragraph (for example, an error in computation or in transcribing, or work unintentionally overlooked, but not matters of judgment as mentioned below), the instructor may review the entire piece of work in question (for example, the entire test) for the purpose of determining whether the end-quarter grade was a proper one. In general, changing an end-quarter grade is permitted on the basis of the allowable factors already mentioned whether an error is discovered by the student or the instructor; however, changing a grade is not permitted by reason of revision of judgment on the part of the instructor.

In the event that a student disputes an end-quarter grade, the established grievance procedure should be followed (see the “Statement on Student Academic Grievance Procedures” section of this bulletin).

**GRADUATE SCHOOL OF BUSINESS**

Effective September 2000, all courses offered by the Graduate School of Business will be graded according to the following five-level scheme:

**H** Honors. Work that is of truly superior quality.

**HP** High Pass. A passing performance, and one that falls approximately in the upper quarter of passing grades.

**P** Pass. A passing performance that falls in the center of the distribution of all passing grades.

**LP** Low Pass. A passing performance that falls approximately in the lower quarter of passing grades.
Unsatisfactory. A falling performance. Work that does not satisfy the basic requirements of the course and is deficient in significant ways.

Students in some GSB courses may elect to take the course on a pass/fail basis, where any passing grade (H, HP, P, or LP) is converted to Pass, and U is converted to Fail. Students wishing to take a GSB course on a pass/fail basis should consult the GSB Registrar for rules and procedures.

**SCHOOL OF LAW**

The two grading systems previously employed at the School of Law were revised effective September 1983. Under the letter grade systems (with numerical equivalents), the range of satisfactory grades runs from 4.3 to 2.3 as outlined in the following distribution. Below the grade of 2.3 is one level of restricted credit (R=2.2) and one level of failure (F=2.1).

The letter grades and numerical equivalents are as follows:

- **A+** 4.3
- **B+** 3.3
- **C+** 2.3
- **A** 4.0
- **B** 3.0
- **R** 2.2
- **A-** 3.7
- **B-** 2.7
- **F** 2.1

‘N’ is a temporary notation used in a continuing course; it is replaced with a final grade upon completion of the course series.

Students may elect to take a limited number of courses on a credit/restricted credit/no credit system (K/RK/NK). ‘K’ shall be awarded for work that is comparable to numerical grades 4.3 to 2.3, ‘RK’ for R-level work (2.2), and ‘NK’ for F-level work (2.1). A limited number of courses are offered on a mandatory credit (KM)/no credit basis.

**SCHOOL OF MEDICINE**

In general, the following grades are used in reporting on the performance of students in the M.D. program:

**Pass** Indicates that the student has demonstrated to the satisfaction of the department or teaching group responsible for the course that he or she has mastered the material taught in the course.

**Fail** Indicates that the student has not demonstrated to the satisfaction of the department or teaching group responsible for the course that he or she has mastered the material taught in the course.

**Incomplete** Indicates that extenuating medical or personal circumstances have prevented the student from completing the course requirements. This grade shall be given when requested by the student with the prior approval of the Dean for Student Affairs in the School of Medicine.

**Exempt** Indicates a course that is exempted by examination. No units are awarded for courses completed.

In general, a “Fail” grade can be cleared by repeating and passing the particular course or by other arrangement prescribed by the department or teaching group. An “Incomplete” grade can be made up in a manner specified by the department or teaching group within a reasonable time; if the deficiency is not made up within the agreed-upon time, the “Incomplete” grade becomes a “Fail” grade. The opportunity to clear a “Fail” grade or an “Incomplete” grade cannot be extended to individuals who are not registered or eligible to register as students in the M.D. program. For more specific information, see the School of Medicine bulletin.

**ACADEMIC STANDING**

Undergraduates matriculating in Autumn Quarter 1999, and thereafter, are required to adhere to the academic standards described below. The standards include maintaining a minimum 2.0 cumulative GPA and a quantitative unit requirement for good academic standing. In addition, a minimum 2.0 cumulative GPA is required for a baccalaureate degree.

Undergraduates matriculating prior to Autumn 1999 are required to adhere to the academic standards described below but are exempt from the minimum 2.0 cumulative GPA requirement for academic standing purposes. However, departments can elect to require a minimum GPA for course work applicable to the major and the minor. Refer to departmental literature for specific requirements.

Undergraduate students normally are expected to plan their academic programs so that they can complete 180 units in four years (twelve quarters), including the requirements for a major and the General Education, Writing, and Language Requirements. Satisfactory academic progress is, on average, 45 units per academic year for four years leading to at least 180 units, a cumulative grade point average of at least 2.0, and a baccalaureate degree.

While undergraduate students are expected to register for a minimum of 12 units, they are required to complete at least 9 units each quarter and at least 36 units in their most recent three quarters of Stanford enrollment. In addition, students are expected to maintain an overall grade point average of at least 2.0. Transfer work completed at other institutions is not considered in this calculation. A student earning fewer than 9 units per quarter or fewer than 36 units in three quarters, or earning less than a 2.0 cumulative grade point average, is placed on probation. Students on probation or provisional registration status (see definitions below) are required to earn a minimum of 12 units per quarter, by the end of the final quarter examination period for three consecutive quarters, and maintain a cumulative grade point average of at least 2.0 to attain good academic standing (a Stanford Summer Session Quarter counts toward the three consecutive quarter requirement if 11 or more units are completed). The faculty Subcommittee on Academic Standing may stipulate otherwise by acting upon a petition for fewer units.

Full-time enrollment is considered to be enrollment in a minimum of 12 units of course work per quarter at Stanford. Under extenuating circumstances, students may petition to the faculty Subcommittee on Academic Standing to take fewer units. Work necessary to complete units from previous quarters does not count toward the 12 units necessary for full-time enrollment in the current quarter. All students registering for fewer than 12 units should consider the effects of that registration on their degree progress, visas, deferments of student loans, residency requirements, and their eligibility for financial aid and awards.

All undergraduate students validly registered at Stanford are considered to be in good standing for the purposes of enrollment certification and athletic participation.

Units are granted for courses completed with grades ‘A’, ‘B’, ‘C’, ‘D’, “Satisfactory” (‘CR’ or ‘S’), and ‘L’. Courses graded ‘N’ are counted provisionally as units completed, provided the student enrolls in the continuing segment of that course the following quarter. When the course is completed, the student receives the units for which he or she enrolled. No units are granted for a course in which the student receives an ‘I’ or an ‘IP’ until the course is completed satisfactorily and the final grade reported. (See “Grading Systems” above.)

**PRO BATIO N**

A student who fails to complete at least 36 units of work in his or her most recent three quarters of enrollment at the University, or who fails to complete by the end of the final examination period at least 9 quarter units of work in his or her most recent quarter of enrollment at the University, or who has a cumulative grade point average of less than 2.0, shall be placed on probation (warning status).

A student shall be removed from probation after three subsequent quarters of enrollment at the University if, in each quarter, he or she completes a minimum of 12 units of new course work by the end of the final examination period and maintains a cumulative grade point average of at least 2.0. A student may also be removed from probation at the discretion of the subcommittee as a result of a review of individual records.

**PRO VISIO NAL REGISTRATION**

A student who, while on probation, fails in any quarter of registration to complete a minimum of 12 units of new course work by the end of the final examination period or fails to achieve a cumulative grade point average of at least 2.0, shall be placed on provisional registration status. Provisional registration requires that a student submit a properly endorsed petition to return to Stanford.
A student shall be removed from provisional registration after three subsequent quarters of enrollment at the University if, in each quarter, he or she completes a minimum of 12 units of new course work by the end of the final examination period and maintains a cumulative grade point average of at least 2.0. A student may also be removed from provisional registration at the discretion of the subcommittee as a result of a review of individual records.

**SUSPENSION**

A student who fails to complete a minimum of 12 units of new course work by the end of the final examination period in any quarter of provisional registration, or who fails to maintain a cumulative grade point average of at least 2.0 while on provisional registration, shall be suspended. In addition, and on occasion, a student may also be suspended directly from probation.

In general, students suspended for the first time are suspended for one year. Students suspended a subsequent time are suspended for three years.

Students suspended for one year are not eligible to enroll for four quarters (including Summer Quarter) following the quarter in which the suspension was issued. Students suspended for three years are not eligible to enroll for twelve quarters (including Summer Quarter) following the quarter in which the suspension was issued. Students are required to submit a properly endorsed petition for provisional registration to request reenrollment after the suspension period has been completed.

**Return from Suspension**—Students who have been suspended are required to petition for provisional registration to return after their suspension has been completed. Petition deadlines are listed below.

- **Appeal of Suspension**—Students who have been suspended and who believe they have a compelling reason to appeal their suspension, without a break in enrollment, are required to submit a petition for provisional registration. See “Petition Deadlines” for deadline dates to submit petitions for provisional registration to appeal their suspension.

- **Early Return from Suspension**—Students who have been suspended and who believe they have a compelling reason to return early from their suspension are required to submit a petition for provisional registration. See “Petition Deadlines” for deadline dates to submit petitions for provisional registration to return early from suspension.

**PETITION DEADLINES**

<table>
<thead>
<tr>
<th>Requested Quarter</th>
<th>Deadline to Submit a Petition to Appeal a Suspension</th>
<th>Deadline to Submit a Petition to Return Early from Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2001-02</td>
<td>April 5, 2002</td>
<td>March 1, 2002</td>
</tr>
<tr>
<td>Autumn 2002-03</td>
<td>July 26, 2002</td>
<td>July 26, 2002</td>
</tr>
<tr>
<td>Winter 2002-03</td>
<td>January 10, 2002</td>
<td>November 29, 2002</td>
</tr>
<tr>
<td>Spring 2002-03</td>
<td>April 4, 2003</td>
<td>February 28, 2003</td>
</tr>
</tbody>
</table>

Contact the Academic Standing Office for future deadline dates.

**NOTIFICATION**

Written notification that a student is on probation, provisional registration, or suspension is sent to the student and to the student’s academic adviser as soon as possible after the close of the quarter. Students also receive written notification of the outcome of their provisional registration petition.

This file has been excerpted from the Stanford Bulletin, 2001-02, pages 39-47. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the Stanford Bulletin via email at arod@stanford.edu with changes, corrections, updates, etc.
STATEMENT ON STUDENT ACADEMIC GRIEVANCE PROCEDURES

The following policy was effective beginning in the 1999-2000 academic year and is subject to periodic review.

1. Coverage
   a) Any Stanford undergraduate or graduate student or postdoctoral fellow who believes that he or she has been subjected to an improper decision on an academic matter is entitled to file a grievance to obtain an independent review of the allegedly improper decision, followed by corrective action if appropriate. A grievance is a complaint in writing made to an administrative officer of the University concerning an academic decision, made by a person or group of persons acting in an official University capacity, that directly and adversely affects the student or postdoctoral fellow as an individual in his or her academic capacity.

b) Grievance procedures apply only in those cases involving a perceived academic impropriety arising from decision taken by: (1) an individual instructor or researcher; (2) a school, department, or program; (3) a committee charged to administer academic policies of a particular school, department, or program; (4) the University Registrar or a Senate committee or subcommittee charged to administer academic policies of the Senate of the Academic Council. They do not pertain to complaints expressing dissatisfaction with a University policy of general application challenged on the grounds that the policy is unfair or inadvisable, nor do they pertain to individual school, department, or program academic policies, as long as those policies are not inconsistent with general University policy.

c) Individuals should be aware that the University Ombudsperson’s Office is available to all Stanford students, postdoctoral fellows, faculty, and staff to discuss and advise on any matter of University concern and frequently helps expedite resolution of such matters. Although it has no decision-making authority, the Ombudsperson’s Office has wide powers of inquiry, including into student complaints against instructors.

2. Grievance and Appeal Procedures
   a) Informal Attempts at Resolution: the student or postdoctoral fellow first should discuss the matter, orally or in writing, with the individual(s) most directly responsible. If no resolution results, the student or postdoctoral fellow should then consult with the individual at the next administrative level, for example, the chair or director of the relevant department or program, or, for those cases in which there is none, with the school dean. At this stage, the department chair or program director, if any, may inform the dean that the consultation is taking place and may solicit his or her advice on how to ensure that adequate steps are taken to achieve a fair result. Efforts should be made to resolve the issues at an informal level without the complaint escalating to the status of a formal grievance.

b) The Filing of the Grievance:
   1. If informal means of resolution prove unsatisfactory, the student or postdoctoral fellow should set forth in writing a statement of the decision that constitutes the subject matter of the dispute, the grounds on which it is being challenged, and the reasons why the grievant believes that the decision was improperly taken. The statement should also include a description of the remedy sought and the informal efforts taken to date to resolve the matter. It is at this point that the complaint becomes a formal grievance. The written grievance should specifically address the matters set forth in the Standards for Review, as stated in Section 4 below.

   2. The grievance document should be submitted to the dean of the school in which the grievance arose; for a grievance concerning a decision of the University Registrar or of a Senate committee or subcommittee, the procedures set forth herein for grievances and appeals shall be modified as stated in Section 3 below. A grievance must be filed in a timely fashion, that is, normally within 30 days of the end of the academic quarter in which the adverse decision occurred or should reasonably have been discovered. A delay in filing a grievance may, taking all circumstances into account, constitute grounds for rejection of the grievance.

   c) The Response to the Grievance:
      1. The relevant dean shall consider the grievance. The dean may attempt to resolve the matter informally or make whatever disposition of the grievance that he or she deems appropriate. The dean may, in appropriate cases, remand the grievance to a lower administrative level (including to the level at which the grievance arose) for further consideration.

      2. The dean may also refer the grievance, or any issue therein, to any person (the “grievance officer”) who shall consider the matter and report to the dean as the latter directs. The dean shall inform the grievant (and the party against whose decision the grievance has been filed) in writing of any referral of the matter and shall specify the matters referred, the directions to the person or persons to whom the referral is made (including the time frame within which the person is to report back to the dean), and the name of that person.

      3. In undertaking the review, the dean or the grievance officer may request a response to the issues raised in the grievance from any individuals believed to have information considered relevant, including faculty, staff, and students.

      4. Should attempts to resolve the matter informally not be successful, the dean shall decide the grievance, and shall notify the grievant (and the party against whose decision the grievance has been filed) in writing of the disposition made of the grievance and the grounds for the disposition at the earliest practicable date after his or her receipt of the grievance.

      5. Normally, no more than 60 days should elapse between the filing of a grievance and the disposition by the dean. If, because of absence of key persons from the campus or other circumstances or exigencies, the dean decides that prompt disposition is not possible, he or she shall inform the grievant (and the party against whose decision the grievance has been filed) of that in writing, giving the grounds therefore and an estimate of when a disposition can be expected.

   d) The Filing of an Appeal:
      1. If the grievant is dissatisfied with the disposition of the grievance at the decanal level, either on substantive or on procedural grounds, he or she may appeal in writing to the Provost.

      2. The appeal must specify the particular substantive or procedural bases of the appeal (that is, the appeal must be made on grounds other than general dissatisfaction with the disposition) and must be directed only to issues raised in the grievance as filed or to procedural errors in the grievance process itself, and not to new issues. The appeal shall contain the following:

         a. A copy of the original grievance and any other documents submitted by the grievant in connection therewith.

         b. A copy of the determination made by the dean on that grievance.

         c. A statement of why the reasons for the determination of the dean are not satisfactory to the grievant. This statement should specifically address the matters set forth in the Standards for Review in Section 4 below.

      3. The grievant shall file his or her appeal at the earliest practicable date after the grievant’s receipt of the determination by the
dean. Normally, no more than 30 days should elapse between the transmittal of the dean’s decision on the grievance and the filing of the appeal. A delay in filing an appeal may, taking all circumstances into account, constitute grounds for rejection of the appeal.

e) The Response to the Appeal:
1. The Provost may attempt to resolve the matter informally, or refer the appeal, or any issue thereof, to any person (the “grievance appeal officer”) who shall consider the matter and report to the Provost as the latter directs. The Provost may also, in appropriate cases, remand the matter to a lower administrative level (including to the level at which the grievance arose) for further consideration.

2. The Provost shall inform the grievant (and the party against whose decision the grievance has been filed) in writing of any referral of the matter and shall specify the matters referred, the directions to the person to whom the referral is made (including the time frame within which the person is to report back to the Provost), and the name of that person.

3. Should attempts be made to resolve the matter informally not be successful, the Provost shall decide the appeal, and shall notify the grievant (and the party against whose decision the grievance has been filed) in writing of the disposition made of the grievance and the grounds for the disposition at the earliest practicable date after his or her receipt of the appeal. The decision of the Provost shall be final, unless the grievant requests a further appeal to the President pursuant to Section 2f below, and the President agrees to entertain this further appeal.

4. Normally no more than 45 days should elapse between the filing of the appeal and the disposition by the Provost. If, because of absence of key persons from the campus or other exigencies, the Provost judges that prompt disposition is not possible, he or she shall inform the grievant (and the party against whose decision the grievance has been filed) of the fact in writing, giving the grounds therefore and an estimate of when a disposition can be expected.

f) The Request to the President: if the student or postdoctoral fellow is dissatisfied with the disposition of the appeal by the Provost, he or she may write to the President of the University giving reasons why he or she believes the grievance result to be wrong (following the general format set forth in Section 2d above). No more than 30 days should elapse between the transmittal of the Provost’s disposition and the written statement to the President urging further appeal. In any case, the President may agree or decline to entertain this further appeal. If the President declines to entertain the further appeal, the decision of the Provost shall be final. If the President decides to entertain the further appeal, he or she shall follow the general procedures set forth in Section 2e above, and the decision of the President shall be final.

3. Grievances Concerning Decisions of the University Registrar or of a Senate Committee or Subcommittee
a) For a grievance concerning a decision of the University Registrar or of a Senate committee or subcommittee, the grievant shall file his or her grievance with the Provost, rather than with the dean, and the Provost shall handle that grievance in accordance with the procedures set forth in Section 2c above.

b) There shall be no appeal of the Provost’s disposition of that grievance, except as may be available under Section 2f above.

4. Standards for Review and Procedural Matters
a) The review of grievances or appeals shall usually be limited to the following considerations:

1. Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the grievant?

2. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the grievant?

3. Given the proper facts, criteria, and procedures, was the decision one which a person in the position of the decision maker might reasonably have made?

b) The time frames set forth herein are guidelines. They may be extended by the relevant administrative officer in his or her discretion for good cause.

c) Questions concerning the filing and appeal of grievances should be directed to the Office of the Provost.
AUTUMN QUARTER

Sep 24 (Mon) First day of quarter
25 (Tue) Last day to arrange payment of University fees
26 (Wed) Instruction begins
27 (Thu) Conferal of degrees—Summer Quarter

Oct 7 (Sun) Last day for filing Study List
14 (Sun) Last day for adding courses or units
21 (Sun) Last day for dropping courses or units

Nov 4 (Sun) Last day for declaring or dropping CR/no credit grading option
18 (Sun) Last day for withdrawing from courses
22-25 (Thu-Sun) Thanksgiving recess (holiday, no classes)
25 (Sun) Last day for filing B.A., B.S., and B.A.S. application for January (Autumn Quarter) conferral

Dec 2-8 (Sun-Sat) At last class, last opportunity to arrange Incomplete in a course
3-9 (Mon-Sun) End-Quarter Period
7 (Fri) Last day of classes (unless class meets on Saturday); last day for filing candidacy applications for Educational Specialist or Engineer degree for April (Winter Quarter) conferral; last day for filing University thesis, D.M.A. final project, Ph.D. dissertation, and Graduation Application for January (Autumn Quarter) conferral of graduate degree

WINTER QUARTER

Jan 7 (Mon) First day of quarter; last day to arrange payment of University fees
8 (Tue) Instruction begins
10 (Thu) Conferal of degrees—Autumn Quarter
21 (Mon) Observance of Martin Luther King Day (holiday, no classes); last day for filing Study List
27 (Sun) Last day for adding courses or units

Feb 3 (Sun) Last day for dropping courses or units
18 (Mon) Observance of Presidents’ Day (holiday, no classes); last day for declaring or dropping CR/no credit grading option; last day for filing B.A., B.S., and B.A.S. application for April (Winter Quarter) and June (Spring Quarter) conferral; last day for filing graduate Graduation Application for June commencement

Mar 3 (Sun) Last day to withdraw from courses
10-16 (Sun-Sat) At last class, last opportunity to arrange Incomplete in a course
11-17 (Mon-Sun) End-Quarter Period
15 (Fri) Last day of classes (unless class meets Saturday); last day for filing candidacy application for Educational Specialist or Engineer degree for June (Spring Quarter) conferral; last day for filing University thesis, D.M.A. final project, Ph.D. dissertation, and Graduation Application for April (Winter Quarter) conferral of graduate degree
18-22 (Mon-Fri) End-Quarter examinations

SPRING QUARTER

Apr 1 (Mon) First day of quarter; last day to arrange payment of University fees; filing date for matriculated undergraduate financial aid application
2 (Tue) Instruction begins
4 (Thu) Conferal of degrees—Winter Quarter
14 (Sun) Last day for filing Study List
21 (Sun) Last day for adding courses or units
28 (Sun) Last day for dropping courses or units

May 12 (Sun) Last day for declaring or dropping CR/no credit grading option
27 (Mon) Observance of Memorial Day (holiday, no classes); last day to withdraw from courses
30-June 6 (Fri-Thu) End-Quarter Period

June 2-5 (Sun-Wed) At last class, last opportunity to arrange Incomplete in a course
5 (Wed) Last day of classes; last day for filing candidacy applications for Educational Specialist or Engineer degree for October (Summer Quarter) conferral; last day for filing University thesis, D.M.A. final project, Ph.D. dissertation, and Graduation Application for June (Spring Quarter) conferral of graduate degree
6 (Thu) Day before finals, no classes
7-12 (Fri-Wed) End-Quarter examinations
15 (Sat) Baccalaureate Saturday and Senior Class Day
16 (Sun) Commencement

SUMMER QUARTER

June 24 (Mon) First day of quarter; last day to arrange payment of University fees
25 (Tue) Instruction begins
30 (Sun) Last day for filing Study List

July 4 (Thu) Independence Day observance (holiday, no classes)
7 (Mon) Last day for adding courses or units
14 (Sun) Last day for dropping courses or units
28 (Sun) Last day for declaring or dropping CR/no credit grading option; last day for filing B.A., B.S., or B.A.S. application for October (Summer Quarter) conferral

Aug 4 (Sun) Last day to withdraw from courses
9-15 (Fri-Thu) At last class, last opportunity to arrange Incomplete in a course
10-15 (Sat-Thru) End-Quarter Period
15 (Thu) Last day of classes
16-17 (Fri-Sat) Eight-week term examinations
26 (Mon) Last day for filing candidacy applications for Educational Specialist or Engineer degree for January (Autumn Quarter) conferral; last day for filing University thesis, D.M.A. final project, Ph.D. dissertation, and Graduation Application for October (Summer Quarter) conferral of graduate degree

Sept 3 (Tue) Quarter closes
Welcome to Stanford

On October 1, 1891, nearly 500 enthusiastic young men and women were on hand for opening day ceremonies at Leland Stanford Junior University. They came from all over: many from California, some who followed professors hired from other colleges and universities, and some simply seeking adventure in the West. They came to seize a special opportunity, to be part of the pioneer class in a brand new university. They stayed to help turn an ambitious dream into a thriving reality. As a pioneer faculty member recalled, “Hope was in every heart, and the presiding spirit of freedom prompted us to dare greatly.”

For Leland and Jane Stanford on that day, the University was the realization of a dream and a fitting tribute to the memory of their only son, who died of typhoid fever weeks before his 16th birthday, at an age when many young men and women were planning their college education.

From the beginning, it was clear that Stanford would be different. It was coeducational at a time when single-sex colleges were the norm. It was non-sectarian when most private colleges were still affiliated with a church. And it offered a broad, flexible program of study while most schools insisted on a rigid curriculum of classical studies. Though there were many difficulties during the first months (housing was inadequate, microscopes and books were late in arriving from the East) the first year foretold greatness. As Jane Stanford wrote in the summer of 1892, “Even our fondest hopes have been realized.”

What manner of people were this man and this woman who had the intelligence, the means, the faith, and the daring to plan a major university in Pacific soil, far from the nation’s center of culture?

ABOUT LELAND STANFORD

Although he was educated as a lawyer, Leland Stanford, together with Jane, came to California in 1852 to join his five brothers in their mercantile business in the gold fields. They established large-scale operations in Sacramento, where Mr. Stanford became a leading figure in California business and politics. One of the “Big Four” who built the western link of the first transcontinental railroad, he was elected Governor of California and later United States Senator. One of the founders of the Republican Party in California, he was an ardent follower of Abraham Lincoln and is credited with keeping California in the Union during the Civil War.

THE CASE FOR A LIBERAL EDUCATION

Despite the enormous success they achieved in their lives, Governor and Mrs. Stanford had come from families of modest means and had built their way up through a life of hard work. So it was natural that their first thoughts were to establish an institution where young men and women could “grapple successfully with the practicalities of life.” As their thoughts matured, however, these ideas of “practical education” enlarged to the concept of producing cultured and useful citizens who were well-prepared for professional success. In a statement of the case for liberal education that was remarkable for its time, Leland Stanford wrote, “I attach great importance to general literature for the enlargement of the mind and for giving business capacity. I think I have noticed that techni
cally educated boys do not make the most successful businessmen. The imagination needs to be cultivated and developed to assure success in life. A man will never construct anything he cannot conceive.”

STANFORD LANDS AND ARCHITECTURE

The campus occupies what was once Leland Stanford’s Palo Alto farm and the favorite residence of the Stanford family. The Stanfords purchased an existing estate in 1876 and later acquired much of the land in the local watershed for their stock farm, orchards, and vineyards.

The name of the farm came from the tree El Palo Alto, a coast redwood (Sequoia sempervirens) that still stands near the northwest corner of the property on the edge of San Francisco Creek. Many years ago, one of the winter floods that periodically rushed down the arroyo tore off one of its twin trunks, but half of the venerable old tree lives on, a gaunt and time-scarred monument. Named in 1700 by Spanish explorers, El Palo Alto has been the University’s symbol and the centerpiece of its official seal.

The Stanfords gave their farm to the University in the Founding Grant of 1885. They personally financed the entire cost of the construction and operation of the University until 1903, when surviving founder Jane Stanford turned over control to the Board of Trustees. The founding gift was in excess of $21 million, not including the land and buildings.

The general concept for the University grounds and buildings was conceived by Frederick Law Olmsted, the designer of Central Park in New York. A brilliant young Boston architect, Charles Allerton Coolidge, further developed the concept in the style of his late mentor, Henry Hobson Richardson. The style, called Richardsonian Romanesque, is a blend of Romanesque and Mission Revival architecture. It is characterized by rectilinear sandstone buildings joined by covered arcades formed of successive half-circle arches, the latter supported by short columns with decorated capitals.

More than one hundred years later, the University still enjoys the original 8,180 acres (almost 13 square miles) of grassy fields, eucalyptus groves, and rolling hills that were the Stanfords’ generous legacy, as well as the Quadrangle of “long corridors with their stately pillars” at the center of campus. It is still true, as the philosopher William James said, during his stint as a visiting professor, that the climate is “so friendly . . . that every morning wakes one fresh for new amounts of work.”

CURRENT PERSPECTIVES

In other ways, the University has changed tremendously on its way to recognition as one of the world’s great universities. At the hub of a vital and diverse Bay Area, Stanford is an hour’s drive south of San Francisco and just a few miles north of the Silicon Valley, an area dotted with computer and high technology firms largely spawned by the University’s faculty and graduates. On campus, students and faculty enjoy new libraries, modern laboratories, sports facilities, and comfortable residences. Contemporary sculpture, as well as pieces from the Stanford Museum’s extensive collection of sculpture by Auguste Rodin, is placed throughout the campus, providing unexpected pleasures at many turns.

The Iris and B. Gerald Cantor Center for Visual Arts at Stanford University opened in January 1999. The center includes the historic museum building, the Rodin Sculpture Garden and a new wing with spacious galleries, auditorium, cafe, and bookshop. At the Stanford Medical Center, world-renowned for its research, teaching, and patient care, scientists and physicians are searching for answers to fundamental questions about health and disease. Ninety miles down the coast, at Stanford’s Hopkins Marine Station on the Monterey Bay, scientists are working to better understand the mechanisms of evolution, human development, and ecological systems.

The University is organized into seven schools: Earth Sciences, Education, Engineering, the Graduate School of Business, Humanities and Sciences, Law, and Medicine. In addition, there are more than 30 interdisciplinary centers, programs, and research laboratories (including the Hoover Institution on War, Revolution and Peace; the Institute for International Studies; the Stanford Linear Accelerator Center; and the Stanford Center for the Study of Families, Children, and Youth) where faculty from a wide range of fields bring different perspectives to bear on issues and problems. Stanford’s Overseas Studies Program offers students in all fields remarkable opportunities for study abroad, with campuses in Berlin, Buenos Aires, Florence, Kyoto, Oxford, Paris, Puebla, Rome, and Santiago.

STANFORD PEOPLE

By any measure, Stanford’s faculty, which number approximately 1,595, is one of the most distinguished in the nation. It includes 12 Nobel laureates, 4 Pulitzer Prize winners, 18 National Medal of Science winners, 122 members of the National Academy of Sciences, 210 members of the American Academy of Arts and Sciences, 78 members of the National Academy of Engineering, and 24 members of the National Academy of Education. Yet beyond their array of honors, what truly distinguishes Stanford faculty is their commitment to sharing knowledge with
their students. The great majority of professors teach undergraduates both in introductory lecture classes and in small advanced seminars.

Enrollment in Autumn Quarter 2000 totaled 14,248, of whom 6,548 were undergraduates and 7,700 were graduate students. Like the faculty, the Stanford student body is distinguished. Approximately eight students apply to Stanford for every place in the freshman class. Seventy-two Stanford students have been named Rhodes Scholars and 39 have been named Marshall Scholars. In 1999-2000, the completion or graduation rate for students who entered Stanford University full-time in 1994 was 93 percent. Stanford awarded 4,641 degrees in 1999-2000, of which 1,737 were baccalaureate and 2,904 were advanced degrees.

Stanford students also shine in a tremendous array of activities outside the classroom from student government to music, theater, and journalism. Through the Haas Center for Public Service, students participate in dozens of community service activities, such as tutoring programs for children in nearby East Palo Alto, the Hunger Project, and the Arbor Free Clinic.

In the athletic arena, Stanford students have enjoyed tremendous success as well. Stanford fields teams in 33 Division I varsity sports. Of Stanford’s 79 NCAA team titles, 37 have been captured since 1990, placing Stanford at the top among the nation’s most title-winning schools during that time. In 2000-01, Stanford won one NCAA team title in women’s tennis and won the Sears Director’s Cup, emblematic of the top overall athletic program in the country, for the seventh consecutive year. Five teams placed second in the nation last year (baseball, men’s swimming, women’s swimming, synchronized swimming, and women’s water polo.) In 1999-2000, Stanford became the first school in Pac-10 history to win conference championships in football, men’s basketball and baseball in the same year. Athletic success has reached beyond The Farm, as well, with 49 Stanford athletes and coaches taking part in the 1996 Olympics in Atlanta. Over the last three summer Olympiads, Stanford athletes and coaches have won a combined 45 medals. Intramural and club sports are also popular; over 1,000 students take part in the club sports program, while participation in the intramural program has reached 9,000 with many active in more than one sport.

Stanford graduates can be found in an extraordinary variety of places: in space (Sally Ride, ’73, Ph.D. ’78, was the first American woman in space); on the news (Ted Koppel, M.A. ’62, created the successful program Nightline); off-Broadway (David Henry Hwang, ’79, received a Tony Award for his celebrated work, M. Butterfly); at the helm of major corporations (Bill Hewlett and David Packard, both ’34, Engr. ’39, started their multi-billion dollar company, Hewlett-Packard, in a nearby garage, and, more recently, Scott McNealy, ’80, founded Sun Microsystems, and Chih-yuan (Jerry) Yang, ’94, and David Filo, ’90, founded Yahoo); and on the U.S. Supreme Court (four Stanford graduates, Sandra Day O’Connor, ’50, J.D. ’53; Anthony Kennedy, ’58; William Rehnquist, ’48, J.D. ’52; and Stephen Breyer, ’59, currently sit on the high court).

LOOKING AHEAD

In her address to the Board of Trustees, in 1904, Jane Stanford said, “Let us not be afraid to outgrow old thoughts and ways, and dare to think on new lines as to the future of the work under our care.” Her thoughts echo in the words of former Stanford President Gerhard Casper, who has said, “The true University must reinvent itself every day . . . At Stanford, these are days of such reconsideration and fresh support for our fundamental tasks: teaching, learning, and research.”
### THE BOARD OF TRUSTEES

<table>
<thead>
<tr>
<th>Name</th>
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<td>Isaac Stein</td>
<td>Waverley Associates, P.O. Box 2088, Menlo Park, CA 94026-2088</td>
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EXECUTIVE OFFICERS, 2001-02

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Provost: John Etchemendy
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Vice President for Development: John B. Ford
Vice President for the Medical Center: Eugene A. Bauer
Vice President for Public Affairs: (vacant)
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Vice Provost for Budget and Auxiliaries Management: Tim Warner
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Director of Stanford Linear Accelerator Center: Jonathan Dorfan

Powers and Duties—The Board of Trustees is custodian of the endowment and all properties of the University. The Board administers the invested funds, sets the annual budget, and determines policies for the operation and control of the University. The powers and duties of the Board of Trustees derive from the Founding Grant, amendments, legislation, and court decrees. In addition, the Board operates under its own bylaws and a series of resolutions on major policy.

Membership—Board membership is set at 35, including the President of the University who serves ex officio and with vote. Trustees serve a five-year term and are eligible for appointment to one additional five-year term. At the conclusion of that term, a Trustee is not eligible for reelection until after a lapse of one year. Eight of the Trustees are elected or appointed in accordance with the Rules Governing the Election or Appointment of Alumni Nominated Trustees. Four of the Alumni Nominated Trustees must be 35 years of age or under and four older than 35 when appointed in accordance with the Rules Governing the Election or Appointment until after a lapse of one year. Eight of the Trustees are elected or appointed to a five-year term. At the conclusion of that term, a Trustee is not eligible for reelection until after a lapse of one year. Eight of the Trustees are elected or appointed in accordance with the Rules Governing the Election or Appointment of Alumni Nominated Trustees. Four of the Alumni Nominated Trustees must be 35 years of age or under and four older than 35 when elected. They serve a five-year term.

Officers of the Board—The officers of the board are a chair, one or more vice chairs, and a secretary. Officers are elected to one-year terms at the annual meeting in June. Their terms of office begin July 1.

Committees—Standing committees of the Board are Academic Policy, Planning, and Management; Alumni and External Affairs; Audit; Development; Finance; Land and Buildings; and Medical Center. Special committees include Compensation, Investment Responsibility, Litigation, and Nominations.

Meetings—The Board generally meets five times each year.

THE PRESIDENT

The Founding Grant prescribes that the Board of Trustees shall appoint the President of the University and that the Board shall give to the President the following powers:

To prescribe the duties of the professors and teachers.
To prescribe and enforce the course of study and the mode and manner of teaching.

Such other powers as will enable the President to control the educational part of the University to such an extent that the President may justly be held responsible for the course of study therein and for the good conduct and capacity of the professors and teachers.

The President is also responsible for the management of financial and business affairs of the University, including operation of the physical plant.

The President appoints the following, subject to confirmation by the Board: Provost, Vice President for Business Affairs and Chief Financial Officer, Vice President for Medical Affairs, Chief Executive Officer of Stanford Management Company, President of Stanford Alumni Association, Vice President for Development, and General Counsel.

COMMITTEES AND PANELS

University Committees are appointed by and are primarily responsible to the President. Such committees deal with matters on which the responsibility for recommendation or action is clearly diffused among different constituencies of the University. In accordance with the Report on the Committee Structure of the University, Academic Council members are appointed to University Committees on nomination of the Senate Committee on Committees and student members on nomination of the Associated Students of Stanford University (ASSU) Committee on Nominations. The President takes the initiative in the appointment of staff members to such committees. Although immediately responsible to the President, University Committees may be called upon to report to the Senate of the Academic Council or the ASSU. Charges to such committees are set by the President on recommendation of the Committee on Committees and others. There are nine standing University Committees, as follows:

Advisory Panel on Investment Responsibility (AP-IR)
Committee on Athletics, Physical Education, and Recreation (C-APER)
Committee on Environmental Health and Safety (C-EH&S)
Committee on Faculty Staff Benefits (C-FSB)
Committee on Land and Building Development (C-LBD)
Committee on Public Events (C-PE)
Editorial Board of the University Press (EB-UP)
KZSU Advisory Board (KZSU)
Panel on Outdoor Art (P-OA)

Additionally there are seven standing administrative panels which are appointed by the Vice Provost and Dean of Research and Graduate Study, and which report through him to the President.

Administrative Panel on Biosafety
Administrative Panel on Human Subjects in Medical Research-01
Administrative Panel on Human Subjects in Medical Research-03
Administrative Panel on Human Subjects in Medical Research-04
Administrative Panel on Human Subjects in Non-Medical Research-02
Administrative Panel on Laboratory Animal Care
Administrative Panel on Radiological Safety

PROVOST

The Provost, as the chief academic and budget officer, administers the academic program (instruction and research in schools and other unaffiliated units) and University services in support of the academic program (budgeting and planning, land and buildings, libraries and information resources, student affairs). In the absence or inability of the President to act, the Provost becomes the Acting President of the University. The Provost shares with the President conduct of the University’s relations with other educational institutions, groups, and associations.
Schools of the University—The program of instruction in the University is organized into seven schools: Graduate School of Business, School of Earth Sciences, School of Education, School of Engineering, School of Humanities and Sciences, School of Law, School of Medicine.

The deans of the schools report to the Provost.

THE ACADEMIC COUNCIL

According to the Articles of Organization of the Faculty, originally adopted by the Board of Trustees in 1904 and revised in 1977, the powers and authority of the faculty are vested in the Academic Council consisting of: (1) the President of the University; (2) tenure-line faculty—Assistant, Associate, and Full Professor; (3) nontenure-line faculty—Associate and Full Professor followed by the parenthetical notation (Teaching), (Performance), (Applied Research), or (Clinical); (4) nontenure-line research faculty—Assistant Professor (Research), Associate Professor (Research), Professor (Research); (5) Senior Fellows in specified policy centers and institutes; and (6) certain specified officers of academic administration.

In the Spring of 1968, the Academic Council approved the charter for a Senate to be composed of 55 representatives elected by the Hare System of Proportional Representation and, as ex officio nonvoting members, deans of the academic schools and certain major officers of academic administration.

In the allocation of representation, each school constitutes a major constituency. The Senate may create from time to time other major constituencies as conditions warrant. Approximately one-half of the representatives are allocated to constituencies on the basis of the number of students in those constituencies and the remainder on the basis of the number of members of the Academic Council from each constituency.

COMMITTEES

Committees of the Academic Council are created by and responsible to the Senate of the Academic Council and are appointed by the Committee on Committees of the Senate. Such committees deal with academic policy matters on which the primary responsibility for action and decision lies with the Academic Council or, by delegation, the Senate. Pursuant to the Senate’s acceptance on September 25, 1969 of the Report from the Committee on Committees on the Committee Structure of the University and subsequent Senate action, the Senate has established seven standing Committees of the Academic Council, as follows:

- Committee on Academic Appraisal and Achievement (C-AAA)
- Committee on Academic Computing and Information Systems (C-ACIS)
- Committee on Graduate Studies (C-GS)
- Committee on Libraries (C-Lib)
- Committee on Research (C-Res)
- Committee on Undergraduate Admissions and Financial Aid (C-UAFA)
- Committee on Undergraduate Studies (C-US)

The Senate has also created a Planning and Policy Board of the Senate to consider long-range strategic issues of concern to the faculty.

Information regarding charges to these committees is available from the Office of the Academic Secretary to the University.

ASSOCIATED STUDENTS

Two weeks after the University opened in 1891, students met to form the Associated Students of Stanford University (ASSU). All registered students are members of the Association. They are governed by the ASSU Constitution and Bylaws, which was last revised and approved by student vote in April 1999, and approved by the President in September 1999.

Executive—The President and Vice President serve as the chief executives and representatives for the Association. The Financial Manager acts as business manager of the ASSU, CEO of Stanford Student Enterprises (SSE) and controller of the Students’ Organizations Fund, in which ASSU and student organization funds are deposited.

Legislative—There are two legislative bodies, an Undergraduate Senate and a Graduate Student Council, that work together to determine the Association's budgetary, financial, investment, business, and operating policies. In addition, each entity provides funding for student organizations, recommends student appointments to University Committees and advocates on behalf of its constituents. Each body has 15 elected representatives and an elected chair. Both meet regularly to conduct Association business and discuss and act on issues pertinent to student life at Stanford.
Admission and Financial Aid

ADMISSION

UNDERGRADUATE

Matriculated Study

In order to preserve the residential character of the University and to maintain a favorable student-faculty ratio, Stanford has a limited undergraduate enrollment. The anticipated size of the freshman class is 1,600 students. Between 100 and 120 transfer students, entering either the sophomore or junior class, are also admitted each year. For both freshman and transfer admission, the University receives many more applications from qualified students than there are places available.

Stanford’s undergraduate community is drawn from throughout the United States and many other countries. It includes men and women whose abilities, intellectual interests, and personal qualities will allow them to benefit from and contribute to the University’s wide range of teaching and research programs in the humanities, sciences, and engineering. The University admits students with highly developed skills in particular areas, as well as those with versatility in a number of fields. A comprehensive financial aid program aims to promote broad socioeconomic representation. Stanford is committed to meeting the University-computed financial need of each admitted student, and admission decisions are made without regard to the applicant’s economic resources except in the case of some international students (that is, students who are neither U.S. citizens nor permanent residents).

Affirmative action programs encourage development of a truly diverse and multicultural community, and a special effort is made to attract, enroll, and provide support services for a collection of undergraduates that is diverse in many ways. Admission practices are in accordance with University policies on nondiscrimination, and there are no quotas of any kind.

Stanford expects students to adhere to the principles of its Fundamental Standard: “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.” Admission officers select undergraduates they believe will benefit most from the University’s resources, contribute to its community and to the education of their fellow students, and proceed to a lifetime of intellectual, personal, and societal accomplishment.

Since application procedures and requirements vary from year to year, specific information regarding application for admission as either a freshman or transfer student should be obtained by writing to the Office of Undergraduate Admission, Stanford University, 520 Lasuen Mall, Old Union, Room 232, Stanford, CA 94305-3005.

Nonmatriculated Study

Permission to enroll at Stanford as a nonmatriculated student during Autumn, Winter, and Spring Quarters is not routinely approved except in the case of some international students (that is, students who enter the University in Winter, Spring, and Summer quarters; such applicants must meet the same financial aid application requirements as those entering in Autumn Quarter).

Specific information regarding test requirements, other application procedures and requirements, and closing dates for filing applications and supporting credentials for admission and financial aid are listed in the Guide to Graduate Admission.

Graduate fellowship funds and assistantships are generally committed in March for the entire period comprising Autumn, Winter, and Spring quarters of the next academic year. Awards are seldom made to students who enter the University in Winter, Spring, and Summer quarters; such applicants must meet the same financial aid application requirements as those entering in Autumn Quarter.

Applications may be submitted electronically for graduate programs in the schools of Earth Sciences, Education, Engineering, Humanities and Sciences, and the Biosciences (non-M.D. programs in Medicine). Application instructions may be found at http://www.stanford.edu/dept/Registrar.

The Guide to Graduate Admission may be obtained from Graduates Admissions, Registrar’s Office, Old Union, Stanford University, Stanford, California 94305-3005, except for the programs listed following this paragraph. The University prefers that prospective graduate students apply online at http://www.stanford.edu/home/admission/index.html. Students who are unable to apply online may obtain a paper admissions packet from graduate Admissions, Registrar’s Office, Old Union, Stanford University, Stanford California 94305-3005. The cost for this packet is $20 which includes a copy of the Stanford Bulletin. For admission to the following programs, please apply directly at the address listed:

Business—Applicants should write to Director of Admissions of the M.B.A., Ph.D., or Sloan Program, Graduate School of Business, Stanford University, Stanford, California 94305-5015 for information and application forms.
ADMISSION AND FINANCIAL AID

NONMATRICULATED STUDY

Eligibility for consideration for nonmatriculated status is restricted to two groups of applicants:

1. Stanford alumni who wish to return to Stanford to take courses that are prerequisites for Medical School admission, i.e., undergraduate Biology or Chemistry courses, are eligible to apply for nonmatriculated status. An application form, application fee, statement of purpose, and three letters of recommendation are required. The decision to admit or deny will be made by the Manager of Graduate Admissions. Applications and transcripts must be received by AMCAS by November 1. The Medical College Admissions Test is required.

2. Individuals who hold a bachelor’s degree or equivalent and wish to take courses in a specific department that allows non-degree students are eligible to apply for nonmatriculated status. An application form, application fee, statement of purpose, original transcripts, and three letters of recommendation are required. The decision to admit or deny will be made by the chair of the department in which they wish to take courses and conveyed in writing to the Graduate Admissions Office. Applicants will be notified of the decision by the Registrar’s Office.

Nonmatriculated students are not permitted to enroll in certain courses, such as those in the following departments or programs: Film and Broadcasting courses in Communication; graduate level courses in Psychology; all courses in Computer Science, Economics, Electrical Engineering, International Policy Studies, and the School of Medicine. Nonmatriculated students receive academic credit for courses satisfactorily completed and may obtain an official transcript. They may use University facilities and services. In classes of limited enrollment, students in degree programs have priority. Nonmatriculated students may apply for housing but will have a low priority for assignment. No fellowships, assistantships, or Stanford loans are available for nonmatriculated students.

Nonmatriculated students who later apply for admission to a degree program must meet the standard admission requirements and should not anticipate special priority because of work completed as a nonmatriculated student. Students who are admitted to a degree program may apply for the Regular Quarter only after their admission status is determined. Applications must be received by the Registrar’s Office by the second Friday of the quarter of admission.

APPLICATION FOR NONMATRICULATED STUDY

Applications for nonmatriculated status during the regular academic year are available from Graduate Admissions, Registrar’s Office, Old Union, Stanford, CA 94305-3005. Deadlines for applying are included with the forms and are generally two months before the start of the quarter. Applications should be submitted to the Registrar’s Office by the second Friday of the quarter of admission.

POSTDOCTORAL SCHOLARS

Prospective postdoctoral scholars should write directly to the department in which they wish to study. Postdoctoral scholars who are paid as Research Affiliates through Stanford grants and contracts must enroll as nonmatriculated graduate students each quarter of their appointments. They are thereby eligible for most student benefits. Scholars who are supported by other funds have the option of registering, except in the School of Medicine which requires that all postdoctoral scholars be registered. Postdoctoral scholars must have received the Ph.D. within the last three years or the M.D. within the last six years.

The School of Medicine has an additional special student category, the School of Medicine Fellow, which is open to those holding the M.D. for more than six years or the Ph.D. for more than three years and who have been invited to Stanford to undertake further training in modern medical technology.

Postdoctoral scholars who are not required to register as nonmatriculated students may request Visiting Scholar status. This option is available only to an individual who is visiting from an outside institution or organization, who has a doctoral degree or is a recognized expert in his or her field, and whose source of funding is not Stanford. Appointments are authorized by department chairs. Visiting scholars are not eligible for student benefits.

VISITING RESEARCHERS

In limited instances, it is to the benefit of Stanford faculty to permit persons who have not yet obtained a Ph.D. (or its foreign equivalent) or who are not recognized experts in their fields to engage in research on the Stanford campus using Stanford research facilities. Such instances might include students at other universities who are engaged in graduate-level research in a field of interest to the faculty member, a person doing a laboratory rotation as part of a larger research study or grant, or employees of companies who are conducting research which requires specialized equipment and facilities. They will have access to the Library, the Computer Center, and the University’s online and dSpace researcH and education Center.

Visiting researchers are charged the Permit to Attend for Services Only (PSO) tuition rate quarterly and may waive the University’s student medical insurance plan only if they have comparable coverage with another carrier. They may not enroll in or audit any courses, but in quarters they are registered are eligible for the usual student benefits of nonmatriculated student status. Visiting researchers may apply for housing, but will have a low priority for assignments. No fellowships, assistantships, or Stanford loans are available for visiting researchers. Stanford cannot certify visiting researchers for deferment of U.S. educational loans. Citizens of other countries who enter the United States to be visiting researchers at Stanford must have an IAP-66 issued by the Bechtel International Center and must register each quarter, including Summer Quarter, to maintain their visa status.

VISAS FOR FOREIGN STUDENTS

Eligibility for consideration for nonmatriculated status is restricted to two groups of applicants:

1. Stanford alumni who wish to return to Stanford to take courses that are prerequisites for Medical School admission, i.e., undergraduate Biology or Chemistry courses, are eligible to apply for nonmatriculated status. An application form, application fee, statement of purpose, and three letters of recommendation are required. The decision to admit or deny will be made by the Manager of Graduate Admissions. Applications and transcripts must be received by AMCAS by November 1. The Medical College Admissions Test is required.

2. Individuals who hold a bachelor’s degree or equivalent and wish to take courses in a specific department that allows non-degree students are eligible to apply for nonmatriculated status. An application form, application fee, statement of purpose, original transcripts, and three letters of recommendation are required. The decision to admit or deny will be made by the chair of the department in which they wish to take courses and conveyed in writing to the Graduate Admissions Office. Applicants will be notified of the decision by the Registrar’s Office.

Nonmatriculated students are not permitted to enroll in certain courses, such as those in the following departments or programs: Film and Broadcasting courses in Communication; graduate level courses in Psychology; all courses in Computer Science, Economics, Electrical Engineering, International Policy Studies, and the School of Medicine. Nonmatriculated students receive academic credit for courses satisfactorily completed and may obtain an official transcript. They may use University facilities and services. In classes of limited enrollment, students in degree programs have priority. Nonmatriculated students may apply for housing but will have a low priority for assignment. No fellowships, assistantships, or Stanford loans are available for nonmatriculated students.

Nonmatriculated students who later apply for admission to a degree program must meet the standard admission requirements and should not anticipate special priority because of work completed as a nonmatriculated student. Students who are admitted to a degree program may apply for the Regular Quarter only after their admission status is determined. Applications must be received by the Registrar’s Office by the second Friday of the quarter of admission.

APPLICATION FOR NONMATRICULATED STUDY

Applications for nonmatriculated status during the regular academic year are available from Graduate Admissions, Registrar’s Office, Old Union, Stanford, CA 94305-3005. Deadlines for applying are included with the forms and are generally two months before the start of the quarter. Applications should be submitted to the Registrar’s Office by the second Friday of the quarter of admission.

POSTDOCTORAL SCHOLARS

Prospective postdoctoral scholars should write directly to the department in which they wish to study. Postdoctoral scholars who are paid as Research Affiliates through Stanford grants and contracts must enroll as nonmatriculated graduate students each quarter of their appointments. They are thereby eligible for most student benefits. Scholars who are supported by other funds have the option of registering, except in the School of Medicine which requires that all postdoctoral scholars be registered. Postdoctoral scholars must have received the Ph.D. within the last three years or the M.D. within the last six years.

The School of Medicine has an additional special student category, the School of Medicine Fellow, which is open to those holding the M.D. for more than six years or the Ph.D. for more than three years and who have been invited to Stanford to undertake further training in modern medical technology.

Postdoctoral scholars who are not required to register as nonmatriculated students may request Visiting Scholar status. This option is available only to an individual who is visiting from an outside institution or organization, who has a doctoral degree or is a recognized expert in his or her field, and whose source of funding is not Stanford. Appointments are authorized by department chairs. Visiting scholars are not eligible for student benefits.

VISITING RESEARCHERS

In limited instances, it is to the benefit of Stanford faculty to permit persons who have not yet obtained a Ph.D. (or its foreign equivalent) or who are not recognized experts in their fields to engage in research on the Stanford campus using Stanford research facilities. Such instances might include students at other universities who are engaged in graduate-level research in a field of interest to the faculty member, a person doing a laboratory rotation as part of a larger research study or grant, or employees of companies who are conducting research which requires specialized equipment and facilities. They will have access to the Library, the Computer Center, and the University’s online and dSpace researcH and education Center.

Visiting researchers are charged the Permit to Attend for Services Only (PSO) tuition rate quarterly and may waive the University’s student medical insurance plan only if they have comparable coverage with another carrier. They may not enroll in or audit any courses, but in quarters they are registered are eligible for the usual student benefits of nonmatriculated student status. Visiting researchers may apply for housing, but will have a low priority for assignments. No fellowships, assistantships, or Stanford loans are available for visiting researchers. Stanford cannot certify visiting researchers for deferment of U.S. educational loans. Citizens of other countries who enter the United States to be visiting researchers at Stanford must have an IAP-66 issued by the Bechtel International Center and must register each quarter, including Summer Quarter, to maintain their visa status.

VISAS FOR FOREIGN STUDENTS

All students who are not U.S. citizens or permanent residents must obtain visas for their stay in the United States. The types of visas available for students are the following:

1. Student Visa (F-1), obtained with an I-20 Certificate of Eligibility issued by Stanford University. The graduate student on an F-1 visa must enroll in a full course of study. The accompanying spouse or child enters on an F-2 visa. F-2 visa holders may not work.

2. Exchange-Visitor Visa (J-1), obtained with an IAP-66 Certificate of Eligibility issued by Stanford University or a sponsoring agency. This
Financial Aid

Financial Aid

UNIVERSAL AID

The University has a comprehensive need-based financial aid program for its undergraduate students (except some international students) who meet various requirements set by the state or federal government, the University, and other outside donors.

In awarding its own funds, the University assumes that students and their parents (or spouse, in the case of married students) accept the first and primary responsibility for meeting the standard educational costs established by the University. Additionally, Stanford expects financial aid applicants to apply for and use resources from state, federal, and private funding sources, contribute from their earnings during nonenrollment periods (for example, summer) and use student loans and earnings from part-time employment during the academic year to meet educational expenses. If Stanford determines that an applicant and his or her family cannot meet these expenses, the University may offer student loans, recommend part-time employment during the academic year, and/or award scholarships or grants to help meet these costs. Stanford’s policy generally is to exclude undergraduates from being considered financially independent of their parents for University-administered scholarship and grant aid unless the student is an orphan, a ward of the court, at least age 25, or has an extremely adverse home situation.

In awarding Stanford financial aid funds to meet need (that is, any gap remaining after reducing the standard budget by the University-determined family resources and any outside resources to which the student is entitled such as state or Pell grants, tuition benefits, and so on), Stanford first offers “self-help,” which includes student loans and/or an academic year earnings expectation. The University normally expects that during enrollment periods, students will work or borrow to meet a portion of the standard budget. The self-help expectation may be lower for certain categories of students, including those from lower-income families, those who are academically in the top of the entering class, and those with diversity as a factor.

Scholarships or grants from outside private sources may change the University’s financial aid award. If the total in outside scholarships exceeds the need-based earnings expectation and loan portion of the financial aid package, the University then reduces its own scholarship or grant offer dollar for dollar.

The University considers applicants for its own scholarship and grant support beyond the twelfth quarter only if enrollment is essential in order to complete the minimum requirements for the first baccalaureate degree or major; a total of fifteen quarters is the limit for such aid. Students who enroll for a fifth year in pursuit of a coterminal program, a minor, a second major, a second degree, or the B.A.S. degree are not eligible for University scholarship and grant consideration but may apply for student loans.

APPLICATION AND AWARD NOTIFICATION

The documents the applicant must submit each year for financial aid consideration vary depending on the applicant’s nationality and the type of funds sought.

- U.S. citizens and permanent residents who wish to be considered for all available funding administered by Stanford must submit the following documents:
  - Free Application for Federal Student Aid (FAFSA), which must be processed by the federal processor.
  - California residents must submit a GPA Verification Form to the California Student Aid Commission (CSAC), as well as the FAFSA to the federal processor, by March 2, 2002, for Cal Grant consideration.
  - The PROFILE processed by the College Scholarship Service (CSS).
  - Copies of 2000 W-2 forms from the applicant’s parents for continuing students.
  - Copies of 2000 W-2 forms and tax statements from the applicant’s parents for new students.

A complete application for international students includes:

1. Free Application For Federal Student Aid (FAFSA), which must be processed by the federal processor.
2. Copies of 2000 W-2 forms from the applicant’s parents for continuing students.
3. Copies of 2000 W-2 forms and tax statements from applicant’s parents for new students.

A complete application for international students (except Canadians) includes the Foreign Student Financial Aid Application and the Certificate of Finances.

Students whose application materials are filed after the published deadlines, who have not borrowed or worked in prior years, or who have not secured all external funds such as Pell and Cal Grants, can expect higher levels of self-help in their financial aid packages.

Applicants and their parents are required to submit accurate and complete information on all application documents. To monitor for accuracy and reliability of information, the University participates in a U.S. Department of Education project that samples the reliability of the data on a number of applications. The FAO may request documents, in addition to the application materials, to verify this information. Students will have their financial aid witheld or canceled and their future registration held if they fail to submit the information requested. Financial aid awards may change as a result of the verification process.

NOTIFICATION DATES

The FAO will notify early decision applicants who apply by the November filing date in December. The FAO will notify the freshman applicants who apply by the February 1 filing date in early April. Transfer applicants who submit complete applications by the March 15 filing date are normally notified of their financial aid award within 10 days of their notice of admission.

The FAO begins mailing award notices to continuing and returning applicants approximately early August. Applicants who file after the filing date may not have a financial aid award or funds secured for disbursement by the Autumn Quarter payment due date.

PAYMENT AND FINANCING OPTIONS

Parent loan and financing options may help families of students receiving financial aid meet the expected parent contribution. Many of the parents' financial aid awards may vary as a result of the verification process.
these options are also available to families who do not qualify or apply for financial aid but feel the need for some extended financial credit to help meet the costs of attendance. Parents should also contact their employers for information about programs that may be available to them as employees’ benefits to help meet college costs.

GRADUATE

Academic departments at Stanford University offer financial support to many graduate students. Funds are most often targeted to doctoral candidates and rarely cover all of a student’s expenses. In addition to Stanford support, students usually need to use long-term loans, savings, liquidated assets, a spouse’s earnings, or parental support. They are expected to study full time in order to attain the degree as soon as possible. Students with families to support or with medical or other special needs should budget income and expenses carefully. Loan funds alone may be insufficient to meet the expenses not covered by the Stanford award.

Students should consider part-time employment only after consultation with their department advisers and if no other alternative is possible. Students fully supported by Stanford are limited to additional employment of no more than eight hours per week; due to visa restrictions, international students may not be similarly employed.

Note—No fellowships, assistantships, or loans are available for non-matriculated students.

FELLOWSHIPS AND ASSISTANTSHIPS

Fellowships, research assistantships, and teaching assistantships are an integral part of the educational program for many graduate students; they also provide funds for graduate student support. As part of their academic plans for students, departments determine assignments for graduate assistantships and fellowships; they also determine the disposition of funds available for graduate fellowship and assistantship appointments. Academic program, academic merit, and availability of funds are the primary considerations in the awarding of graduate financial support. The availability of aid varies considerably among departments and programs. Support offers range from partial tuition fellowships to awards that provide full tuition and a living stipend. Some departments admit only those students to whom they can offer support or who have guaranteed funds from other outside sources. Other departments may offer admission but are unable to provide financial assistance due to limited financial resources. Very few awards are given for study toward terminal master’s degrees.

Application procedures and deadlines for admission and financial aid are described in the Guide to Graduate Admission. Fellowships and assistantships are normally awarded between March 15 and April 15, in accordance with the Council of Graduate Schools resolution. Acceptance of a Stanford award obliges the student to inform the department of any other support received. The Stanford award may be adjusted (see “Outside Fellowships” below). Recipients of all graduate fellowships and assistantships must register each quarter of their appointment.

POSTDOCTORAL FELLOWSHIPS

Stanford has two categories of postdoctoral scholars. Postdoctoral Research Affiliates are classified as advanced students who are employed on contracts and on research and training grants. Postdoctoral Fellows are categorized as advanced students whose funding is from outside sources, typically foundations and foreign governments. Inquir[y should be made directly to the department.

OUTSIDE FELLOWSHIPS

Many Stanford graduate students hold fellowships won in national competition from outside agencies such as the National Science Foundation. Information on application procedures and terms of such fellowship programs may be obtained from reference materials in the applicant’s current academic institution. If not, the student should write for information directly to the national office of the agency or foundation administering the program. A student who receives support from an outside source must notify the department immediately. The Stanford award may be adjusted.

LOANS

Graduate students who believe they will require loan assistance can apply for Federal Stafford Student Loan, Federal Perkins Loan, and Guaranteed Access to Education (GATE) loan programs. Inquiries regarding loan program terms can be directed to Financial Aid Office at http://financialaid.stanford.edu or 520 Lasuen Mall, Old Union, Room 322, Stanford, CA 94305-3021; phone (888) FAO-3773 toll free or (650) 723-3058. International students who are not permanent residents are not eligible for government or GATE loans.

Application—(The following information applies to all graduate students, except those in the schools of Law and Business and in the M.D. program in the School of Medicine, who should receive information about the aid application process through their respective schools.) Graduate student loan information is available on the web site above and in a brochure sent at admission. Required application documents are:

1. The results of filing the Free Application for Federal Student Aid (FAFSA) with the federal processor.

Students who anticipate the need to use loan proceeds to pay Autumn Quarter bills should have their completed application filed with the FAO by the June prior to the beginning of the academic year. The FAO will notify the student of loan eligibility, which is based on factors including a review of FAFSA data, the Supplemental Application, satisfactory academic progress, level of indebtedness, credit history, and availability of funds.

Debt Management—The University encourages wise debt management. A debt repayment calculator is available from our web site.

Short-Term Loans—Emergency loans are available to all students with a good credit history, including international students, upon demonstration of ability to repay the loan within three months. These loans are not available to pay University bills.

COTERMINAL STUDENTS

Stanford undergraduate scholarships and grants are reserved for students in their first four years of undergraduate study at Stanford. University graduate fellowships are rarely given to coterminal students, but some departments may award research and teaching assistantships as part of the educational program to certain coterminal master’s students who are eligible for such appointments in the quarter after they have completed 180 units. Students on 50 percent assistantships register for 8.9, or 10 units per quarter; such assistantships provide a stipend and some tuition allowance. Most private and federal graduate fellowships are awarded only to students who have received the bachelor’s degree.

HONORS COOPERATIVE PROGRAM

Under a graduate cooperative program in engineering and science, employees from over 200 companies in the San Francisco Bay area are released from work, with full compensation, to attend regular classes at Stanford. Most of these companies have joined a Stanford four-channel television network that enables students to observe live lectures with talk-back privileges in their own plants. For a list of participating companies, write to the Stanford Center for Professional Development, 496 Lomita Mall, Durand Building, Stanford University, Stanford, CA 94305-4036.

VETERANS’ BENEFITS

Liaison between the University, its students, and the various federal, state, and local agencies concerned with veterans’ benefits is provided by the Office of the Registrar located in the Old Union Building. All students eligible to receive veterans’ benefits while attending the University are urged to complete arrangements with the appropriate agency well in advance of registration.
Tuition, Fees, and Housing

ASSESSMENTS

TUITION

Regular tuition for the 2001-02 academic year, payable Autumn, Winter, and Spring Quarters, is as follows:

- All departments and schools (except those below) $8,639
- Graduate Division in Engineering 9,209
- Graduate School of Business 10,334
- School of Medicine (M.D. Program) 10,499
- School of Law (payable Autumn and Spring semesters) 14,699
- J.D./M.B.A. Program (payable Autumn and Spring semesters) 14,969

Regular tuition fees apply to the undergraduate Overseas Studies and Stanford in Washington programs. For Summer Quarter tuition rates and policies, see the Stanford University bulletin, *Summer Session Catalogue*, 2002.

A coterminal student is subject to graduate tuition assessment and adjustment policies once graduate standing is reached. See student policies and procedures, as described under Residency and Unit Requirements in Coterminal Programs in the “Graduate Degrees” section of this bulletin.

Eligibility for registration at reduced tuition rates is described below. Tuition exceptions may also be made for illness, disability, pregnancy, new-parent relief, or other instances at the discretion of the Registrar. No reduction in tuition charges is made after the first two weeks of the quarter.

1. Terminal Graduate Registration (TGR): matriculated graduate students are expected to register at the regular full-tuition rate. Undergraduates who have completed at least twelve full-time quarters may petition to register at a reduced tuition rate for their final quarter, but must register for at least eight units. Undergraduate dual degree students must complete at least fifteen full-time quarters before petitioning for reduced tuition.

   Permit to Attend status can be granted for one quarter on a unit basis to those for whom it is academically appropriate. The Permit to Attend rate is $2,140 per quarter in 2001-02. Undergraduates in the terminal quarter who are completing honors theses or clearing incomplete areas need only nine quarters of residency. Requirements for one-quarter TGR status must also meet the doctoral criteria above except that they need only nine quarters of residency. Requirements for one-quarter TGR status are as above, but master’s students need not be in a program with a final writing project requirement to qualify.

   Each quarter, all TGR students must enroll in the 801 (for master’s and Engineer students) or 802 (for doctoral students) course in their department for zero units, in the appropriate section for their adviser. After the first TGR quarter, this enrollment will be conducted by the Registrar’s Office if the TGR student is registered by the Friday before the study list deadline and if the TGR student has an 801 or 802 enrollment in a previous quarter. Enrollments will not be created for the TGR student who is attending a professional school. TGR students register at a special tuition rate: $1,055 in 2001-02. Within certain restrictions, TGR students may enroll in additional courses, at the appropriate unit rate.

   2. Graduate Final Requirement Registration: graduate students who need only a few remaining units to complete degree requirements or to qualify for TGR status, may register for one quarter on a unit basis (3 to 7 units) to cover the deficiency. This status may be used only once during a degree program.

   Additional information on these registration categories is available from the Degree Progress Office in the Old Union.

   Matriculated graduate students who have Stanford fellowships or assistantships that require less than full-tuition registration may register at the unit rate required by their award. Honors Cooperative students register at the unit rate.

   During the Autumn, Winter, and Spring quarters, matriculated graduate students in most departments may register at the 8-, 9-, or 10-unit rate if their enrollment plans are accepted by their departments. Students in the departments of Applied Physics, Mathematics, and Statistics, because of department affiliation with the Honors Cooperative program, are not eligible to register for fewer than 11 units, unless they are eligible for one of the special categories above or a departmentally-approved exception. Students in the School of Engineering may register at the 9-unit rate. Students in the schools of Law and Business, or the M.D. program in the School of Medicine, should consult appropriate school officers about tuition reduction eligibility.

   Tuition exceptions may also be available for students who are faculty spouses, regular Stanford employees, or full-time educators in the Bay Area.

   During Summer Quarter, most matriculated graduate students may register on the unit basis for 3 or more units. Students in schools and departments affiliated with the Honors Cooperative program, as listed above, may not register for fewer than 11 units (8-unit minimum in Statistics only).

   Nonmatriculated graduate students pay the same tuition rates as matriculated students, but must register for at least 8 units. Postdoctoral scholars who are registered as students and visiting researchers do not enroll in courses and pay the TGR rate. Within certain restrictions, postdoctoral students may enroll in courses if the appropriate unit rate for tuition is paid.
Tuition, Fees, and Housing

International Student Fee—A one-time fee for Visa authorization documents is charged to international postdoctoral and visiting scholars.

Vehicle Registration Fee—Students must register their motor vehicles with the campus Department of Public Safety. Parking permits may be purchased at Parking and Transportation, 855 Serra Street.

HOUSING

Bulletins with further information on housing rates are Summer Session bulletin, 2002, for Summer Quarter; School of Law for Law School; Overseas Studies for Overseas Centers.

Campus housing rates are generally below local area market rents. The approximate room rates for the 2001-02 academic year are as follows:

<table>
<thead>
<tr>
<th>Residences</th>
<th>Room Rates*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Single Student Residences:</td>
<td></td>
</tr>
<tr>
<td>Dormitories and University-operated houses</td>
<td>$1,482</td>
</tr>
<tr>
<td>Theme or self-operated houses</td>
<td>1,778</td>
</tr>
<tr>
<td>Co-ops, Fraternity, Sorority, or student-cleaned houses with professional cooks</td>
<td>1,586</td>
</tr>
<tr>
<td>Mirrielees (apartments)</td>
<td>1,674</td>
</tr>
<tr>
<td>Suites</td>
<td>1,657</td>
</tr>
<tr>
<td>Graduate Single Student Residences:</td>
<td></td>
</tr>
<tr>
<td>Dormitories (single occupancy)</td>
<td>1,396</td>
</tr>
<tr>
<td>Dormitories (double occupancy)</td>
<td>1,018</td>
</tr>
<tr>
<td>Liliore Green Rains Houses (apartments)</td>
<td>1,722</td>
</tr>
<tr>
<td>Richard W. Lyman (apartments)</td>
<td>1,722</td>
</tr>
<tr>
<td>Schwab Residential Center (apartments)</td>
<td>2,508</td>
</tr>
<tr>
<td>Escondido Village (single student apartments)</td>
<td>Studio (single occupancy) 2,080</td>
</tr>
<tr>
<td></td>
<td>1 bedroom (double occupancy) 1,208</td>
</tr>
<tr>
<td></td>
<td>2 bedroom (double occupancy) 1,722</td>
</tr>
<tr>
<td></td>
<td>2 bedroom (triple occupancy) 1,208</td>
</tr>
<tr>
<td></td>
<td>3 bedroom 1,557</td>
</tr>
<tr>
<td>Couples without Children:</td>
<td></td>
</tr>
<tr>
<td>Escondido Village</td>
<td>1 bedroom 3,027</td>
</tr>
<tr>
<td></td>
<td>2 bedroom loft 3,443</td>
</tr>
<tr>
<td>Students with Children:</td>
<td></td>
</tr>
<tr>
<td>Escondido Village</td>
<td>1 bedroom 1 bedroom 936 per month</td>
</tr>
</tbody>
</table>

* All rates are approximate and subject to minor changes.

All rates are per student. Room rates are charged quarterly on the University Bill. Information on payment options and procedures is discussed in housing assignment information from Housing Assignment Services and is available in complete detail from the Bursar’s Office, Old Union, Room 105, Stanford University, Stanford, CA 94305.

A quarterly house dues fee for students is generally determined by the local staff and/or residents of the house and may be included with room and board charges on the University Bill.

MEAL PLANS

Residents of University-managed undergraduate residences are required to purchase a meal plan (Branner, Florence Moore, Lagunita, Manzanita, Murray, Roble, Ricker, Stern, Wilbur, Yost). The selection is determined by the meal plan offered in the residence hall to which you are assigned. Costs range from $3,659 to $4,127 per academic year, billed by quarter. Costs for each plan are available in the table of Student Meal Plan Rates available at http://www.stanford.edu/dept/hds/dining/resding/mealplanrates.htm.

Dining Services offers four types of meal plans for the ten residences that it serves. A complete description of these plans is available at http://www.stanford.edu/dept/hds/resding/mealplans.htm.
Plan, available through the Cashier’s Office, Old Union, room 107. which they were purchased. Cardinal Dollars are not accepted at Tresidder Memorial Union. The minimum buy-in is $10.00. All University Dining Services locations also accept the Stanford Card.

**Cardinal Dollars**

Cardinal Dollars may be purchased through University Dining Services by non-meal plan members and meal plan members who wish to supplement their plan. Cardinal Dollars may be used at any University Dining Services facility for regular meals, afternoon service, and late night pizza. Cardinal Dollars carry over until the end of the academic year and are not refundable, except for the first two weeks of the quarter in which they were purchased. Cardinal Dollars are not accepted at Tresidder Memorial Union. The minimum buy-in is $10.00. All University Dining Services locations also accept the Stanford Card.

**PAYMENTS**

All charges and credits from offices within the University are aggregated in a student’s individual account and presented on the University Bill. The bill may include tuition, housing, food service, ASSU fees (special student-approved association fees set by the ASSU), health insurance, and any miscellaneous charges incurred such as music lessons, cleaning, or re-keying charges. All amounts are due and payable upon receipt of the University Bill, but term-based charges (that is, tuition, room and board, ASSU, and health insurance fees) are always due by the day before term classes begin, whether or not a correct bill has been received. If term-based charges are added after the start of the term, they must be paid within three working days of the add date to avoid late fees. A miscellaneous charge will be subject to late fees 30 days after the first bill for it has been issued.

A Student Account (and its associated University Bill) may be paid with personal check (drawn on U.S. banks in U.S. funds), cash, scholarships, loan proceeds (for example, Perkins, Stafford, or University-is-issued), or proceeds of loans to parents (for example, PLUS). Payments must be made in a form acceptable to the University. The University does not accept credit card payments.

**LATE PAYMENT**

All charges recorded in a Student Account must be paid by 5 p.m. on the day preceding the first day of instruction whether or not a bill has been received. Payment made on a Student Account after that date is subject to an additional charge in accord with the following fee schedule: $25 if payment is made on or after the first day of instruction, but during the first week of the term $50 if payment is made during the second week of the term $100 if payment is made during the third week of the term $150 if payment is made during the fourth week of the term $200 if payment is made during the fifth week of the term $250 if payment is made during the sixthweek of the term or later

**DELINQUENT ACCOUNTS**

Delinquent accounts (such as for tuition, fees, housing, meal plans, or for other amounts owed to the University) are reported to the Registrar’s Office, which places a “hold” on the student’s further registration and on the release of transcripts and diplomas until the past-due accounts have been paid. In addition, delinquent accounts may be reported to one or more national credit bureaus and/or commercial collection agencies.

**REFUNDS**

**TUITION**

Students who withdraw from the University before the end of a term may receive refunds of portions of their tuition as described below.

**ANNULED REGISTRATION**

Students who withdraw from the University voluntarily before the first day of instruction may have their registrations annulled. Tuition is refunded in full. Such students are not included in University records as having registered for the term and new students will not secure any privileges for admission for any subsequent quarter as returning students. An annulment does not automatically cancel health coverage unless the annulment is granted before the first day of instruction. Financial aid recipients should be aware that a proportion of any refund is returned to the various sources of aid.

**CANCELLATION OF REGISTRATION OR SUSPENSION FOR CAUSE**

Students who have their registrations canceled or are suspended from the University for cause receive refunds on the same basis as those receiving leaves of absence unless otherwise specified in the disciplinary action taken. A student whose registration is canceled less than one week after the first day of instruction for an offense committed during a preceding quarter receives a full refund of tuition fees.

**INSTITUTIONAL TERRIUITON OF INSTRUCTION**

It is the University’s intention to do everything reasonably possible to avoid taking the actions described in this paragraph. However, should the University determine that continuation of some or all academic and other campus activities is impracticable, or that their continuation involves a high degree of physical danger to persons or property, activities may be curtailed and students requested or required to leave the campus. In such an event, arrangements will be made as soon as possible to offer students the opportunity to complete their courses, or substantially equivalent work, so that appropriate credit may be given. Alternatively, the University may determine that students will receive refunds on the same basis as those receiving leaves of absence, or on some other appropriate basis.

**LEAVE OF ABSENCE**

A student in good standing who withdraws from the University after the first day of instruction, but before the end of the first 60 percent of the quarter, may file a petition for a leave of absence and tuition refund with the Registrar’s Office. A leave of absence after the first 60 percent of the quarter is only granted for approved health and emergency reasons. Students granted a leave of absence are shown on the University transcript as having registered for the term. Courses in which the student was enrolled after the drop deadline will appear on the student’s record and will show the symbol “W” (withdrew). Undergraduates who take a leave while in good standing may enroll in the University for a subsequent quarter with the privileges of a returning student. Graduate students are subject to special registration requirements (see Leave of Absence in the “Graduate Degrees” section of this bulletin).

**TUITION REFUND SCHEDULE**

Students who take a leave of absence are eligible for a tuition refund during the first 60 percent of the quarter. Refunds are calculated on a per diem basis (including weekends and University holidays) starting the first day of instruction of each quarter. Tuition will be charged on a daily basis (including weekends and holidays) through the first 60 percent of the quarter. After the first 60 percent of the quarter, students are liable for the full amount of tuition that they were charged.
TUITION, FEES, AND HOUSING

by Residential and Dining Enterprises (see http://rescomp.stanford.edu/resed.html, or phone (650) 725-2800), and for HOUSING graduate students by the Graduate Life Office (see http://www.stanford.edu/gradlife/, or phone (650) 723-1171).

For example: you are an undergraduate student who was charged the standard tuition rate of $8,639 for Autumn Quarter. You become ill and inform the Registrar’s Office on the 17th day of the quarter that you want to take a leave of absence. You will be charged for 17 days of tuition (17 days x $107.99 per day) or $1,835.83.

For all students paying the medical, law, graduate business, or summer session rates. These schedules are available at the Registrar’s Office.

Tuition refunds are calculated based on the date that the student informed the Registrar’s Office in person, by mail, or by email, of his or her intention to take a leave of absence. If the student is incapacitated and thus not able to contact the Registrar’s Office, the date of the leave of absence is the date on which the Registrar’s Office was informed of the student’s incapacity by the student’s parents or other close relative or partner, or by an official in one of the following University offices: the Dean of Students, Residential Education, Cowell Student Health, Housing Assignment Services, Financial Aid, the Vice Provost for Undergraduate Education, the Vice Provost for Student Affairs, an academic dean’s office, or an academic department.

ROOM AND MEAL PLAN REFUNDS

Students assigned to a University residence are subject to the conditions of the University Residence Agreement. Under this agreement, single students and couples without children are required to live somewhere in the University residence system for the entire academic year. Students with children may give notice of termination of occupancy for the end of each academic term. Room refunds are made only when students move out of the residence system and withdraw from the University. Students in all-male fraternities or all-female sororities are billed directly by the fraternity or sorority, and refunds are arranged between the student and the fraternity or sorority.

A meal plan refund is based on the date when a student moves out of his or her University residence. If a student uses the meal plan after that date, an additional daily charge will incur.

Any decision to refund prepaid room and meal plan charges or to waive liability for deferred charges shall ultimately be made at the sole discretion of the University. Students with questions about refunds should contact Housing Assignment Services (for room refunds) or the central office of University Dining Services (for meal plan refunds).

HOUSING

University housing is available to registered Stanford students. Planning of educational programs, counseling and crisis intervention by residence deans, and administration of residence offices is coordinated for undergraduates by the department of Residential Education (see http://rescomp.stanford.edu/resed.html, or phone (650) 725-2800), and for graduate students by the Graduate Life Office (see http://www.stanford.edu/group/glo/, or phone (650) 723-1171).

Dining services and custodial services and maintenance are provided by Residential and Dining Enterprises (see http://www.stanford.edu/dep/hs/ or phone (650) 723-2287).

Information on University housing assignments, options, policies, application procedures, and deadlines may be obtained from Housing Assignment Services, Old Union, Room 214, Stanford University, Stanford, CA 94305-3012, or telephone (650) 725-2810. Information regarding off campus housing, as well as the off-campus subsidized housing program and the graduate housing stipend program may be obtained from Community Housing Services, Old Union, Room 214, Stanford University, Stanford, CA 94305-3012, or telephone (650) 723-3906.

UNDERGRADUATE STUDENT RESIDENCES

RESIDENCE PROGRAM

The program in Residential Education provides for undergraduates certain dimensions of a college experience within a large research university. The essential conviction behind the Stanford residence program is that formal teaching, informal learning, and personal support in residences play an important role in a Stanford education. Residential Education programs extend the classroom into the residences and complement the academic curriculum with activities and experiences that contribute to students’ preparation for a life of leadership, intellectual engagement, citizenship, and service.

ASSIGNMENT TO UNDERGRADUATE RESIDENCES

Approximately 95 percent of undergraduates live in University housing (excepting students studying abroad during the academic year). All freshmen are required to live in University residences for educational reasons and are automatically assigned housing following admission. Residence assignments for continuing undergraduates are made on the basis of an annual lottery (called the Draw) and quarterly waiting lists. Undergraduates who enter Stanford as freshmen are guaranteed four years of University housing if they apply by the appropriate Draw deadlines and are willing to live anywhere on campus. Transfer students are guaranteed two or three years of housing, based on their entering class standing. For further information concerning housing eligibility, contact Housing Assignment Services, (650) 725-2810.

Undergraduate residences include traditional dormitories, language and culture residences, cross cultural theme houses, student-managed and cooperative houses, apartments, suites, fraternities, and sororities.

GRADUATE STUDENT RESIDENCES

RESIDENCE PROGRAM

The University’s philosophy of graduate student housing is based on the premise that supporting high quality graduate scholarship and research is central to the mission of the University. By providing affordable housing in proximity to academic resources, the University creates an environment conducive to research and intellectual dialogue among students, their peers, and faculty members.

ASSIGNMENT TO GRADUATE RESIDENCES

Approximately 51 percent of matriculated graduate students at the home campus live in University housing, and another 13 percent live in off-campus housing subsidized by the University. Residence assignments are made on the basis of an annual lottery and quarterly waiting lists. New matriculated single students and couples without children who apply for housing by the Lottery deadline and are willing to live in any residence for which they are eligible are guaranteed housing their first year at Stanford. New matriculated master’s students with children who apply by the Lottery deadline are assured two years of on-campus housing while registered, and new matriculated doctoral students with children who apply by the Lottery deadline are assured six years of on-campus housing while registered. At Stanford University, new matriculated students are students who are in a graduate program for the first time. Students starting a second graduate degree are not considered new students and therefore are not guaranteed housing.

Single graduate students may request assignment to graduate apartments and dormitories, or to spaces in six undergraduate cooperative houses.

One-, two-, three-, and four-bedroom apartments are provided for couples without children and students with children, both graduate and undergraduate, based on student status and the number of dependents. Couple housing is available to students who are married and to students
who have a same-sex or opposite-sex domestic partner. At Stanford University, a domestic partnership is defined as an established, long-term partnership with an exclusive mutual commitment in which the partners share the necessities of life and ongoing responsibility for their common welfare. Housing for students with children is available to married couples, domestic partners, and single parents who have dependent children living with them. Housing is not provided for extended families, including the parents and siblings of students, or live-in day care staff.

COMMUNITY HOUSING

Community Housing Services maintains computerized listings of private rooms, houses, and apartments in surrounding communities that are available to students desiring to live off campus. Students must make rental arrangements directly with landlords. Information and publications on community housing may be obtained from Community Housing Services, Old Union, Room 214, Stanford University, Stanford, CA 94305-3012, or telephone (650) 723-3906. During early September, temporary accommodations are available in a student dormitory at a modest charge for students searching for off-campus housing for Autumn Quarter. Contact Summer Conference Services for more information at (650) 725-1429.

RESIDENCE DEANS

Residence Deans provide assistance to on- and off-campus students. They can advise students about academic and personal matters, occasionally intervene directly in behavioral problems/mental health concerns, and assist with personal emergencies. Advice is also available on issues of academic probation or suspension, leaves of absence, special concerns of women or minorities, and administrative matters. Residence Deans work closely with the Dean of Students and other University offices. They are assigned to specific residences and to off-campus students; for further information, undergraduates should call Residential Education at (650) 725-2800, and graduate students should call the Graduate Life Office at (650) 723-1171.
Undergraduate Degrees and Programs

Degree Programs

Bachelor of Arts (B.A.), Bachelor of Science (B.S.)

Stanford University confers the degree of Bachelor of Arts (B.A.) or the degree of Bachelor of Science (B.S.) on those candidates who have been recommended by the Committee on Academic Appraisal and Achievement (C-AAA), who have applied in advance for conferral of the degree, and who have fulfilled the following requirements:

1. A minimum of 180 units of allowable University work. (As described below, units above the allowable limits for activity courses and for courses taken on a satisfactory/no credit basis cannot be counted towards the 180 minimum.)
2. The Writing, General Education, and Language Requirements (see below).
3. Curricular requirements of at least one major department or program and the recommendation of the department(s). (Descriptions of curricular and special degree requirements are included in each department’s section of this bulletin.)
4. (Students admitted prior to Autumn Quarter, 2001.) A minimum of 90 units (including the last 15) at Stanford. In special cases, students who have earned at least 135 units in resident work and who have completed the Writing, General Education, and Language Requirements, as well as all major requirements, may petition for a waiver of the last 15 units-in-residence requirement.
5. (Students admitted prior to Autumn Quarter, 2001 or thereafter.) A minimum of 135 units (including the last 15) at Stanford. In special cases, students who have earned at least 135 units in resident work and who have completed the Writing, General Education, and Language Requirements, as well as all major requirements, may petition for a waiver of the last 15 units-in-residence requirement.

Stanford confers the Bachelor of Science degree on candidates who fulfill these requirements in the School of Earth Sciences, in the School of Engineering, or in the departments of Applied Physics, Biological Sciences, Chemistry, Mathematics, or Physics in the School of Humanities and Sciences. The University also awards B.S. degrees to candidates in the Program in Science, Technology, and Society; in the Program in Mathematical and Computational Science; in the Program in Symbolic Systems; and, when appropriate, in the Program for Individualy Designed Majors. Candidates who fulfill these requirements in other schools or departments receive the Bachelor of Arts degree.

Students who complete the requirements for two or more majors which ordinarily would lead to the same degree (B.A. or B.S.) should review “The Major” section of this bulletin to ensure that they have an understanding of the requirements for multiple or secondary majors.

Bachelor of Arts and Science (B.A.S.)

The University confers the degree of Bachelor of Arts and Science (B.A.S.) on candidates who have completed, with no overlapping courses, the curricular requirements of two majors which ordinarily would lead to different bachelor’s degrees (that is, a Bachelor of Arts degree and a Bachelor of Science). These students must have applied in advance for graduation with the B.A.S. degree instead of the B.A. or B.S. degree, been recommended by the C-AAA, and have fulfilled requirements 1, 2, and 4 above in addition to the requirements for multiple majors.

Students who cannot meet the requirements for both majors without overlapping courses are not eligible for the B.A.S., but may apply to have a secondary major recorded on their transcripts. (See “The Major” section below.)

Dual Bachelor’s Degrees (Concurrent B.A. and B.S.)

A Stanford undergraduate may work concurrently toward both a B.A. and a B.S. degree. To qualify for both degrees, a student must complete:

1. A minimum of 225 units of University work. (As described below, units above the allowable limits for activity courses and for courses taken on a satisfactory/no credit basis cannot be counted towards the 225 minimum.)
3. The curricular requirements of two majors (one of which leads to a Bachelor of Arts degree and the other to a Bachelor of Science degree).
4. A minimum of 135 units (including the last 15) at Stanford. In special cases, as described above, students may petition for waiver of the last 15 units-in-residence requirement.

A student interested in dual bachelor’s degrees should file a statement of intention with the Registrar’s Office no later than two quarters in advance of completing the program. The statement should be submitted on a standard petition form along with recommendations of appropriate representatives from the two departments whose major requirements the student is expecting to fulfill.

Students who do not meet the higher unit and residence requirements of the dual degree option may be eligible instead for the B.A.S. degree as described above.

Secondary Bachelor’s Degree

Stanford does not award a second Bachelor of Arts degree to an individual who already holds a Bachelor of Arts, nor a Bachelor of Science degree to an individual who already holds a Bachelor of Science degree. However, the holder of a Bachelor of Arts degree from Stanford may apply to the Subcommittee for Exceptions to Academic Policy for admission to candidacy for a Bachelor of Science degree, and the holder of a Bachelor of Science degree from Stanford may apply for candidacy for a Bachelor of Arts degree. A recommendation of the major department for the second bachelor’s degree must accompany the application.

Generally, a student may not apply for a second bachelor’s degree after having been a graduate student, although a student may submit a petition for exception. The Office of the Registrar’s Academic Standing section in the Old Union, room 141, reviews these petitions. A student approved for this program may register as an undergraduate and is subject to the usual rules and regulations affecting undergraduates. Requirements for a second Stanford bachelor’s degree are the same as those described above for dual bachelor’s degrees.

Coterminal Bachelor’s and Master’s Degrees

The coterminal degree program allows undergraduates to study for a master’s degree while completing their bachelor’s degree(s) in the same or a different department. Undergraduates with strong academic records may apply for admission to a coterminal master’s program as early as the eighth quarter (or upon completion of 105 units) but no later than early in the 11th quarter of undergraduate study, and at least four quarters in advance of the anticipated date of conferral of the master’s degree. Units completed during summer quarters, as well as undergraduate transfer credit, are also counted towards quarters of undergraduate study. Students who wish to apply for a master’s program after these deadlines must apply through the regular graduate admissions process.

To apply for admission to a coterminal master’s program, students must submit to the prospective graduate department the following: coterminal application, statement of purpose, preliminary program proposal, two letters of recommendation from Stanford professors, and a current Stanford transcript. Graduate Record Examination (GRE) scores or other requirements may be specified by the prospective department.

For coterminal students, the quarter following completion of 180 units (or 225 units for dual undergraduate degree students) is identified as the first graduate quarter. Beginning with this quarter, coterminal students are subject to graduate student policies and procedures, as described in the “Graduate Degrees” section of this bulletin. These policies include
A LIBERAL EDUCATION

As do all major universities, Stanford provides the means for its undergraduates to acquire a liberal education—an education that broadens the student’s knowledge and awareness in each of the major areas of human knowledge, that significantly deepens understanding of one or two of these areas, and that prepares him or her for a lifetime of continual learning and application of knowledge to career and personal life.

The undergraduate curriculum at Stanford allows considerable flexibility. It permits each student to plan an individual program of study that takes into account personal educational goals consistent with particular interests, prior experience, and future aims. All programs of study should achieve some balance between depth of knowledge acquired in specialization and breadth of knowledge acquired through exploration. Guidance as to the limits within which that balance ought to be struck is provided by the University’s General Education Requirements and by the requirements set for major fields of study.

These educational goals are achieved through study in individual courses that bring together groups of students examining a topic or subject under the supervision of scholars. Courses are assigned credit units. To earn a bachelor’s degree, the student must complete at least 180 allowable units and, in so doing, also complete the Writing Requirement, the General Education Requirements, the Language Requirement, and the requirements of a major.

The purpose of the Writing Requirement is to promote effective communication by ensuring that every undergraduate can write clear and effective English prose. Words are the vehicles for thought, and clear thinking requires facility in writing and speech.

The Language Requirement ensures that every student gains a basic familiarity with a foreign language. Foreign language study extends the student’s range of knowledge and expression in significant ways, providing access to materials and cultures that otherwise would be out of reach.

The General Education Requirements provide guidance toward the attainment of breadth and stipulate that a significant share of a student’s work must lie outside an area of specialization. These requirements ensure that every student is exposed to different ideas and different ways of thinking. They enable the student to approach and to understand the important “ways of knowing” to assess their strengths and limitations, their uniqueness, and, no less important, what they have in common with others.

Depth, the intensive study of one subject or area, is provided through specialization in a major field. The major relates more specifically to a student’s personal goals and interests than do the general requirements outlined above. Stanford’s curriculum provides a wide range of standard majors through its discipline-oriented departments, a number of interdisciplinary majors in addition to department offerings, and the opportunity for students to design their own major programs.

Elective courses, which are not taken to satisfy requirements, play a special role in tailoring the student’s program to individual needs. For most students, such courses form a large portion of the work offered for a degree. Within the limitations of requirements, students may freely choose any course for which previous studies have prepared them.

Following are more detailed descriptions of these various requirements and the rationales upon which they are based.

THE WRITING REQUIREMENT

All instructors at Stanford University expect students to express themselves effectively in speech and writing. The Writing Requirement helps students meet those high expectations.

All candidates for the bachelor’s degree, regardless of the date of matriculation, must satisfy the writing requirement. Transfer students are individually advised at the time of matriculation by the Transfer Evaluation Office and, if necessary, the Program in Writing and Rhetoric (PWR), as to their status with regard to the requirement.

The current Writing Requirement, revised in 1996, has two parts: completion of the first-year course or courses (described in more detail below) and completion of a writing-intensive course in the major. Courses that fulfill the Writing in the Major (WIM) requirement are designated under individual department listings.

All undergraduates must satisfy the first-year requirement in one of four ways:

1. Writing and Rhetoric 1, 2: a two-quarter sequence of courses emphasizing writing, research, and argument.
2. Writing and Rhetoric 3: an accelerated one-quarter course open only to students with a score of 4 or 5 on the CEEB Advanced Placement Test in English or a score of 6 or 7 on the International Baccalaureate Higher Level Exam.
3. Writing instruction in connection with the Structured Liberal Education (SLE) program.
4. Transfer credit approved by the Transfer Evaluation Office for this purpose.

A complete listing of PWR courses is distributed to all entering undergraduates and is also available on the PWR web site at http://pwr.stanford.edu, and at the PWR office, Building 460, Room 223. For a full description of the Program in Writing and Rhetoric (PWR), see “Writing and Rhetoric, Program in” under the School of Humanities and Sciences’ Course Descriptions.

THE GENERAL EDUCATION REQUIREMENTS PURPOSE

The General Education Requirements are an integral part of undergraduate education at Stanford. Their purpose is two-fold: to introduce students to a broad range of fields and areas of study within the humanities, social sciences, natural sciences, applied sciences, and technology, and to help students prepare to become responsible members of society. Whereas the concentration of courses in the major is expected to provide depth, the General Education Requirements have the complementary purpose of providing breadth to a student’s undergraduate program. The requirements are also intended to introduce students to the major social, historical, cultural, and intellectual forces that shape the contemporary world.

Fulfillment of the General Education Requirements in itself does not provide a student with an adequately broad education any more than acquiring the necessary number of units in the major qualifies the student as a specialist in the field. The major and the General Education Requirements are meant to serve as the nucleus around which the student is expected to build a coherent course of study by drawing on the options available among the required and elective courses.

Information regarding specific courses that have been certified to fulfill the General Education Requirements, and regarding a student’s status in meeting these requirements, is available at the Office of the Registrar. Course planning and advising questions related to the General Education Requirements should be directed to the Undergraduate Advising Center.
It is the responsibility of each student to ensure that he or she has fulfilled the requirements by checking in Axess within the Undergraduate Progress function or by checking with the Office of the Registrar. This should be done at least two quarters before graduation.

Students should be extremely careful to note which set of General Education Requirements apply to them. The date of matriculation at Stanford determines which requirements apply to an individual student.

CURREN T SYSTE M

To fulfill the General Education Requirements (GER), undergraduates who entered Stanford in Autumn Quarter 1996 and thereafter must complete a minimum of nine courses certified for this purpose in four areas as follows:

Area 1 Program—Introduction to the Humanities courses (one-quarter introductory courses followed by two-quarter thematic sequences)

Students are expected to satisfy the Area One Requirement during their freshman year.

For a full description of the Introduction to the Humanities Program (I-HUM), see “Introduction to the Humanities Program” under the School of Humanities and Sciences’ Course Descriptions.

Area 2: Natural Sciences, Applied Science and Technology, and Mathematics—Students can fulfill this requirement by completing three certified GER courses in this area, with no more than two of these courses from the same subarea.

Area 3: Humanities and Social Sciences—Students are required to complete three certified GER courses in this area with at least one course in the humanities subarea and one in the social sciences subarea.

Area 4: World Cultures, American Cultures, and Gender Studies—While satisfying requirements for areas 1 or 3, or by taking additional courses, students must complete at least one certified GER course in two of the three subareas.

Courses certified as meeting the General Education Requirements must be taken for a letter grade and a minimum of 3 units of credit. A single course may be certified as fulfilling only one subarea within the General Education Requirements; the one exception is that a course may be certified to fulfill an Area 4 subarea in addition to an Area 3 subarea.

Courses that have been certified as meeting the requirements are identified throughout this bulletin with the notational symbols listed below. A comprehensive list of certified courses also appears as an Appendix to this bulletin.

Area 1 Program
GER 1a: first-quarter course
GER 1b: second-quarter course
GER 1c: third-quarter course

Area 2: Natural Sciences, Applied Science and Technology, and Mathematics
GER 2a: Natural Sciences subarea
GER 2b: Applied Science and Technology subarea
GER 2c: Mathematics subarea

Area 3: Humanities and Social Sciences
GER 3a: Humanities subarea
GER 3b: Social Sciences subarea

Area 4: World Cultures, American Cultures, and Gender Studies
GER 4a: World Cultures subarea
GER 4b: American Cultures subarea
GER 4c: Gender Studies subarea

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GER 1a: first-quarter course
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Area 2: Natural Sciences, Applied Science and Technology, and Mathematics
GER 2a: Natural Sciences subarea
GER 2b: Applied Science and Technology subarea
GER 2c: Mathematics subarea

Area 3: Humanities and Social Sciences
GER 3a: Humanities subarea
GER 3b: Social Sciences subarea

Area 4: World Cultures, American Cultures, and Gender Studies
GER 4a: World Cultures subarea
GER 4b: American Cultures subarea
GER 4c: Gender Studies subarea

Continuing undergraduates who entered Stanford prior to Autumn 1996 may elect to complete either the set of Distribution Requirements in effect when they entered or the set of General Education Requirements effective Autumn 1996 and described above. Note: students will not, however, be permitted to mix the requirements of the two systems or to change from one system to the other after they have elected the system under which they wish to be monitored for graduation. If the 1996 program of General Education Requirements is chosen, only certified courses passed with a letter grade and taken for 3 or more units can fulfill the requirements.

CREDIT TRANSFER

While courses taken in fulfillment of the General Education Requirements should be taught by Stanford faculty members who are Academic Council members or Senior Lecturers, students may propose that work taken at another college or university be accepted in fulfillment of a General Education Requirement. In such cases, the Office of the Registrar’s Credit Evaluation staff determines, after appropriate faculty consultation, whether the work is comparable to any of the specifically certified courses or course sequences.

UN DERRGADUATES W HO E NTERED PRIOR TO AUTUM N 1996

Stanford has a long tradition of ensuring curricular breadth through some system of requirements, variously described as “distribution requirements,” “general studies requirements,” or “general education requirements.” A student returning to Stanford to complete an interrupted degree program may satisfy either the distribution program in place at the time of matriculation or the current program of requirements. Such a student should consult the Stanford Bulletin or its predecessors appropriate to the original entrance year or seek the advice of the Undergraduate Degree Coordinator, room 132, Old Union. Students completing requirements in effect 1991 or later may find the Appendix to this bulletin helpful in providing them with a list of certified courses. This list indicates which courses fulfill the Distribution Requirements in effect 1991, as well as the General Education Requirements in effect beginning Autumn 1996.

THE LANGUAGE REQUIRE MENT

To fulfill the Language Requirement, undergraduates who entered Stanford in Autumn 1996 and thereafter are required to complete one year of college-level study or the equivalent in a foreign language. Students may fulfill the requirement in any one of the following ways:

1. Complete three quarters of a first-year language course at Stanford or the equivalent at another recognized post-secondary institution.
2. Score 4 or 5 on the Advanced Placement (AP) test in a language other than English.
3. Achieve a satisfactory score on the SAT II Subject Tests in the following languages:
   Chinese 630 Italian 630
   French 640 Japanese 620
   German 630 Latin 630
   Hebrew 540 Spanish 630
4. Take a diagnostic test in a particular language which either:
   a) Places them out of the requirement, or
   b) Diagnoses them as needing one, two, or three additional quarters of college-level study. In this case, the requirement can then be fulfilled either by passing the required number of quarters of college-level language study at Stanford or the equivalent elsewhere, or by retaking the diagnostic test at a later date and placing out of the requirement.

 Written placements are offered online throughout the summer in Chinese, French, German, Japanese, Russian, Spanish, and Spanish for home background speakers.

 For a full description of Language Center offerings, see “Language Center” under the school of Humanities and Sciences’ Course Descriptions.

CREDIT ADVANCED PLACEMENT

Stanford University allows up to 45 units of credit toward graduation for work completed in high school as part of the College Entrance Examination Board (CEEB) Advanced Placement curriculum. The awarding of such credit is based on CEEB Advanced Placement test scores and is subject to University and department approval.

The faculty of a given department determine whether any credit toward the 180-unit requirement can be based on achievement in the CEEB Advanced Placement Program in their discipline. Stanford departments electing to accept the Advanced Placement (AP) credit are bound by these University policies:
1. Credit is usually granted for an AP score of 4 or 5. Usually, 10 quarter units are awarded (but occasionally fewer than 10). No more than 10 quarter units may be given for performance in a single examination. If the student has scores of 4 or 5 on two exams within the same language (for example, French Language and Literature), or within the same subject (for example, Music Theory and Music History), the student is given a maximum total of 10 quarter units based on only one of the scores—the higher of the two, if different. The Studio Art and Art History examinations are treated separately and yield 10 quarter units each for scores of 4 or 5.

2. Whether credit is to be given for an AP score of 3 is a matter for departmental discretion; up to 10 units may be awarded.

3. No credit may be authorized for an AP score lower than 3.

Performance on an AP exam can indicate the appropriate placement for continuing course work in that subject at Stanford. Students may not enroll in courses at Stanford for which they received equivalent credit through the AP program. The chart below shows the current AP credit and placement policies. Further information is available from the Office of the Registrar’s Transfer Credit Evaluator, room 141, Old Union.

AP SCORES AND PLACEMENT

Test Subject | Score | Placement | Quarter Units | Credit
--- | --- | --- | --- | ---
U.S. Government and Politics | 4, 5 | Not applicable | 5
U.S. History | 4, 5 | Not applicable | 10
Art History | 4, 5 | Not applicable | 10
Art (Studio) | 4, 5 | Not applicable | 10
Biology | 4, 5 | Not applicable | 10
Chemistry | 4, 5 | Chem. 32 or above | 4
Comparative Gov. and Politics | 4, 5 | Not applicable | 5
Computer Science AB | 4, 5 | CS 106X* | 5
Computer Science A | 4, 5 | CS 106X* | 5
Macro/Micro Economics | ≥8 | Econ. 50† | 5
English | 4, 5 | Writ. & Rhetoric 3 | 6
Environmental Science | 4, 5 | Not applicable | 5
European History | 4, 5 | Not applicable | 10
French | 4, 5 | Second year and above | 10
German | 4, 5 | Second year or above | 10
3 | Take placement test | 5
1.2 | Take placement test —
Human Geography | 4, 5 | Not applicable | 7
Latin | 4, 5 | 100 series | 10
Math. AB | 1, 2, 3 | Consult Classics dept. —
5 | Math. 51 | 10
4 | Math. 42 | 5
Math. BC | 1, 2, 3 | Math. 19 or 41 —
4, 5 | Math. 51 | 10
3 | Math. 42 | 5
Math. AB Subscore | 1, 2, 3 | Math. 19 or 41 —
5 | Math. 51 | 10
4 | Math. 42 | 5
Music | 4, 5 | Not applicable | 10
Physics B | 5 (placing out of 21&23) | take 25 or (placing out of 32) | take 51 then 55 or (with strong math bkgd.) take 61 then 63&65 —

* Students may skip Computer Science 106A,B and X and complete Computer Science 103, 107, or 109 to receive an additional 5 quarter units.
† A minimum score of 4 on both tests will receive 5 units.

ACTIVITY COURSES

For undergraduates who entered Autumn 1996 and thereafter, a maximum of 8 units of credit earned in activity courses, regardless of the offering department or if accepted as transfer units, count towards the 180 (225 if dual degrees are being pursued) units required for the bachelor’s degree. All activity courses are offered on a satisfactory/no credit basis.

Undergraduates who entered Stanford between Autumn 1986 and the end of the 1995-96 academic year may apply a maximum of 12 units in activity courses (Physical Education or Music Activity) to the 180/225 unit requirement for graduation.

COURSES TAKEN ON SATISFACTORY/NO CREDIT OR CREDIT/NO CREDIT BASIS

For undergraduates who entered Autumn 1996 and thereafter, a maximum of 36 units of credit taken at Stanford or its overseas campuses for a “CR” or “S” grade may be applied towards the 180 (225 if dual degrees are being pursued) units required for the bachelor’s degree. For those who entered Stanford as transfer students in Autumn 1996 and thereafter, the maximum is 27 units.

Departments may also limit the number of satisfactory or credit courses accepted towards the requirements for a major. Satisfactory/credit courses applied towards a minor may be similarly limited. Courses not letter-graded are not accepted in fulfillment of the General Education Requirements applicable to undergraduate students who entered Stanford in Autumn 1996 and thereafter. Writing in the Major courses are usually offered letter grade only. In those instances where the course is offered for a letter grade or CR/NC, the course must be taken for a letter grade.

IN TERN SHIP GUIDELINES

Undergraduate internships should not by themselves carry any credit. However, an individual student may arrange with a faculty member for a research or other academic project to be based on the internship. Arrangements between students and faculty regarding credit are expected.
to be made well in advance of the internship. Credit should be arranged within departmental rules for directed reading or independent study and should meet the usual department standards.

**TRANSFER WORK**

Academic credit for work done elsewhere will be allowed toward a Stanford bachelor’s degree under the following rules and conditions:

1. Credit may be granted for work completed at institutions in the U.S. only if the institutions are accredited.
2. Study in institutions outside the U.S., when validated by examination results, tutorial reports, or other official evidence of satisfactory work, may be credited toward a Stanford bachelor’s degree, subject to the approval of the credit evaluator and the appropriate departments.
3. Credit is officially allowed only after the student has been unconditionally admitted to Stanford.
4. Credit is allowed for work completed at institutions in the U.S. only on the basis of an official transcript received by the Registrar at Stanford directly from the institution where the credit was earned.
5. Credit from another institution will be transferred for courses which are substantially equivalent to those offered at Stanford University on the undergraduate level, subject to the approval of the credit evaluator. A maximum of 20 quarter units may represent courses which do not parallel specific courses at Stanford, again, subject to the approval of the credit evaluator as to quality and suitability.
6. The credit allowed at Stanford for one quarter’s work may not exceed the number of units that would have been permissible for one quarter if the work had been done at Stanford; for work done under a system other than the quarter system, the permissible maximum units are calculated at an appropriate ratio of equivalence.
8. No more than 90 quarter units of credit for work done elsewhere may be counted toward a bachelor’s degree at Stanford.
9. Credit earned in extension and correspondence courses is transferable only if the university offering the courses allows that credit toward its own bachelor’s degree. Such credit is limited to a maximum of 45 quarter units for extension courses, a maximum of 15 quarter units for correspondence study, and a maximum of 45 quarter units for the combination of extension and correspondence courses.
10. Credit earned in military training and service is not transferable to Stanford, unless offered by an accredited college or university in the U.S. and is evaluated as above by the credit evaluator.

**CONCURRENCE**

Students may enroll concurrently at Stanford and at another college or university. The following policies apply to Concurrent Enrollment:

1. Students may not exceed 20 units between both schools. This is the same unit maximum for undergraduate students at Stanford.
2. Satisfactory academic progress is determined only by Stanford courses and units. Transfer work completed at other institutions is not considered in this calculation.
3. Students are expected to consult with the Transfer Credit Evaluator (Old Union, room 141) if planning to transfer the work back to Stanford. Consultations should be completed prior to enrolling in the transfer institution.

**THE MAJOR**

The primary purpose of the major is to encourage each student to explore a subject area in considerable depth. This in-depth study complements the breadth of study promoted by the General Education Requirements and, in many cases, by a student’s choice of electives. Work in depth permits practice in critical analysis and the solving of problems. Because of its depth, such study also provides a sense of how knowledge grows and is shaped by time and circumstances.

The structure of a major should be a coherent reflection of the logic of the discipline it represents. Ideally, the student should be introduced to the subject area through a course providing a general overview, and upper-division courses should build upon lower-division courses. The course of study should, if feasible, give the student the opportunity and responsibility of doing original, creative work in the major subject. Benefits of the major program are greatest when it includes a culminating and synthesizing experience such as a senior seminar, an undergraduate thesis, or a senior project.

**REQUIRED COURSES**

Undergraduates must select a major by the time they achieve junior status (85 units completed). All undergraduate major programs listed in this bulletin, except for certain honors degree programs that require application and admission in advance, are open to all students. Students may use Axess to declare, drop or exchange a major at any time. In some departments or programs, though, a late change could easily result in extending the period of undergraduate study. Students who have applied to graduate, wish to declare an individually designed major or pursue a dual B.A./B.S. degree, and coterm students must use printed forms to select or change a major. Students requiring assistance should contact the Registrar’s Degree Progress Office, Old Union, room 132.

Check individual department or program listings in this bulletin for the undergraduate degrees offered and for specific major requirements. If an area of study has no baccalaureate degree, that discipline is not available as a regular undergraduate major.

Faculty set the minimum requirements for the major in each department. These requirements usually allow latitude for tailoring a major program to a student’s specific educational goals. The responsibility for developing a major program within department or program requirements lies ultimately with the individual student working in consultation with the major adviser.

**MULTIPLE MAJORS**

Although most students declare only one major, a student may formally declare more than one major within a single bachelor’s degree (B.A., B.S., or B.A.S.) program. The student may do that either at the time of initial major declaration or, as may be more advisable given the planning required to complete more than one major, by amending the original declaration. The student’s major departments or programs will have access routinely to all information pertinent to that student’s academic record (for example, course and grade information), and each is expected to provide advising and other assistance. Students may pick up appropriate information regarding major declarations from the Registrar’s Office. To be awarded a bachelor’s degree with multiple majors, the student must fulfill the following requirements:

1. Formally declare all majors to the Registrar’s Office.
2. Satisfy the requirements of each major without applying any course towards the requirements of more than one major or any minor unless
   a) overlapping courses constitute introductory skill requirements (for example, introductory math or a foreign language)
   b) overlapping courses enable the student to meet school requirements (for example, for two majors within the School of Engineering). Currently, only the School of Engineering has school requirements for its undergraduate majors.

Students pursuing multiple majors must complete a multiple major program sheet indicating which courses they plan to apply toward each major and any minor(s). Departments must certify that the plan of study meets all requirements for the majors and any minor(s) without unallowable overlaps in course work. To facilitate advance planning, multiple major program sheets are available at any time in the Degree Progress Office, room 132, Old Union.

When students cannot meet the requirements of multiple majors without overlaps, the secondary major, outlined below, may be relevant.

**SECONDARY MAJOR**

In some cases, students may complete course requirements for more than one major, but they may not meet the requirements outlined for the multiple major option. For example, the student may develop a course plan in which courses requisite for one major overlap with requirements for another. In these cases, the student may declare a secondary major...
<table>
<thead>
<tr>
<th>Major Department</th>
<th>Units required outside the dept./program</th>
<th>Units required within the dept./program</th>
<th>Total # of units</th>
<th>Notes/Special Requirements</th>
<th>WIM Course</th>
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<tr>
<td>Earth Systems</td>
<td>84-100</td>
<td>24</td>
<td>109-125</td>
<td>Internship/Senior Seminar</td>
<td>ESys 210</td>
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<td>Geological &amp; Environmental Sciences</td>
<td>Geological Sciences 39-42</td>
<td>41-56</td>
<td>min. 80</td>
<td>advanced summer field experience</td>
<td>GES 54Q, 110,112,140,151, 152,185,190</td>
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<td></td>
<td>Environmental Sciences 45-46</td>
<td>46-59</td>
<td>min. 91</td>
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<td></td>
<td>Engr.Geo. &amp; Hydrogeology 40</td>
<td>56-61</td>
<td>min. 96</td>
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<td></td>
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<tr>
<td>Geophysics</td>
<td>42-47</td>
<td>15</td>
<td>min. 66</td>
<td>GES 110</td>
<td></td>
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<td>Petroleum Engineering</td>
<td>72</td>
<td>39-40</td>
<td>111-112</td>
<td>PE 180</td>
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<td>School of Engineering</td>
<td>Chemical Engineering 63-68</td>
<td>54</td>
<td>117-122</td>
<td>ChemE 185A,185B</td>
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<tr>
<td></td>
<td>Civil Engineering 60-63</td>
<td>50-53</td>
<td>110-116</td>
<td>CEE 100</td>
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<td></td>
<td>Computer Science 33-34</td>
<td>61-65</td>
<td>96-106</td>
<td>Senior Project</td>
<td>CS 191W,194,201</td>
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<td></td>
<td>Computer Systems Engineering 71-72</td>
<td>36-40</td>
<td>103-105</td>
<td>Senior Project</td>
<td>CS 191W,194,201</td>
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<tr>
<td></td>
<td>Electrical Engineering 45</td>
<td>68</td>
<td>113</td>
<td>Engr. 102E and EE 121</td>
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<td></td>
<td>Engineering (Individually Designed) min. 41</td>
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<td>90-107</td>
<td>Engr 102</td>
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<td></td>
<td>Management Science and Engineering 57-80</td>
<td>35-63</td>
<td>109-124</td>
<td>MS&amp;E 152,164,193,197</td>
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<td>Material Science and Engineering 68-74</td>
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<td>105-111</td>
<td>MSE 161</td>
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<td></td>
<td>Mechanical Engineering 69-79</td>
<td>47-49</td>
<td>114-119</td>
<td>Engr. 102M and ME 103</td>
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<td></td>
<td>Product Design 72-74</td>
<td>31</td>
<td>103-105</td>
<td>Engr. 102M and ME 103</td>
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<td>School of Humanities and Sciences</td>
<td>African and African American Studies 50</td>
<td>10</td>
<td>60</td>
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<td>Archaeology —</td>
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<td>History —</td>
<td>50</td>
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<td>Studio —</td>
<td>65</td>
<td>65</td>
<td>library orientation</td>
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<td></td>
<td>Asian American Studies 55</td>
<td>5</td>
<td>60</td>
<td>CSRE Senior Sem.</td>
<td>See CSRE</td>
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<tr>
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<td>Chinese —</td>
<td>0-16</td>
<td>27-43</td>
<td>min. 43</td>
<td>Chinese 133</td>
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<td>Japanese —</td>
<td>0-20</td>
<td>23-43</td>
<td>min. 43</td>
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<td>74-76</td>
<td>Bio. 44X,44Y,145/245,175H,176H</td>
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<td>Chemistry —</td>
<td>34</td>
<td>53</td>
<td>87</td>
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<td>See CSRE</td>
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<td>Classics —</td>
<td>60</td>
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<td>Classics 176</td>
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<td>Communication —</td>
<td>5</td>
<td>min. 60</td>
<td>65</td>
<td>Comm. 141A,141B</td>
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<td>Comparative Literature 60-65</td>
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<td>Comparative Studies in Race &amp; Ethnicity 55</td>
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<td>CSRE 200X</td>
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<td>Drama</td>
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<td>Drama 161,162,163</td>
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<td>75</td>
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<td>75</td>
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<td>Chinese 133; Japanese 138; Pol. Sci. 29/129,115B</td>
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<td>75-77</td>
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<td>—</td>
<td>55</td>
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<td>Eng. 150</td>
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<td>dept. approval</td>
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<td>30</td>
<td>45</td>
<td>75</td>
<td>dept. approval and</td>
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<tr>
<td>w/ Interdepartmental Emphasis</td>
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<td>40</td>
<td>60</td>
<td>foreign lang. lit.; dept. approval</td>
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<td>Feminist Studies</td>
<td>45</td>
<td>15 core</td>
<td>60</td>
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<td>FS 104</td>
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<td>French and Italian</td>
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<td>French</td>
<td>max. 24</td>
<td>32 above #100</td>
<td>55-63 above #100</td>
<td>units vary by</td>
<td>Fr. 123,261</td>
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<td>French and English Literatures</td>
<td>max. 24</td>
<td>32 above #100</td>
<td>55-63 above #100</td>
<td>concentration</td>
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<td>French and Italian Literatures</td>
<td>max. 24</td>
<td>32 above #100</td>
<td>55-63 above #100</td>
<td>4 Eng. Lit. courses</td>
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<tr>
<td>Italian</td>
<td>max. 28</td>
<td>32 above #100</td>
<td>60 above #100</td>
<td></td>
<td>It. 114,115</td>
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<tr>
<td>Italian and English Literatures</td>
<td>max. 28</td>
<td>32 above #100</td>
<td>60 above #100</td>
<td>4 Eng. Lit. courses</td>
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<tr>
<td>Italian and French Literatures</td>
<td>max. 28</td>
<td>32 above #100</td>
<td>60 above #100</td>
<td>4 Fr. Lit. courses</td>
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<td>German Studies</td>
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<td>35-60</td>
<td>60</td>
<td>3 above #130</td>
<td>GS 123N,125,129</td>
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<td>Human Biology</td>
<td>min. 13</td>
<td>min. 43</td>
<td>87</td>
<td>Internship</td>
<td>HB 4B</td>
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<td>Interdisciplinary Studies in Humanities</td>
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<td></td>
<td></td>
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<tr>
<td>Option I</td>
<td>approx. 60</td>
<td>27 (honors)</td>
<td>approx. 87</td>
<td>honors only major</td>
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<tr>
<td>(incl. premed requirements)</td>
<td>approx. 110</td>
<td>27 (honors)</td>
<td>approx. 137</td>
<td>+ 5 qtrs. language</td>
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<td>International Relations</td>
<td>55-65</td>
<td>0-10</td>
<td>65</td>
<td>2 yr. foreign lang.;</td>
<td>IR 115B,130,131, 134,134B,199T Pol. Sci. 115B,119M Hist. 102A</td>
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<td>Jewish Studies (Individually Designed)</td>
<td>60-62</td>
<td>—</td>
<td>60-62</td>
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<td>See CSRE</td>
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<tr>
<td>Latin American Studies</td>
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<td>60</td>
<td>field exper., senior honors/ internship, foreign lang @ 3rd-yr university level; senior seminar</td>
<td>LAS 80</td>
<td></td>
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<tr>
<td>Linguistics</td>
<td>—</td>
<td>50</td>
<td>50</td>
<td>foreign lang. @ 6th quarter level</td>
<td>Ling. 150</td>
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<tr>
<td>Mathematical &amp; Computational Science</td>
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<td></td>
<td>76-80</td>
<td></td>
<td>Math. 109,110,120</td>
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<tr>
<td>Mathematics</td>
<td>up to 15 units</td>
<td>49</td>
<td>64</td>
<td></td>
<td>Math. 109,110,120,171</td>
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<tr>
<td>Music</td>
<td>—</td>
<td>67-68</td>
<td>62-72</td>
<td>piano-proficiency &amp;</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ear-training exam</td>
<td>3 from: Music 140,141, 142,143,144,145,151</td>
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<tr>
<td>Music, Science, &amp; Technology</td>
<td>—</td>
<td>62</td>
<td>62-72</td>
<td>piano-proficiency &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ear-training exam</td>
<td>Music 151</td>
</tr>
<tr>
<td>Native American Studies</td>
<td>55</td>
<td>5</td>
<td>60</td>
<td>CSRE Senior Sem.</td>
<td></td>
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<tr>
<td>Philosophy</td>
<td>—</td>
<td>55</td>
<td>55</td>
<td>course in 194 series</td>
<td>Phil. 80</td>
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<tr>
<td>Philosophy and Religious Studies</td>
<td>—</td>
<td>60</td>
<td>60</td>
<td>3 seminars; 20 units in each dept. + 20 advanced units fr. both depts.</td>
<td>Phil. 80 or RS 290</td>
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</tbody>
</table>
which will result in the transcript bearing an annotation that the course requirements for that major have also been met.

**LIMITS OF THE MAJOR**

In order to achieve the values of study in depth, a well-structured major should constitute approximately one-third of a student’s program (55-65 units). To ensure the values of breadth, a major should comprise no more than two-thirds of a student’s program (115-125 units). And, to avoid intellectual parochialism, a major program should not require a student to take more than about one-third of his or her courses from within a single department.

Major requirements in cognate subjects essential to the structure of a given major should be counted as part of the major program in applying these guidelines. Department or school requirements designed to provide extra disciplinary breadth should not be counted.

For a limited number of qualified students, many departments and programs offer special programs leading to degrees with honors. A student may apply to the major department or program for acceptance into the honors program. Demands on the student may vary, but all honors programs encourage creative, independent work at an advanced level in addition to the major requirements.

The guidelines set forth here are deliberately general; implementation must take into account the specific needs of a student’s program and the nature of the discipline or disciplines involved. The exercise of responsibility in achieving the desired educational balance belongs first with the student, who, after all, has the strongest interest in the value of his or her education. It belongs secondarily to departments and major programs, which must set the requirements of competence in the many majors offered.

### MINORS AND HONORS

#### THE UNDERGRADUATE MINOR

Students completing a bachelor’s degree may elect to complete one or more minors in addition to the major. Minors must be officially declared by students no later than the deadline for their applications to graduate, according to declaration procedures developed and monitored by the Registrar. Earlier deadlines for declaration of the minor may be set by the offering school or department. Satisfactory completion of declared minors is noted on the students’ transcripts after degree conferral.

A minor is a coherent program of study defined by the department or degree program. It may be a limited version of a major concentration or a specialized subset of a field. A minor consists of no fewer than six courses of 3 units in concentration, except where term units are not offered. Departments and degree programs establish the structure and requirements of each minor in accordance with the policy above and within specific guidelines developed by the deans of schools. Programs which do not offer undergraduate degrees may also make proposals to their cognizant deans to establish a minor. Requirements for each minor are described in the individual department or program listings in this bulletin.

Students with questions about declaring minors or double-counting courses for completing major and minor requirements, unless:

1. Overlapping courses constitute introductory skill requirements (for example, introductory math or a foreign language), or
2. Overlapping courses enable the student to meet school requirements (for example, for a major within the School of Engineering and a minor). Currently, only the School of Engineering has school requirements for its undergraduate majors.

Undergraduate students use Axess to declare or drop a minor. Students with questions about declaring minors or double-counting courses towards combinations of majors and/or minors should consult with the departments or programs involved or the Registrar’s Degree Progress Office, room 132, Old Union.

#### BACCALAUREATE HONORS

**With Distinction**—In recognition of high scholastic attainment, the University, upon recommendation of a major department or program, awards the Bachelor’s Degree with Distinction to approximately 15 percent of the graduating class.

Students are also urged to consider the departmental honors programs that may give depth to their major study and to consider, as well, how the interdisciplinary honors programs might contribute to the quality of their undergraduate education.
Departmental Honors Programs—In recognition of successful completion of special advanced work, departments in more than 30 fields of study may recommend their students for honors. Departmental honors programs demand independent creative work at an advanced level in addition to the major requirements.

Interdisciplinary Honors Programs—In recognition of successful completion of honors program requirements, the following interdisciplinary programs can recommend students majoring in any field for honors in their program:

- Education
- Environmental Science, Technology, and Policy
- Ethics in Society
- Feminist Studies
- Humanities
- Jewish Studies
- Latin American Studies (a new honors program is being considered)
- Science, Technology, and Society

The interdisciplinary honors programs are designed to complement study in a department major. The requirements for these honors programs are described in the department sections of this bulletin.

Foreign Language Proficiency—The notation “proficiency in (language)” appears on the official transcripts of those students whose levels of achievement are found by procedures established by the language department to be roughly equivalent to knowledge an excellent student can be expected to demonstrate late in the third quarter of the third year of study in that language.

UNDERGRADUATE ADVISING

Assistant Vice Provost and Program Director: Lori White
Associate Director: Dandre DeSandies
Associate Director: Kathy Wright

The Undergraduate Advising Center coordinates the advising program for students who have not declared a major field of concentration. Freshmen are assigned to academic advisers according to their residence and their preliminary academic interest. Most sophomores who are undecided about their majors continue to work with their advisers from the first year. Some sophomores participate in the Sophomore Mentoring Program (SMP), which matches faculty mentors with students who have shared intellectual interests through a freshman seminar or sophomore college class. By the end of the sophomore year, undergraduates must declare a major. In junior and senior years, students are advised by faculty from the major department or program.

The Undergraduate Advising Center (UAC) partners with faculty and staff to address students’ intellectual and developmental goals. The center staff includes professional advisers who meet with students individually to set academic goals and to devise strategies for achieving those goals. The staff also coordinates a comprehensive array of academic advising programs and services designed to support and enhance the undergraduate curriculum.

The UAC staff of professional advisers provides advising to all students, freshmen through seniors. These UAC advisers offer students help when the academic advisers are unavailable or when additional advice is needed. Other UAC services include: assistance with curriculum planning; help with choosing a major; information on designing an individually designed major; academic and personal counseling related to academic performance; advice regarding plans to attend graduate or professional school; peer tutoring; and learning skills classes. Reference guides to graduate or professional schools are available. The Undergraduate Advising Center is located on the fourth floor of Sweet Hall.

ONLINE RESOURCE FILES

http://uac-server.stanford.edu/ or request a copy

UNDERGRADUATE RESEARCH PROGRAMS

Director: Susan Brubaker-Cole
Associate Director for Student Services: Laura Selznick
Associate Director for Honors Writing Programs: Hilton Obenzinger

Undergraduate Research Programs (URP), a division of the office of the Vice Provost for Undergraduate Education (VPUE), seeks to foster and expand undergraduate participation in the creation of new knowledge at Stanford. URP sponsors and supports a broad range of programs and services that encourage undergraduates to work closely and individually with faculty on such research, advanced scholarship, and creative projects. Programs are designed to serve students who are able to take on advanced scholarship, and creative projects. Programs are designed to serve students who are new to research, as well as those with considerable research experience who are able to take on advanced, independent projects. URP actively maintains the university’s commitment to diversity, and the range of research projects and topics reflects the broad diversity of Stanford’s faculty and student populations. The URP office is located on the fourth floor of Sweet Hall.

UNDERGRADUATE RESEARCH OPPORTUNITIES (URP)

All currently registered undergraduates are eligible to apply for grants, which may support the expenses of faculty-mentored research projects or need-based replacement of financial aid so that they may pursue research. Applicants must file a cover sheet on the World Wide Web at http://www-uro.stanford.edu. Faculty recommendation forms and samples of previous successful grant applications are available at 414 Sweet Hall. Grant advice is available both in person and on the URO web pages. The deadlines for major grants (up to $3,000) for 2001-02 are Friday, April 5 for projects in social sciences, natural sciences, and engineering, and Friday, April 19 for projects in humanities and creative arts. Students with interdisciplinary projects are encouraged to apply by the earlier deadline. Small grants ($500 maximum per project) are awarded each quarter. The deadlines are October 26, February 8, and April 19.

Major grants differ from small grants in the scope of the project proposed rather than the level of reimbursement requested. Small and major grants are restricted to supplies and expenses associated with research. Major grants are awarded once a year, during Spring Quarter, to as many as 150 students. Students on financial aid may sometimes receive funds to replace summer earning expectations. Summer earnings can occasionally be replaced for small grant winners with a high level of financial need. The Chappell-Lougee Scholars program is a special opportunity for sophomores in the humanities and social sciences to be involved in research under faculty mentorship. Faculty may nominate students or students may nominate themselves. Financial need is considered, as well as the academic goals of the proposed project. Applications and nominations are due to the URO office by Friday, December 7, 2001. The URO office has information on applications and criteria.

The Future Faculty Incentives Program encourages URO grant recipients from all categories to consider a career in college or university teach-
The award provides undergraduate loan repayment up to $10,000 for graduate work toward a Ph.D. Preference is given to students from disadvantaged backgrounds who would add diversity to the professoriate in their field of study. Financial need and evidence of disadvantaged background are also considered in the selection process. The application deadline is May 15 of the year in which the student plans to matriculate in a graduate program.

Stanford Fund Research Assistantships and Research Awards enable undergraduates in the humanities and social sciences with financial need to gain research experience in lieu of a campus job. Assistantships are for students who have not yet declared a major, but wish to explore a particular field under faculty supervision. Research Awards are for declared students with subject-matter expertise who wish to pursue that interest further. Recipients may have from 10-15 weeks of term time earnings replaced. High financial need is a criterion for acceptance. A maximum of 25 weeks of work in undergraduate employment may be replaced.

Mellon Minority Undergraduate Fellowships promote diversity by encouraging the pursuit of honors at Stanford and enrollment in a Ph.D. program in the humanities after graduation from Stanford. Benefits include earnings replacement, scholarship expenses, and undergraduate loan repayment totaling a maximum of $20,000. The deadline is Friday, June 14, 2002.

DEPARTMENTAL AND FACULTY-SPONSORED RESEARCH OPPORTUNITIES

DEPARTMENTAL RESEARCH CENTER PROGRAMS

Departments, interdisciplinary programs, and Stanford research centers may apply through the URP office for VPUE departmental Grants for Undergraduate Research and Independent Study to support programs that provide undergraduates with close mentorship and training in scholarship and research. Typically, departments pair students with a faculty member or faculty-led research group according to their mutual scholarly interests. Students conduct substantive, directed research on a particular aspect of the faculty’s research project, either part-time (during the school year) or full-time (during the summer), and they meet frequently with their faculty mentors to discuss progress and future directions for the project. Students should check with URP staff to determine which departments and centers currently sponsor programs.

FACULTY GRANTS FOR UNDERGRADUATE INDEPENDENT STUDY AND RESEARCH

Individual faculty members may also apply through the URP office for VPUE Faculty Grants for Independent Undergraduate Study and Research. Faculty Grants provide funding for undergraduates to work closely with faculty on a directed research project. Typical student research activities include conducting literature reviews, developing and conducting research surveys, collecting and analyzing data, aiding in the development of course materials, and conducting laboratory experiments. Faculty determine student participation in this program, so students should contact departments and faculty for more information.

SUMMER RESEARCH COLLEGE

The Summer Research College (SRC) provides a 10-week, residential supplement to undergraduate research programs funded by grants through the URP office. The program is designed to enrich, but not interfere with, the student’s primary responsibility to his or her faculty mentor and departmental research expectations. Benefits of the SRC include a subsidy for room and board expenses, residential programming (including faculty guests), special dinners, and cultural and social excursions. The 2002 SRC will run from June 24 to August 29. Students must move into the College by June 24, and must be engaged full-time in a departmental research program for a minimum of eight weeks. Students should contact the URP office or departments for more information.

HONORS PROGRAMS

Qualified undergraduates are encouraged to participate in honors programs offered by departments and interdisciplinary programs. These capstone programs, usually completed in the senior year, provide opportunities for students to engage in advanced research, analysis, and articulation with faculty guidance. Honors programs may require in-depth research or field work with an extended written thesis, laboratory work accompanied by a report, or a creative project. Some honors programs require a public oral and visual presentation of the project’s results. Each department and interdisciplinary program develops its own requirements for entry into its program and criteria for honors projects. Some honors programs require students to be majors, while other programs are available to any undergraduate with relevant preparation. Students are urged to check with each department and program to determine eligibility and other requirements.

HONORS WRITING PROGRAMS

In addition to thesis writing support organized by departments and programs, URP offers writing consultation in the form of workshops during seminars, as well as consultation with graduate student assistants and faculty providing writing support for different honors programs. Students writing honors theses can also obtain individual editorial consultation at the URP office. Editorial support is also offered for other advanced writing needs, such as revision of a paper for publication in a professional journal, and personal statements and essays for master’s and doctoral programs, and for national fellowship competitions (see Fellowships and Graduate School Applications Services below).

HONORS COLLEGE

The Honors College brings students writing honors theses to campus in September before the start of the regular school year for a program of group and major-based activities. By concentrating solely on the thesis for nearly three weeks, Honors College participants begin the senior year with a serious commitment to independent scholarship in an atmosphere of shared intellectual purpose. The college sponsors cross-disciplinary forums, such as writing workshops and methodology panels, as well as residential activities, such as cultural and social outings, and a celebratory concluding banquet to which students invite their research advisors. Students participating in Honors College receive a research stipend, room and board, and special access to computers and a photocopier. For students with demonstrated financial need, summer-time earnings replacement funds are also available.

FELLOWSHIPS AND GRADUATE SCHOOL APPLICATIONS SERVICES

Fellowships and Graduate School Applications Services provides practical advice to Stanford undergraduates and recent graduates on how to apply for master’s and doctoral programs and for scholarships and fellowships such as the Truman, Rhodes, Fulbright, Goldwater, Beinecke, and Mellon. The URP staff provides workshops and individual consultations on choosing a graduate school and fellowship program, writing personal statements, soliciting letters of recommendation, and speaking in interviews. The URP office also administers campus nomination competitions for the Goldwater, Udall, Beinecke, and Truman scholarships, and works with the Overseas Resource Center on preparing students for international scholarship competitions.

CENTER FOR TEACHING AND LEARNING

Assistant Vice Provost and Director: Michele Marincovich
Senior Associate Director (Science and Engineering): Robyn Wright Dunbar
Associate Director (Humanities): Valerie Ross
Administrators: Crissy Osborne and Janet Rutherford
UNDERGRADUATE DEGREES AND PROGRAMS

115. Voice Workshop—An innovative workshop focusing on breath, voice production, expansion of vocal range and stamina, and clarity of articulation. Geared toward public speaking generally: presentations, lectures, job talks, etc. Can be taken in conjunction with CTL 117.

1 unit, Aut, Win (Freeland)

117. The Art of Effective Speaking—Introduction to the principles and practice of effective oral communication. Through formal and informal speaking activities, students develop skills framing and articulating ideas through speech. Strategies are presented for speaking extemporaneously, preparing and delivering presentations, formulating persuasive arguments, refining critical clarity of thought, and enhancing general facility and confidence in oral self-expression.

3 units, Aut, Win (Freeland, Allen)

118. Public Speaking—A practical approach to the art of public speaking. Emphasis is on developing skills in various speech types: exposition, argumentation, and persuasion. Students sharpen their skills with the aid of textbooks, videotapes, texts of famous speeches and participation in a final program of talks. Students also evaluate presentations by others.

3 units, Sum (Wagstaffe)

119. Teaching Oral Communication—Seminar for students with a strong background in public speaking who wish to train as public speaking consultants for CTL’s Oral Communications Program. Readings, exercises, and supervised teaching refine speaking skills. Preparation to serve as a peer consultant in a variety of academic disciplines. Prerequisite: consent of instructor.

3 units, Spr (Allen, Freeland)

219. Oral Communication for Graduate Students—Speaking activities such as teaching (delivering lectures, guiding discussion, and facilitating small groups), professional presentations and conference papers, and preparation for orals and defenses. In-class projects, discussion, and individual evaluation assist students in developing effective techniques for improving oral communication skills.

1-3 units, Sum (Allen)

FRESHMAN AND SOPHOMORE PROGRAMS

Assistant Vice Provost and Program Director: Sharon Palmer

Freshman and Sophomore Programs (FSP), a division of the office of the Vice Provost for Undergraduate Education, sponsors and supports Stanford Introductory Seminars, including Freshman Seminars, Sophomore Seminars and Dialogues, and Sophomore College. FSP also coordinates initiatives that encourage faculty and students to build on relationships formed in introductory seminars by forming on-going mentoring and research partnerships based on their shared intellectual interests. FSP is located on the fourth floor of Sweet Hall. For detailed information, see the FSP web site at http://fsp.stanford.edu/ or call (650) 723-4338.

STANFORD INTRODUCTORY SEMINARS

Freshman and Sophomore Programs provide opportunities for first- and second-year students to work closely with faculty in an intimate and focused setting. These courses aim to intensify the intellectual experience of the freshman and sophomore years by allowing students to work with faculty members in a small group setting; introducing students to the variety and richness of academic topics, methods, and issues which lie at the core of particular disciplines; and fostering a spirit of mentorship between faculty and students. Over 200 faculty from more than 60 departments take part in the introductory seminars programs. The courses are given department credit and most count towards an eventual major of the Vice Provost for Undergraduate Education, sponsors and supports Stanford Introductory Seminars, including Freshman Seminars, Sophomore Seminars and Dialogues, and Sophomore College. FSP also coordinates initiatives that encourage faculty and students to build on relationships formed in introductory seminars by forming on-going mentoring and research partnerships based on their shared intellectual interests. FSP is located on the fourth floor of Sweet Hall. For detailed information, see the FSP web site at http://fsp.stanford.edu/ or call (650) 723-4338.

FRESHMAN SEMINARS AND DIALOGUES

Some faculty who have taught Freshman Seminars or Sophomore College volunteer to continue working with their students through a formal advising relationship during the students’ sophomore years.

FRESHMAN SEMINARS AND DIALOGUES

Some faculty who have taught Freshman Seminars or Sophomore College volunteer to continue working with their students through a formal advising relationship during the students’ sophomore years.
imum of four to five students. All seminars require a brief application. For a list of introductory seminars offered in 2001–02, please see the Stanford Introductory Seminars section in this bulletin. See the Stanford Introductory Seminars annual course catalogue, published each September, or web site, http://introsems.stanford.edu/, for an application or more information.

SOPHOMORE COLLEGE

Sophomore College offers second-year students the opportunity to study intensively in small groups with Stanford faculty for several weeks before the beginning of Fall Quarter. Students immerse themselves in a subject and collaborate with peers, upperclass sophomore assistants, and faculty in constructing a community of scholars. They are also encouraged to explore the full range of Stanford’s academic resources in workshops and individually. Each Sophomore College course enrolls twelve students, who live together in a Stanford residence and receive two units of academic credit. Eligible students will have been enrolled for no more than three academic quarters; be in good academic standing; and have completed at least 36 units of academic work by the end of spring quarter. Students must also have an on-campus housing assignment for the ensuing academic year. Room, board, and other academic expenses are covered by Sophomore College. Courses are announced in March, and applications are due in April. For more information or to apply, see the Sophomore College web site at http://soco.stanford.edu/.

This file has been excerpted from the Stanford Bulletin, 2001-02, pages 20-31. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the Stanford Bulletin via email at arod@stanford.edu with changes, corrections, updates, etc.
Graduate Degrees

GENERAL REQUIREMENTS

For each Stanford advanced degree, there is an approved course of study which meets University and department requirements. The University’s general requirements, applicable to all graduate degrees at Stanford, are described below. University requirements pertaining to only a subset of advanced degrees are described in the “Degree-Specific Requirements” section.

See the “Graduate Programs” section of each department’s listing for specific department degree requirements. Additional information on professional school programs is available in the bulletins of the Graduate School of Business, the School of Law, and the School of Medicine.

ENROLLMENT REQUIREMENTS

Graduate students must enroll in courses for all terms of each academic year (Autumn, Winter, and Spring quarters or, for Law students, Autumn and Spring semesters), from the admission term until conferral of the degree. The only exception to this requirement occurs when the student is granted an official leave of absence. Failure to enroll in courses for a term during the academic year without taking a leave of absence results in denial of further enrollment privileges until reinstatement to the degree program is granted and the reinstatement fee paid. Registration in Summer Quarter is not required and does not substitute for registration during the academic year.

In addition to the above requirement for continuous registration during the academic year, graduate students are required by the University to be registered:

1. In each term during which any official department or University requirement is fulfilled, including qualifying exams or the University oral exam.
2. In any term in which a University dissertation/thesis is submitted or at the end of which a graduate degree is conferred, unless the student was registered the prior term.
3. Normally, in any term in which the student receives financial support from the University.
4. In any term for which the student needs to use University facilities, such as on-campus housing, libraries, Cowell Health Service, and so on.
5. For international students, in any term of the academic year for which they have non-immigrant status (for example, a J1 or F1 visa).

Individual students may also find themselves subject to the registration requirements of other agencies (for example, external funding sources such as Federal financial aid). Course work and research are expected to be done on campus unless the department gives prior approval for study in absentia and a petition for in absentia registration is approved by the Registrar’s Office.

LEAVES OF ABSENCE

Graduate students who do not meet the requirement for continuous registration during the academic year must obtain an approved leave of absence, in advance, for the term(s) they will not be registered. The leave of absence must be reviewed for approval by the chair or director of graduate studies of the student’s major department and, if the student is in the United States on a visa, by the Bechtel International Center. The granting of a leave of absence is at the discretion of the department.

New graduate students and approved coterminal students may not take a leave of absence during their first quarter. Coterminal students are required to register their first graduate quarter. However, new Stanford students may request a deferment.

Leaves of absence are granted for a maximum of one calendar year. Leaves requested for a longer period are approved only in exceptional circumstances (for example, mandatory military service). An extension of leave (a maximum of one year) for students in master’s programs or for doctoral students not yet admitted to candidacy, is approved only in unusual circumstances. Extension requests must be made before the expiration of the original leave of absence. Leaves of absence may not exceed a cumulative total of two years.

Students on leave of absence are not registered at Stanford and, therefore, do not have the rights and privileges of registered students. They cannot fulfill any official department or University requirements during the leave period.

Students on leave may complete course work for which an Incomplete grade was awarded in a prior term and are expected to comply with the usual one-year time limit for resolving incompetes.

REINSTATEMENT

Students who fail to be either registered or approved for a leave of absence by the start of a term are required to apply for reinstatement through the Graduate Admissions Office before they can return to the same degree program. The decision to approve or deny reinstatement is made by the student’s department or program. Departments are not obliged to approve reinstatements of students. Reinstatement decisions may be based on the applicant’s academic status when last enrolled, activities while away from campus, the length of the absence, the perceived potential for successful completion of the program, and the ability of the department to support the student both academically and financially, as well as any other factors or considerations regarded as relevant by the department.

Reinstatement information is available from the Graduate Admissions Office. A fee is required. Reinstatement applications must be submitted by the first day of the term for which reinstatement is requested if the student is registering for courses.

RESIDENCY POLICY FOR GRADUATE STUDENTS

The following residency policy is effective for students who begin their graduate program in Autumn Quarter 2001. For information about the residency policy in effect for students who entered prior to Autumn Quarter 2001, see the Stanford Bulletin 2000-01.

Each type of graduate degree offered at Stanford (for example, Master of Science, Doctor of Philosophy) has a residency requirement based on the number of academic units required for the degree. These residency requirements and the maximum allowable transfer units for each degree type are listed below.

The unit requirements for degrees can represent solely course work required for the degree or a combination of course work, research, and a thesis or dissertation. Academic departments and schools offering degrees may establish unit requirements that are higher than the minimum University residency requirement, but they may not have a residency requirement that is lower than the University standard. In addition to the University’s residency requirement based on a minimum number of units for each degree, the formula schools (Medicine and Business) may establish residency requirements based on the number of quarters of full-time registration that students must be enrolled to earn a degree. However, in no case may a student earn fewer units than the University minimum for each degree. All residency requirements must be published in the Stanford Bulletin. Students should consult the Stanford Bulletin or their academic department to determine if their degree program has residency requirements that exceed the minimum.

It continues to be Stanford University’s general policy that units are applicable toward only one degree. Units may not normally be duplicated or double-counted toward the residency requirement for more than one degree. Exceptions to this general policy for specified combinations of degree types may be approved by agreement of the Vice Provost and Dean of Research and Graduate Policy and the deans of the schools affected, with review by the Committee on Graduate Studies.

Only completed course units are counted toward the residency requirement. Courses with missing, incomplete, or failing grades do not count toward the residency requirement.

Terminal Graduate Registration (TGR) is available to graduate students who have met the following criteria: (1) completion of the Univer-
GRADUATE DEGREES

The University minimum requirements for coterminal bachelor’s/master’s program are 180 units for the bachelor’s degree plus 45 (or higher) departmental requirement, as determined by each graduate department) unduplicated units for the master’s degree. The requirements for the coterminal program with dual undergraduate degrees are 180 units for the first bachelor’s degree, 45 units for the second bachelor’s degree, 45 units for the master’s degree. Of the 45-unit University minimum for the master’s degree, all courses must be at or above the 100 level and 50 percent must be courses designated primarily for graduate students (typically at least at the 200 level). Department requirements may be higher. Units for a given course may not be counted to meet the requirements of more than one degree, that is, no units may be double-counted. No courses taken more than two quarters prior to admission to the coterminal master’s program may be used to meet the 45-unit University minimum requirement for the master’s degree.

Tuition Rate for Graduate Engineering—The tuition rate for graduate Engineering is higher than for undergraduate programs. Students enrolled in a coterminal program in the School of Engineering begin to pay the higher graduate Engineering tuition rate in the quarter after they have reached 180 units and after they have been enrolled for twelve quarters as undergraduates, at the 11 or more unit rate during the regular academic year (or the 15 or more unit rate during the summer quarters). Coterminous students in the School of Engineering, with two undergraduate degrees, are assessed the graduate Engineering tuition rate in the quarter after they have reached 225 units and after they have been enrolled for fifteen quarters as undergraduates, at the 11 or more unit rate during the regular academic year (or the 15 or more unit rate during the summer quarters).

Engineering coterminal students would also start paying the graduate Engineering tuition rate if any undergraduate degree is conferred or if they are granted any graduate aid. Once charged under the graduate Engineering tuition schedule, the tuition will not revert thereafter to the undergraduate rate.

For additional information on the coterminal bachelor’s/master program, see Coterminal Bachelor’s and Master’s Degrees in the “Undergraduate Degrees” section of this bulletin.

TRANSFERENCE OF CREDIT FOR GRADUATE WORK DONE ELSEWHERE

After at least one quarter of enrollment, students pursuing an Engineering, Ed.S., D.M.A., Ed.D., or Ph.D. may apply for transfer credit for graduate work done at another institution. Engineer or Ed.S. candidates who also earned their master’s at Stanford are not eligible for transfer residency credit, nor are any master’s degree students.

Students enrolled at Stanford who are going to study elsewhere during their degree program should obtain prior approval of any transfer credit sought before their departure.

The following criteria are used by the department in determining whether, in its discretion, it will award transfer credit for graduate-level work done at another institution:

1. Courses should have comparable Stanford counterparts that are approved by the student’s department. A maximum of 12 units of courses with no Stanford counterparts and/or research units may be granted transfer credit.
2. The student must have been enrolled in a student category which yields graduate credit. The maximum amount of credit given for extension and nonmatriculated (non-degree) courses is one quarter. No transfer credit is given for correspondence work.
3. Courses must have been taken after the conferral of the bachelor’s degree. The only exception is for work taken through programs structured like the Stanford coterminal bachelor’s/master’s program.
4. Courses must have a grade point average (GPA) of B’ (3.0) or better. Pass grades are accepted only for courses for which letter grades were not an option and for which the standard of passing is B’ quality work.
5. Courses must have been taken at a regionally accredited institution in the U.S. or at an officially recognized institution in a foreign country. Courses taken at foreign universities must be at the level of study comparable to a U.S. graduate program.

The Application for Transfer Credit for Graduate Work Done Elsewhere is reviewed by the department and the Degree Progress Office.

GRADUATE UNIT REQUIREMENTS

The University’s expectation is that the units counted towards all graduate degrees are primarily in graduate courses. All units must be in courses designated primarily for graduate students (typically at least at the 200 level). Units earned in courses below the 100 level may not be counted towards the minimum unit requirement for the master’s degree. Department specifications for the level of course work accepted for a particular master’s degree program may be higher than the University’s specifications.

POLICY ON MINIMUM Gpa REQUIREMENTS FOR GRADUATE STUDENTS

The academic requirements for graduate students include timely completion of University, department, and program requirements, such as admission to candidacy, timely completion of qualifying exams, and so on. Graduate students must also meet the following standards of minimum progress as indicated by units and grades. (These standards apply to all advanced degree programs except the School of Business Ph.D., and the M.B.A., J.D., M.L.S., J.S.M., J.S.D., and M.D., which follow policies issued by the respective schools and are described in their respective school bulletins.)

Graduate students registered at full tuition must enroll for at least 11 units and must pass at least 8 units per term by the end of each term. Those registered for fewer than 11 units must pass at least 6 units per term by

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Minimum # of Units</th>
<th>Maximum Allowable Transfer Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A., M.S., M.F.A., M.A.T.</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>Engineer*</td>
<td>90</td>
<td>45</td>
</tr>
<tr>
<td>Ed.S.</td>
<td>90</td>
<td>45</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>90</td>
<td>0</td>
</tr>
<tr>
<td>Ph.D., D.M.A., Ed.D. †***</td>
<td>135</td>
<td>45</td>
</tr>
<tr>
<td>M.D.</td>
<td>235</td>
<td>90</td>
</tr>
<tr>
<td>J.D.</td>
<td>85 (semester)</td>
<td>30</td>
</tr>
<tr>
<td>M.L.S.</td>
<td>30 (semester)</td>
<td>0</td>
</tr>
<tr>
<td>J.S.M.</td>
<td>26 semester units</td>
<td>0</td>
</tr>
<tr>
<td>J.S.D.</td>
<td>26 semester units</td>
<td>0</td>
</tr>
</tbody>
</table>

* Units completed at Stanford toward a master’s degree in an Engineering discipline may be used toward the 90-unit residency requirement for the Engineering degree.
† Students in the Ph.D. programs in the Biomedical Sciences usually require substantially more than 135 units.
*** Up to 45 units of master’s degree residency earned at Stanford may be counted toward the 135 required for the doctoral degree. At least 90 units of work at Stanford are necessary to complete the 135 units.

UNIVERSITY MINIMUM RESIDENCY REQUIREMENTS FOR GRADUATE STUDENTS

POLICY ON MINIMUM PROGRESS

Graduate students registered at full tuition must enroll for at least 11 units and must pass at least 8 units per term by the end of each term. Those registered for fewer than 11 units must pass at least 6 units per term by
the end of each term, unless other requirements are specified in a particular case or for a particular program.

In addition, graduate students must maintain a ‘B’ (3.0) grade point average overall in courses applicable to the degree.

Department requirements for minimum progress that set a higher standard for units to be completed, or a higher or lower standard for grade point average to be maintained, take precedence over the University policy; any such different standards must be published in the Stanford Bulletin.

Students identified as not meeting the requirements for minimum progress are reviewed by their departments to determine whether the problem lies with administrative matters such as reporting of grades, or with academic performance. Students have the opportunity to explain any special circumstances. Approval for continuation in the degree program is contingent on agreement by the student and department to a suitable plan to maintain appropriate progress in subsequent quarters. Dismissal of graduate students is addressed in separate guidelines.

Graduate students who have been granted Terminal Graduate Registration (TGR) status must enroll each term in the TGR course (801 for master’s and Engineer programs or 802 for doctoral programs) in their department in the section appropriate for the adviser. An ‘N’ grade signifying satisfactory progress must be received each quarter to maintain registration privileges. An ‘N-’ grade indicates unsatisfactory progress. The first ‘N-’ grade constitutes a warning. A second consecutive ‘N-’ grade results in the student being placed on academic probation (TGP) status and the student must enroll each term in the TGP course (803 for engineer programs or 804 for doctoral programs) in their department in the section appropriate for the adviser. If an ‘N-’ grade has been approved by the department. Subsequent ‘N-’ grades are grounds for dismissal from the program.

GUIDELINES FOR DISMISSAL OF GRADUATE STUDENTS FOR ACADEMIC REASONS

Admission to graduate programs at Stanford is highly selective. It is anticipated that every admitted student will be able to fulfill the requirements for the advanced degree. This document provides guidelines to be used in the unusual circumstance that a department must consider dismissal of a graduate student for academic reasons. These guidelines apply to all advanced degree programs except those in the schools of Law and Business and the M.D. program in the School of Medicine, which follow guidelines issued by the respective school.

The principal conditions for continued registration of a graduate student are the timely completion of the University, department, and program requirements for the degree, and fulfillment of minimum progress requirements. The guidelines that follow specify procedures for dismissal of graduate students who are not meeting these conditions. In such cases, a departmental committee (hereafter “the committee”), which may include all department faculty and other committee authorized to act on the department’s behalf such as the departmental graduate studies committee, will:

1. Where possible and as early as possible, warn the student, in writing, of the situation and deficiency. A detailed explanation of the reason for the warning should be provided.
2. Consider extenuating circumstances communicated by the student.
3. Decide the question of dismissal by majority vote of the committee (with at least three faculty members participating in the committee’s deliberation), and communicate the decision to the student in writing.
4. Place a summary of department discussions, votes, and decisions in the student’s file.
5. Provide students the opportunity to examine their department files, if requested.
6. Provide students with information on their rights to appeal under the Student Academic Grievance Procedures. (These are included in the Stanford Bulletin.)

Careful records of department decisions safeguard the rights of both students and faculty.

ADDITIONAL SPECIFICS FOR DEGREES WITH CANDIDACY

Before Candidacy—The committee may vote to dismiss a student who is not making minimum progress or completing requirements in a timely way before review for admission to candidacy. Before considering dismissal, the committee should communicate with the student (which may include a meeting with the student) concerning his or her academic performance and how to correct deficiencies, where such deficiencies are deemed correctable.

In a review for admission to candidacy, if the committee votes not to recommend the student for admission to candidacy, the vote will result in the dismissal of the student from the program. The department chair, or Director of Graduate Studies, or the student’s adviser shall communicate the department’s decision to the student in writing and orally. The student may submit a written request for reconsideration. The committee shall respond in writing to the request for reconsideration; it may decline to reconsider its decision.

During Candidacy—When a student admitted to candidacy is not making minimum progress or not completing University, department, or program requirements in a timely manner, the student’s adviser, the Director of Graduate Studies, or department chair, and other relevant faculty should meet with the student. A written summary of these discussions shall be sent to the student and the adviser and added to the student’s department file. The summary should specify the student’s academic deficiencies, the steps necessary to correct them (if deemed correctable), and the period of time that is allowed for their correction (normally one academic quarter). At the end of the warning period, the committee should review the student’s progress and notify the student of its proposed actions. If the student has corrected the deficiencies, he or she should be notified in writing that the warning has been lifted.

If the deficiencies are not deemed correctable by the committee (for example, the failure of a required course or examination, or a pattern of unsatisfactory performance) or if, at the end of the warning period, the student has not in the view of the committee corrected the deficiencies, the committee may initiate proceedings for dismissal. The student shall be notified, in writing, that the case of dismissal will be considered at an impending committee meeting. The student has the right to be invited to attend a portion of the scheduled meeting to present his or her own case; a student may also make this case to the committee in writing.

After full discussion at the committee meeting, the committee, without the student present, shall review the case and vote on the issue of dismissal. The student shall be sent a written summary of the discussion, including the committee’s decision and the reasons for it. The student may submit a written request for reconsideration. The committee’s response to the request for reconsideration shall be made in writing; it may decline to reconsider its decision.

CONFERRAL OF DEGREES

Upon recommendation to the Senate of the Academic Council by the faculty of the relevant departments or schools and the Committee on Graduate Studies, degrees are awarded four times each year, at the conclusion of Autumn, Winter, Spring, and Summer terms. All diplomas, however, are prepared and awarded in Spring Quarter. Stanford University awards no honorary degrees.

Students must apply for conferral of a graduate degree by filing an Application to Graduate before the deadline of each term. The application should be filed preferably in the second week, but no later than the last day of classes of the conferral quarter, as listed on the University calendar. A separate application must be filed for each degree program and for each conferral term. Applications are filed through Axess, the online service which allows students to update their administrative/academic records.

Requests for conferral are reviewed by the Degree Progress Office, and the student’s department, to verify completion of degree requirements. Course enrollment is required in the conferral term or the term immediately preceding. Students with unmet financial obligations resulting in the placement of a hold on their registration will not receive a transcript, statement of completion, degree certificate, or diploma until the hold is released by the Bursar’s Office.

Students who wish to withdraw a request for conferral or make changes to the Application to Graduate should notify the Degree Progress Office in writing. Students who withdraw their graduation applications
or fail to meet degree requirements must reapply to graduate for a sub-
sequent term.

CHANGES OF DEGREE PROGRAMS

Graduate students are admitted to Stanford for a specific degree pro-
gram. Students who have attended Stanford for at least one term and who
are currently enrolled or on an approved leave of absence may submit a
Graduate Program Authorization Petition to make one of the following
changes: (1) change to a new degree program in the same department; (2)
change to a new degree program in a different department; (3) add a
new degree program in the same or a different department to be pursued
with the existing program. Coterminus students must have the bachelor’s
degree conferred before adding a second advanced degree program.

It is important that the attempt to add or change degree programs be
made while enrolled. Otherwise, a new Application for Graduate Admis-
sion must be submitted and an application fee paid. The Graduate Pro-
gram Authorization Petition is submitted directly to the department in
which admission is requested. If applying for a higher degree program,
students may also be required to submit other application materials such
as GRE Subject Test scores, a statement of purpose, or new letters of
recommendation.

International students changing departments or degree programs must
also obtain the approval of the Foreign Student Adviser at the Bechtel
International Center. If the requested change lengthens their stay, they
also are required to submit verification of sufficient funding to complete
the new degree program.

Students who wish to terminate study in a graduate program should
submit to the department a letter indicating the program from which they
wish to withdraw and the effective date. To return to graduate study there-
after, the student is required to apply for reinstatement (if returning to the
same degree program) or admission (if applying to a different program).
Both applications require payment of a fee.

DEGREE-SPECIFIC

MASTER OF ARTS AND MASTER OF SCIENCE

In addition to completing the general requirements for advanced de-
grades and the requirements specified by their department, candidates for
a Master of Arts (M.A.) or Master of Science (M.S.) degree must com-
mplete their degree requirements within the time limit specified below and
must outline an acceptable program of study on the Master’s Degree
Program Proposal.

MASTER'S PROGRAM POLICY

Students pursuing an M.A., M.F.A., M.A.T., or M.S. are required to
submit an acceptable program proposal to their department during the first
quarter of enrollment. Coterminus students must submit the proposal
during the first quarter after their completion of 180 units. The program
proposal establishes a student’s individual program of study to meet
University and department degree requirements. Students must amend
the proposal formally if their plans for meeting degree requirements change.

In reviewing the program proposal or any subsequent amendment to
it, the department confirms that the course of study proposed by the stu-
dent fulfills all department course requirements (for example, require-
ments specifying total number of units, course levels, particular courses,
sequences, or substitutes). The department confirms that all other
department requirements (for example, required projects, foreign lan-
guage proficiency, or qualifying exams) are listed on the form and that
all general University requirements (minimum units, residency, and so
on) for the master’s degree will be met through the proposed program of
study.

TIME LIMIT FOR COMPLETION OF THE MASTER’S DEGREE

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 cote-
terminal master’s degree must complete their requirements within three
years of their first quarter of graduate standing.

The time limit is not automatically extended by a student’s leave of
absence. All requests for extension, whether prompted by a leave or some
other circumstance, must be filed by the student before the conclusion of
the program’s time limit. Departments are not obligated to grant an ex-
tension. The maximum extension granted is one additional year. Extensi-
ons require review of academic progress and any other factors regarded
as relevant by the department, and approval by the department.

MASTER OF BUSINESS ADMINISTRATION

The degree of Master of Business Administration (M.B.A.) is con-
ferred on candidates who have satisfied the requirements established by
the faculty of the Graduate School of Business and the general require-
ments for advanced degrees. Full particulars concerning the school re-
quirements are found in the Graduate School of Business bulletin. The
M.B.A. must be completed within the time limit for completion of the
master’s degree.

MASTER OF ARTS IN TEACHING

The program leading to the Master of Arts in Teaching (M.A.T.) is
designed for experienced teachers or for individuals who have previously
completed programs of teacher preparation. In addition to completing the
general requirements for advanced degrees and the program requirements
specified by the School of Education and by one of the academic depart-
ments participating jointly in the program, M.A.T. candidates must ful-
fill the requirements for a master’s program proposal as specified above
and complete their degrees within the time limit for completion of the
master’s degree.

MASTER OF FINE ARTS

In addition to completing the general requirements for advanced de-
grades and the program requirements specified in the “Art and Art Histo-
ry” section of this bulletin, candidates for the degree of Master of Fine
Arts (M.F.A.) must fulfill the requirements for a master’s program pro-
posal and complete their degrees within the time limit for completion of
the master’s degree, as specified above.

ENGIEERER

In addition to completing the general requirements for advanced de-
grades and the requirements specified by their department, candidates for
the degree of Engineer must be admitted to candidacy and must complete
a thesis per the specifications below.

CANDIDACY

The Application for Candidacy for Degree of Engineer is an agree-
ment between the student and the department on a specific program of
study to fulfill degree requirements. Students must apply for candidacy
by the end of the second quarter of the program. Honors Cooperative
students must apply by the end of the fourth quarter of the program.
Candidacy is valid for five calendar years.

THESIS

A University thesis is required for the Engineer degree. Standards for
professional presentation of the thesis have been established by the Com-
mittee on Graduate Studies and are detailed in Directions for Preparing
Theses for Engineer Degrees, available from the Degree Progress Office
in the Old Union.

The deadline for submission of theses for degree conferral in each term
is specified by the University calendar. Three copies of the thesis, bear-
ing the approval of the adviser under whose supervision it was prepared,
must be submitted to the Degree Progress Office before the quarterly
deadline listed on the University calendar. A fee is charged for binding
copies of the thesis.
Course enrollment is required for the term, or the immediately preceding term, in which the thesis is submitted. The period between the last day of final exams of one term and the first day of the subsequent term is considered an extension of the earlier term. Students submitting a thesis during this period would meet the registration requirement but would be eligible for degree conferral only in the subsequent term.

EDUCATIONAL SPECIALIST

In addition to completing the general requirements for advanced degrees and the program requirements specified in the “Education” section of this bulletin, candidates for the degree of Educational Specialist (Ed.S.) must complete a field-based project.

MASTER OF LEGAL STUDIES

Admission to study for the Master of Legal Studies degree (M.L.S.), a nonprofessional degree, is granted to students who hold the Doctor of Philosophy (Ph.D.) or other nonlaw doctoral degree, or who have been admitted to a nonlaw doctoral program and have completed a program of study amounting to 45 quarter units or 30 term units of work toward the doctorate, and who meet an admission standard equivalent to that required of candidates for the Doctor of Jurisprudence degree.

The M.L.S. degree is conferred upon candidates who, in not fewer than two academic terms in residence and in not more than two consecutive academic years, successfully complete 30 term units of work in the School of Law, including three first-year courses in the first Autumn term and at least one course or seminar requiring a research paper. All work shall conform to the rules and regulations of the University and the School of Law.

DOCTOR OF JURISPRUDENCE

The degree of Doctor of Jurisprudence (J.D.) is conferred on candidates who satisfactorily complete courses in law totaling the number of units required under the current Faculty Regulations of the School of Law over not less than three academic years and who otherwise have satisfied the requirements of the University and the School of Law.

DOCTOR OF MUSICAL ARTS

The degree of Doctor of Musical Arts (D.M.A.) is conferred on candidates who have satisfied the general requirements for advanced degrees, the program requirements specified in the “Music” section of this bulletin, and the candidacy requirement as described below in the “Doctor of Philosophy” section.

DOCTOR OF EDUCATION

In addition to completing the general requirements for advanced degrees and the requirements specified by the School of Education, candidates for the Doctor of Education (Ed.D.) degree must fulfill the following requirements as detailed in the “Doctor of Philosophy” section.

CANDIDACY

Admission to a doctoral degree program is preliminary to, and distinct from, admission to candidacy. Admission to candidacy for the doctoral degree is a judgment by the faculty of the student’s potential to complete successfully the requirements of the degree program. Students are expected to complete department qualifying procedures and apply for candidacy by the end of their second year in the Ph.D. program. Honors Cooperative students must apply by the end of their fourth year.

The Application for Candidacy specifies a departmentally approved program of study to fulfill degree requirements, including required course work, language requirements, teaching requirements, dissertation (final project public lecture-demonstration for D.M.A.), and University oral examination (for Ph.D. and Ed.D.). At least 3 units of work must be taken with each of four Stanford faculty members.

If the Ph.D. student is pursuing a minor, approval by the department awarding the minor is also required on the Application for Candidacy.

TIME LIMIT FOR COMPLETION OF A DEGREE WITH CANDIDACY

All requirements for the degree must be completed before candidacy expires. Candidacy is valid for five years unless terminated by the department (for example, for unsatisfactory progress). The time limit is not automatically extended by a student’s leave of absence. All requests for extension, whether prompted by a leave or some other circumstance, must be filed by the student before the conclusion of the program’s time limit. Departments are not obliged to grant an extension. The maximum extension granted is one additional year. Extensions require review by the department of a dissertation progress report, a timetable for completion of the dissertation, any other factors regarded as relevant by the department, and approval by the department.

TEACHING AND RESEARCH REQUIREMENTS

A number of departments require their students to teach (serving as a teaching assistant) or assist a faculty member in research (serving as a research assistant) for one or more quarters as part of their doctoral programs. Detailed information is included in the department sections of this bulletin.

FOREIGN LANGUAGE REQUIREMENTS

Some departments require a reading knowledge of one or more foreign languages as indicated in department sections of this bulletin. Fulfillment of language requirements must be endorsed by the chair of the major department on the Foreign Language Report form.
Passing a University oral examination is a requirement of the Ph.D. and Ed.D. degrees. The purpose of the examination is to test the candidate’s command of the field of study and to confirm fitness for scholarly pursuits. Departments determine when, after admission to candidacy, the oral examination is taken and whether the exam will be a test of knowledge of the field, a review of a dissertation proposal, or a defense of the dissertation.

Students must be registered in the term in which the University oral examination is taken. The period between the last day of final exams of one term and the first day of the following term is considered an extension of the earlier term. Candidacy must also be valid.

The University Oral Examination Committee consists of at least five Stanford faculty members: four examiners and the committee chair from another department. All members are normally on the Stanford Academic Council, and the chair must be a member. Emeritus faculty are also eligible to serve as examiners or chair of the committee. (A petition for appointment of an examining committee member who is not on the Academic Council may be approved if that person contributes an area of expertise that is not readily available from the faculty.) The chair of the examining committee may not have a full or joint appointment in the adviser’s or student’s department, but may have a courtesy appointment in the department. The chair can be from the same department as any other member(s) of the examination committee and can be from the student’s minor department provided that the student’s adviser does not have a full or joint appointment in the minor department.

The University Oral Examination form must be submitted to the department graduate studies administrator at least two weeks prior to the proposed examination date. The examination is conducted according to the major department’s adopted practice, but it should not exceed three hours in length, and it must include a period of private questioning by the examining committee.

Responsibility for monitoring appointment of the oral examination chair rests with the candidate’s major department. Although the department cannot require the candidate to approach faculty members to serve as chair, many departments invite students and their advisers to participate in the process of selecting and contacting potential chairs.

The candidate passes the examination if the examining committee casts four favorable votes out of five or six, five favorable votes out of seven, or six favorable votes out of eight. Five members present and voting constitute a quorum. If the committee votes to fail a student, the committee chair sends within five days a written evaluation of the candidate’s performance to the major department and the student. Within 30 days and after review of the examining committee’s evaluation and recommendation, the chair of the student’s major department must send the student a written statement indicating the final action of the department.

**DISSERTATION**

An approved doctoral dissertation is required for the Ph.D., Ed.D., and J.S.D. degrees. The doctoral dissertation must be an original contribution to scholarship or scientific knowledge and must exemplify the highest standards of the discipline. If it meets this standard, the dissertation is approved for the school or department by the doctoral dissertation reading committee. Each member of the reading committee signs the signature page of the dissertation to certify that the work is of acceptable scope and quality. One reading committee member reads the dissertation in its final form and certifies on the Certificate of Final Reading that department and University specifications have been met.

Dissertations must be in English. Approval for writing the dissertation in another language is normally granted only in cases where the other language or literature in that language is also the subject of the discipline. Such approval is routinely granted for dissertations in the Division of Literatures, Cultures, and Languages, in accordance with the policy of the individual department. Dissertations written in another language must include an extended summary in English.

Directions for preparation of the dissertation are available from the Degree Progress Office in the Old Union. The signed dissertation copies and accompanying documents must be submitted to the Degrees Progress Office on or before the quarterly deadline indicated in the University’s academic calendar. A fee is charged for the microfilming and binding of the dissertation copies.

Registration is required for the term, or the immediately preceding term, in which the dissertation is submitted. The period between the last day of final exams of one term and the first day of the subsequent term is considered an extension of the earlier term. Students submitting a dissertation during this period would meet the registration requirement but would be eligible for degree conferral only in the subsequent term. At the time the dissertation is submitted, an Application to Graduate must be on file, all of the department requirements must be complete, and candidacy must be valid through the term of degree conferral.

**DOCTORAL DISSERTATION READING COMMITTEE**

The Doctoral Dissertation Reading Committee consists of the principal dissertation adviser and two other readers. At least one member must be from the student’s major department. Normally, all members are on the Stanford Academic Council. The student’s department chair may, in some cases, approve the appointment of a reader who is not on the Academic Council, if that person is particularly well qualified to consult on the dissertation topic and holds a Ph.D. or equivalent foreign degree.

Former Stanford Academic Council members, emeritus professors, and non-Academic Council members may serve on a reading committee. If they are to serve as the principal dissertation adviser, however, the appointment of a co-adviser who is currently on the Academic Council is required.

The reading committee, as proposed by the student and agreed to by the prospective members, is endorsed by the chair of the major department on the Doctoral Dissertation Reading Committee form. This form must be submitted before approval of Terminal Graduate Registration (TGR) status or before scheduling a University oral examination that is a defense of the dissertation. The reading committee may be appointed earlier, according to the department timetable for doctoral programs. All subsequent changes to the reading committee must be approved by the chair of the major department.

**PH.D. MINOR**

Students pursuing a Ph.D. may pursue a minor in another department or program to complement their Ph.D. program. This option is not available to students pursuing other graduate degrees. Ph.D. candidates cannot pursue a minor in their own major department or program.

Except for a Ph.D. minor in Applied Linguistics and Social Science History, only departments that offer a Ph.D. may offer a minor, and those departments are not required to do so. The minor should represent a program of graduate quality and depth, including core requirements and electives or examinations. The department offering the minor establishes the core and examination requirements. Elective courses are planned by the students in conjunction with their minor and Ph.D. departments.

The minimum University requirement for a Ph.D. minor is 20 units of coursework at the graduate level (courses numbered 200 and above). If a minor department chooses to require those pursuing the minor to pass the Ph.D. qualifying or field examinations, the 20-unit minimum can be reduced. All of the course work for a minor must be done at Stanford.

Units taken for the minor can be counted as part of the overall requirement for the Ph.D. of 135 units of graduate coursework done at Stanford, but cannot be counted as part of the 45 unduplicated units for the Ph.D. itself. Courses used for a minor may not be used also to meet the requirements for a master’s degree.

A Ph.D. minor form outlining a program of study must be approved by the major and minor departments. This form is submitted at the time of admission to candidacy and specifies whether representation from the minor department on the University oral examination committee is required.
ADVISING AND CREDENTIALS

ADVISING

By the start of their first term, students should be paired by the department with faculty advisers who assist them in planning a program of study to meet degree requirements. The department should also ensure that doctoral students are informed in a timely fashion about procedures for selecting a dissertation adviser, reading committee members, and orals committee members. Departments should make every effort to assist doctoral students who are not admitted to candidacy in finding an appropriate adviser.

Students are obliged to follow department procedures for identifying advisers and committee members for their dissertation reading and orals examinations.

Occasionally, a student’s research may diverge from the area of competence of the adviser, or irreconcilable differences may occur between the student and the faculty adviser. In such cases, the student or the faculty adviser may request a change in assignment. If the department decides to grant the request, every effort must be made to ensure that the student is paired with another suitable adviser. This may entail some modification of the student’s research project.

In the rare case where a student’s dissertation research on an approved project is in an advanced stage and the dissertation adviser is no longer available, a new adviser must be appointed, usually from the student’s reading committee. This may also require that a new member be added to the reading committee before the draft dissertation is evaluated, to keep the reconstituted committee in compliance with the University requirements for its composition.

PUBLIC SCHOOL CREDENTIALS

Stanford University acts as agent for the California Commission on Teacher Credentialing in recommending students for credentials for service in California public schools upon completion of a Stanford approved program. The University offers complete training programs for the Single Subject Teaching Credential and the Preliminary Administrative Services Credential.

The student expecting to complete the fifth-year requirement for a teaching credential must submit a proposed course of study to the Credential Office in the School of Education at the beginning of the first quarter of study.

This file has been excerpted from the Stanford Bulletin, 2001-02, pages 32-38. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the Stanford Bulletin via email at arod@stanford.edu with changes, corrections, updates, etc.
Unless otherwise specified, courses numbered from 1 through 99 are primarily for first- and second-year undergraduates; courses numbered from 100 through 199 are for third- and fourth-year undergraduates; and those from 200 through 699 are for graduate students.

Amendments to course offerings announced in the Stanford Bulletin are found in the Time Schedule, issued quarterly.

Starting Autumn Quarter 1996, a new set of undergraduate degree requirements went into effect. In this edition of the Stanford Bulletin, a special notation follows each course description if the course can fulfill a requirement under the 1996 set of General Education Requirements.

The Appendix of this bulletin presents a comprehensive list of courses certified as fulfilling a requirement under the 1996 system of General Education Requirements.

Undergraduates fulfilling requirement sets in effect prior to Fall 1996 should consult the Registrar’s Undergraduate Degree Coordinator for information about whether a course may be applied to the requirement set applicable to them. Graduate students should ignore the various markings since such requirements do not apply to them.

SUMMER SESSION

Summer session courses are eight weeks in length, except in certain departments that offer ten-week courses.

This bulletin includes, for the Summer Session, only those courses that can be tentatively scheduled at publication time by each department. For the complete list of courses and faculty, refer to the Stanford University bulletin, Summer Session Catalogue, 2002, issued in January.

This file has been excerpted from the Stanford Bulletin, 2001-02, page 48. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the Stanford Bulletin via email at arod@stanford.edu with changes, corrections, updates, etc.
Graduate School of Business


Dean: Robert L. Joss
Senior Associate Deans: David M. Kreps, Joel M. Podolny, Daniel N. Rudolph
Associate Deans: Gale H. Bitter, Christina Einstein, Sharon J. Hoffman, David Kennedy, Karen A. Wilson
Assistant Dean: Sherrie G. Taguchi


Associate Professors: Jennifer L. Aaker, Peter M. DeMarzo, Steven R. Grenadier, Dale W. Griffin, Timothy J. Grosseclose, Deborah H. Gruenefeld, Pamela Haunschild, Chip Heath, Harrison G. Hong, John T. Jost, Ron Kasznik, Daniel P. Kessler, Sunil Kumar, Michael W. Morris, Manju Puri, Andrea Shepard, Stefanos Zenios, Jeffrey H. Zweibel, Ezra W. Zuckerman Sivan


Professor (Teaching): George G. C. Parker


Senior Lecturers: David L. Bradford, R. Bruce McKern, Jeffrey H. Moore


Acting Associate Professor: James A. Phillips, Jr.

Consulting Professors: H. Irving Grousbeck, Mark A. Wolfson

Visiting Professors: Terry L. Anderson, Wasim Azhar, Roberto D’Alimonte, Henri-Claude de Bettignies, Frank P. Kelly, Edward F. McQuarrie, Debra E. Meyerson, Joachim Schwalbach

Visiting Associate Professors: Harris Sondak

Visiting Assistant Professor: Qiang Dai

* Recalled to active duty.

The Graduate School of Business provides graduate education for careers in management, research, and teaching.

The two-year Master of Business Administration (M.B.A.) degree program is designed for the student preparing for a general management career. No specific undergraduate major or courses are required for admission, although prospective applicants are encouraged to have two or more years of managerial experience and to include some mathematics and economics in their undergraduate programs. Curricular options within the M.B.A. degree program include a certificate in Public Management or Global Management, the joint J.D./M.B.A. degree, and dual master’s degrees in business and engineering.

The Stanford Sloan Program is an intensive one-year course of study for middle management executives leading to the degree of Master of Science in Management. Participants must be sponsored by their company and have demonstrated superior achievement.

Those interested in college teaching and research are served by the Doctor of Philosophy program.

For detailed information on programs, curricula, and faculty, write to the Graduate School of Business, Stanford University, Stanford, California 94305-5015 for the current bulletin.

DOCTORAL DEGREES
School of Education

Dean: Deborah J. Stipek
Associate Dean for Academic Affairs: Eamonn Callan
Associate Dean for Administration: Vicki Oldberg
Associate Dean for External Relations: Patricia Nicholson
Lecturers:
Consuting Professor: Laraine Zappert
Consulting Associate Professors: Lynne Henderson, Charlene Huber, Jaqueline Jackson, Peter A. Klein, Rosemarie Moore, Thomas Planke, Peter Pearson, Douglas Rait, Anna Ranieri, Charla Rolland Shelton, Reiko Homma True, John White, Jean Lythcott
Visiting Professors: Paul Black, Joshua A. Fishman

* Recalled to active duty.

The School of Education prepares scholars, teachers, teacher educators, counseling psychologists, policy analysts, evaluators, researchers, administrators, and other educational specialists. Four graduate degrees with specialization in education are granted by the University: Master of Arts, Master of Arts in Teaching (Subject), Doctor of Education, and Doctor of Philosophy. While no undergraduate majors are offered, the school does offer a number of courses for undergraduates, an undergraduate honors program, and a variety of tutoring programs.

The School of Education is organized into three Program Area Committees: Curriculum Studies and Teacher Education (C&TE); Psychological Studies in Education (PSE); and Social Sciences, Policy, and Educational Practice (SSPEP). In addition, several cross-area programs are sponsored by faculty from more than one area. These programs include the doctoral Symbolic Systems Program; the Learning, Design, and Technology Program (LDT); and three master’s level programs: the Stanford Teacher Education Program (STEP); the Prospective Principals Program (PPP); and the Learning, Design, and Technology Program (LDT).

These Program Area committees function as administrative units that act on admissions, plan course offerings, assign advisers, and determine program requirements. Various subspecialties or concentrations exist within most of these areas. Faculty members are affiliated primarily with one area but may participate in several programs. While there is a great deal of overlap and interdisciplinary emphasis across areas and programs, students are affiliated with one area committee or program and must meet its degree requirements.

Detailed information about admission and degree requirements, faculty members, and specializations related to these area committees and programs can be found in the publication School of Education Guide to Graduate Studies, and at http://www.stanford.edu/dept/SUSE/.

The School of Education offers an eight-week summer session for admitted students only. The school offers no correspondence or extension courses; in accordance with University policy, no part-time enrollment is allowed. Work in an approved internship or as a research assistant is accommodated within the full-time program of study. An exception is the Prospective Principals Program.

UNDERGRADUATE PROGRAMS

The School of Education focuses on graduate education and research training and does not offer an undergraduate major. However, undergraduate education is of concern to the school, and courses and programs are available to those interested in the field of education. Several courses at the 100 level are especially designed for undergraduates, and some higher-level courses are open to undergraduates. An honors program is available to undergraduates to supplement their regular majors outside the school. In conjunction with the Haas Center and the Undergraduate Advising Center, the school offers a variety of courses for undergraduates interested in developing educationally oriented skills.

H O N O R S P R O G R A M

This program permits interested and able undergraduates at Stanford to build on the training received in their major field of study by pursuing additional courses and a research or practicum project in a related area of education.

Students apply for entry during the junior year. Applications are available at the Dean’s office in Cubberley, room 101, or at http://www.stanford.edu/dept/SUSE/navigation/programsnavfrm.html. The director of the program is Professor Baugh. At least one course must be taken from each of the following areas:

1. Educational policy and history in the U.S.: courses include American Education and Public Policy; History of Education in the United States; Children, Civil Rights, and Public Policy in the U.S.; Introduction to the Study of International Comparative Education; History of Higher Education in the U.S.
2. Contemporary problem areas: courses include Urban Youth and their Institutions: Research and Practice; Theory and Issues in the Study of Bilingualism; Education and the Status of Women: Comparative Perspectives; Contemporary Social Issues in Child and Adolescent Development.
3. Foundational disciplines: courses include Social Sciences and Educational Analysis; Problems in Sociology of Education; Problems of Intelligence, Information, and Learning; Introduction to Philosophy of Education.

A directed reading course as well as directed research courses with a faculty member in Education is also required. Students in the program should enroll in the Undergraduate Honors Seminar, 199A,B,C during their senior year.

Near the end of Spring Quarter, successful candidates for honors orally present brief reports of their work and findings at a mini-conference. All honors students in Education are expected to attend this conference.

C O T E R M I N A L D E G R E E P R O G R A M

The School of Education admits a small number of students from undergraduate departments within the University into a coterminal B.A. and M.A. program. Two of the three Program Area committees offer the coterminal degree, as does the Stanford Teacher Education Program. For information about the Stanford Teacher Education Program coterminal option, see the details under STEP below. Students in such a program receive the bachelor’s degree in their undergraduate major and the mas-
GRADUATE PROGRAMS

Several advanced degree programs are offered by the School of Education and are described below. Requirements vary somewhat across programs. Both University and School of Education requirements must be met for each degree. The University requirements are detailed in the “Graduate Degrees” section of this bulletin. Students are urged to read this section carefully, noting residency, tuition, and registration requirements. A student who wishes to enroll for graduate work in the School of Education must be qualified and admitted to graduate standing by one of the school’s area committees.

Complete information about admissions procedures and requirements is available by writing Stanford University Graduate Admissions, Old Union, Stanford, CA 94305-3005 or at http://www.stanford.edu/dept/SUSE/. The admissions packet includes the publication School of Education Guide to Graduate Studies, which outlines degrees, programs, admission and graduation requirements, and research interests of the faculty. All applicants must submit scores from the Graduate Record Examination General Test (verbal, quantitative, and analytical areas); TOEFL scores are also required from those whose first language is not English.

MASTER OF ARTS

The M.A. degree is conferred by the University upon recommendation of the faculty of the School of Education and the University Committee on Graduate Studies. The minimum unit requirement is 45 quarter units earned at Stanford as a graduate student. Students must maintain a grade point average (GPA) of 'B' or better, in courses applicable to the degree, and a minimum of 18 units must be taken in the School of Education. Master’s students should obtain detailed program requirements from the master’s coordinator, located in Academic Services in the School of Education. No thesis is required to earn a master’s degree; however some programs require a final project, paper, or monograph. Additional detailed information regarding program content, and entrance and degree requirements is available at http://www.stanford.edu/dept/SUSE/ and in the School of Education Guide to Graduate Studies. Upon admission, each student is assigned a faculty adviser from the appropriate area committee to begin early planning of a coherent program.

Master of Arts degrees are offered for the following specializations (the sponsoring area committee and concentration is listed in parenthesis): Curriculum and Teacher Education (students may specialize in Art, Dance, English, Literacy, Mathematics, Science, or Social Studies Education) (C&TE)* Evaluation (SSPEP-APA) General Curriculum Studies (C&TE) International Comparative Education (SSPEP-ICE) International Educational Administration and Policy Analysis (SSPEP-ICE) Joint Program with Graduate School of Business (SSPEP-APA) (not available 2002-03) Learning Design and Technology (Cross-Area) Policy Analysis (SSPEP-APA) Policy Analysis and Evaluation (SSPEP-APA) Prospective Principals Program (SSPEP-APA) Social Sciences in Education (students may specialize in Anthropology, Economics, Educational Linguistics, History, Philosophy, Sociology of Education, or Interdisciplinary Studies) (SSPEP-SSE)*

* This program in CTE is not a credentialing program; for the latter, see STEP below.

In addition, an M.A. degree with a teaching or administrative credential is offered in the Stanford Teacher Education Program (Cross-Area—STEP).

STANFORD TEACHER EDUCATION PROGRAM (STEP)

STEP offers a Master of Arts program to prepare humanities and science college graduates for careers as secondary teachers of English, languages (French, German, Japanese, Spanish), mathematics, science (biology, chemistry, physics), and social studies. To be successful in classrooms with diverse students, STEP helps participants become more aware of their values, more flexible in their teaching and learning styles, and more knowledgeable in their subject matter.

The 12-month STEP year begins in June with a summer quarter of intensive academic preparation and experience in the Stanford Summer Teaching School. During the academic year, students take courses in professional education and academic subjects; they also teach part-time in middle or high schools for the entire public school year. The master’s degree and Single Subject (secondary) Teaching Credential require 45 quarter units, taken during four quarters of continuous residency.

A Coterminal Teaching Program is also available to Stanford undergraduates. In accordance with University policy, formal acceptance takes place no earlier than the first quarter of the junior year. Students complete their disciplinary degree while beginning the education study and conclude in a master’s degree, following the STEP student teaching year.

Applicants are required to pass the California Basic Educational Skills Test (CBEST), and must demonstrate subject matter competence in one of two ways: (1) by passing the Praxis II and SSAT subject area tests in their field, or (2) by completing a California state-approved subject matter preparation program. For further information, contact STEP Academic Services at (650) 723-2110.

STEP includes the California Cultural Language and Academic Development (CLAD) program. The program focuses on theories of language acquisition, English as a second language methodologies, and development of cross-cultural understanding and appreciation of multicultural diversity. Further information regarding admission requirements, course work, and credential requirements is available at http://www.stanford.edu/dept/SUSE/ and in the School of Education Guide to Graduate Studies.

PROSPECTIVE PRINCIPALS PROGRAM (PPP)

The Prospective Principals Program at Stanford offers the M.A. degree with a specialization in Administration and Policy Analysis, which is combined with the Preliminary Administrative Services Credential. It enables prospective principals to become leaders and to manage ideas, resources, and themselves to achieve worthwhile educational results for a diverse student population. This is accomplished through three consecutive summers of full-time study and is therefore available to persons working in a school system during the academic year. Teaching experience is a prerequisite for admission to this program. This master’s degree requires 45 quarter units. In order to qualify for the credential, three additional quarter units for a total of 48 quarter units, including internship units, are necessary. Additional information regarding admission requirements, course work, and credential requirements is available in the School of Education Guide to Graduate Studies.

MASTER OF ARTS IN TEACHING (SUBJECT)

The degree of Master of Arts in Teaching (M.A.T.) is reserved for experienced teachers or individuals who have completed a program of teacher preparation; it is offered in conjunction with a variety of academic departments in the School of Humanities and Sciences. Further details are available from the M.A. programs office in the School of Education.

DOCTORAL DEGREES

The School of Education offers two types of doctoral degrees. The Doctor of Philosophy (Ph.D.) degree is offered by all program area committees. The Doctor of Education (Ed.D.) degree is offered only in the concentrations of Policy Analysis and Higher Education Administration within the area of SSPEP. Both degrees are conferred by the University upon recommendation by the faculty of the School of Education and the
Students should note carefully that admission to graduate standing by the University to work toward a doctoral degree does not in itself constitute admission to candidacy for the degree. Students must qualify and apply for candidacy by the end of their second year of study and should obtain information about procedures and requirements during their first year.

The two doctoral degrees offered in the School of Education differ in emphasis, purpose, and the intended careers of those who pursue them. They are equivalent with respect to the amount of time required and the rigor and quality of work demanded. In the Ph.D. degree program, there is greater emphasis on theory and research; the emphasis in the Ed.D. program is on informed and critical applications of existing knowledge to educational practice.

The Ph.D. degree is designed for students who are preparing for (1) research work in public school systems, branches of government, or specialized institutions; (2) teaching roles in education in colleges or universities, and research connected with such teaching; or (3) other careers in educational scholarship and research.

The Ed.D. degree is a professional educational degree intended to meet the needs of (1) those who wish a thorough and comprehensive professional understanding of and competence in dealing with educational problems met by administrators, supervisors, and curriculum specialists; and (2) those who wish a scholarly preparation for teaching education in colleges or universities.

Ph.D. students must complete a minor in another discipline taught outside the school, or hold an acceptable master’s degree outside the field of education, or complete an approved distributed minor that combines relevant advanced work taken in several disciplines outside the school. A minor is not required for the Ed.D.

Upon admission, an initial adviser assigned from the admitting area committee works with the student to establish an appropriate and individualized approach toward the establishment and accomplishment of progress. Other faculty members may also be consulted in this process. Details about the varying administrative and academic requirements for each area committee and the School of Education, along with general time frame expectations, are given at http://www.stanford.edu/dept/SUSE/ and in the School of Education Guide to Graduate Studies. Complete guidelines may be obtained from the specific area committees.

The following doctoral specializations (with their sponsoring area and concentration) are offered:

- Administration and Policy Analysis (SSPEP-APA)
- Anthropology of Education (SSPEP-SSE)
- Art Education (C&TE)
- Child and Adolescent Development (PSE)
- Counseling Psychology (PSE)
- Economics of Education (SSPEP-SSE)
- Educational Linguistics (SSPEP-SSE)
- Educational Psychology (PSE)
- English Education/Literacy Education (C&TE)
- General Curriculum Studies (C&TE)
- Higher Education (SSPEP-APA)
- History of Education (SSPEP-SSE)
- International and Comparative Education (SSPEP-ICE)
- Joint Degree Program with Graduate School of Business (SSPEP-APA)
- Mathematics Education (C&TE)
- Philosophy of Education (SSPEP-SSE)
- Science Education (C&TE)
- Social Sciences in Education—Interdisciplinary (SSPEP-SSE)
- Social Studies Education (C&TE)
- Sociology of Education (SSPEP-SSE)
- Symbolic Systems in Education (Cross-Area)
- Teacher Education (C&TE)

**Ph.D. Minor for Students Outside Education**

Candidates for the Ph.D. degree in other departments or schools of the University may elect to minor in Education. Requirements include a minimum of 30 quarter units of graduate course work in Education and a clear field of concentration. Students choosing to minor in education should meet with the relevant area chair to determine a suitable course of study early in their program.

**COURSES**

**Other Divisions of the University**

Teachers, administrators, researchers, and specialists are expected to have substantial knowledge of a variety of academic fields outside the areas encompassed by professional education. Graduate students in the School of Education are, therefore, urged to consider the courses offered in other divisions of the University in planning their programs.

The numbering of courses in the School of Education identifies approximately the course level and the audience to which a given course is offered:

- **Below 100 level**—For undergraduates
- **100-level**—Primarily for undergraduates (graduates may enroll)
- **200- and 300-level**—For M.A. and first- and second-year doctoral students, and qualified undergraduates
- **400-level**—Research seminars or similar courses primarily for third-year doctoral students and beyond

Course descriptions are in numerical order and indexed by professional program areas.

An “X” suffix denotes a new experimental course. With faculty approval, after being taught twice, it can be offered as a regular course in the School of Education.

An “S” suffix denotes a special course, given only once and usually taught by visiting faculty.

**Learn in G Skills**

The following courses are offered by the Undergraduate Advising Center (UAC). The UAC provides and coordinates services to help students and advisers work together toward the establishment and accomplishment of the student’s academic and personal goals. For detailed description of services and advising resources, see http://uac-server.stanford.edu/.

The UAC is on the first floor of Sweet Hall, and is open Monday through Friday 9:00 a.m. to 12:00 noon and 1:00 to 5:00 p.m., telephone: (650) 723-2426.

50. **Accelerated Learning**—Interactive, providing various methods for approaching difficult concepts which cannot be comprehended even after multiple efforts. The techniques for active learning, making it possible to accelerate the process of conquering difficult concepts while also achieving higher levels of understanding. Learn how to: identify your individual style and channels, practice locating areas of confusion, and formulate workable, individualized approaches.

1 unit (Staff)

52. **Practices in Critical Thinking**—Critical thinking is one of the most important skill sets we need to be successful in college and in the workplace across subject areas. It encompasses knowing how to find assumptions, recognize ambiguity, evaluate arguments, and judge the credibility of sources of expert opinion. To think critically in one’s daily life and studies requires being comfortable with questions instead of answers, complexity instead of simplicity, uncertainty instead of certainty. These abilities are developed through practical exercises based on contemporary issues and through practice with texts from a variety of disciplines. Emphasis is on the value of developing a questioning mind and the importance of differentiating between academic and intellectual motivation.

3 units (Staff)
53. Working Smarter through Precision Questioning—When life-long reading or classroom work is driven by questions, concentration is better, recall is more complete, motivation improves. Understanding the basic categories of questions and their interrelationships enables us to be more precise, better organized, and more critical. In-class exercises provide incrementally complex question ladders and increase skills in delivering questions and answers.
   2 units (Staff)

54. Reading Faster—Coping with information overload requires speed reading as it traditionally has been defined, and the ability to overview, skim, extract, browse, and navigate through hypertext. To decide what is worth reading, quick and reliable judgments must be made about relevance and credibility. Academic texts, technical manuals, major newspapers, etc.

55. Think On Your Feet—Learn how to be effective in small group discussions; quickly grasp the point being made, the supporting arguments, and the nature of the responses to arguments on the other side of the question. Increase your capacity for effective teamwork through in-depth, collaborative thinking exercises. Practice presenting your ideas to your peers and colleagues so that you are prepared to take advantage of Stanford’s numerous small group courses.

EDUCATION

95S. Issues in Leadership—Priority given to undergraduates and master’s degree students. Basic theories and concepts in leadership and group process. Topics: leadership and personal values building, shared vision, group problem solving, leadership styles, giving and receiving feedback, decision making, and power and influence. Interactive and experiential, and requires weekly reading and journal writing. Enrollment limited to 16. (SSPEP)
   3-4 units, Win (Porteus)

102. Culture, Class, and Educational Opportunity—Upward Bound and EPASSA counselors work with students from educationally disadvantaged backgrounds. Topics: language education, culture and family, class management, school finance, and community-school relations. Mandatory school visits and classroom observations. Enrollment limited to 15. (SSPEP)
   4 units, Spr (Padilla)

106. Interactive Media in Education—Introduction to the use of interactive media in formal education. Workshop views/uses commercial interactive media for education and analyzes/criticizes them. Ideas are used to interpret/understand the experience of learning with interactive media. (CTE)
   3-5 units, Sam (Walker)

107. The Politics of International Cooperation in Education—For undergraduates and master’s students; see 306B.
   3-4 units, Spr (Mundy)

109X. The Politics of Language Education in California Schools—Controversies surrounding language and educational policies pertaining to African Americans and English language learners are explored in the wake of legislation that was formulated to restrain curricula for language minority students throughout California. Interdisciplinary studies of language in schools and society are compared to legislation and educational policies within their historical and political contexts.
   3-4 units, Win (Baugh)

120. Introduction to Cognitive Science—(Same as Symbolic Systems 100, Linguistics 144, Philosophy 190.) The history, foundations, and accomplishments of the cognitive sciences, including presentations by leading Stanford researchers in artificial intelligence, linguistics, philosophy, and psychology. Overview of issues addressed in the Symbolic Systems major.
   4 units, Spr (Greeno, Taylor)

130. Introduction to Counseling—The theories and techniques of counseling, emphasizing the clients’ individual and cultural differences, and construction of one’s own theory of the counseling process and outcome. Two psychotherapeutic theories, cognitive-behavioral and existential-humanistic, are supplemented with a third theory of each student’s choice. Experiential, problem-based focus on how to develop self-awareness and conceptual understandings of the counseling process in culturally diverse contexts. (PSE)
   3 units, Spr (Staff)

136. World, Societal, and Educational Change: Comparative Perspectives—See 306D. (SSPEP/ICE)
   4-5 units, Win (Ramirez)

137Q. Stanford Introductory Seminar: Conceptualizing Human Motivation—East and West—Preference to sophomores. What motivates behavior? This question is linked to one’s view of human nature and of the relationship between individuals and their social worlds. The multiple perspectives on human motivation, including Western psychological traditions and the contemplative spiritual psychologies of the East. Historical and cross-cultural approaches to understanding how different traditions treat motivation. Readings from personality, clinical, and developmental psychology, and from Eastern psycho-spiritual traditions such as Buddhism and yoga. How world views of human nature and development are related to theories of human motivation. Prerequisite: introductory psychology.
   3 units, Spr (Roese)

138Q. Stanford Introductory Seminar: Educational Testing in American Society—Preference to sophomores. Tests are used for college admissions, program evaluation, and educational reform. In the classroom, grades are used to communicate about achievement, and sometimes to reward effort, improvement, or good behavior. Explanations for group and individual differences in test performance have been controversial this century, right up to current debates over affirmative action. The purposes and the logic of various testing programs, including classroom testing, admissions testing, and state and national testing programs. The meanings of reliability, validity, bias, and fairness in testing, developing the notion of validity argument as a conceptual tool for analyzing testing applications. Paper on some educational testing application.
   3 units, Win (Haertel)

139. Ethics of Teaching—Helps students prepare for the ethical problems they will routinely confront in their professional lives. Focus is on case studies. Themes: fairness in responding to student misconduct, freedom of speech and its limits in schools, respectful accommodation of diversity, indoctrination and moral education.
   3 units, Spr (Callan)

149. Theory and Issues in the Study of Bilingualism—For undergraduates; see 249.
   3-4 units, Aut (Valdés)

150X. Introduction to Data Analysis and Interpretation—Primarily for master’s students with little or no experience. Provides rudimentary data analysis skills with a focus on reading literature and interpreting descriptive and inferential statistics, especially those commonly found in education. Topics: basic research design, instrument reliability and validity, description statistics, correlation, t-tests, simple analysis of variance, simple and multiple regression, and contingency analysis.
   4 units, Aut (Porteus)
151X. Introduction to Qualitative Research Methods—Primarily for master’s students. Introduces students to issues, leading ideas, and methods in qualitatively-oriented educational research. Offered with two different instructors in Autumn; check with the relevant instructor for more details of the syllabus.
4 units, Aut (Fetterman, Pope)

155. Development of Measuring Instruments—For students planning to develop written or performance tests or questionnaires for research and evaluation, and for teachers wishing to improve classroom examinations. Planning tests, writing items, item tryout and criticism, qualities desired in tests, and interview techniques. Lectures, case studies, and practical exercises. (PSE)
3 units, Win (Haertel)

156A. Understanding Racial and Ethnic Identity—African American, Native American, Mexican American, and Asian American racial and ethnic identity development is explored to better understand the influence of social/political and psychological forces in shaping the experience of people of color in the U.S. Issues: the relative salience of race in relationship to other social identity variables, including gender, class, occupational, generational, and regional identifications. Bi- and multiracial identity status, and types of white racial consciousness. GER:4b
5 units, Spr (LaFromboise, Padilla)

158. Children’s Citizenship: Justice across Generations—(Enroll in Political Science 158R.)
5 units (Reich) given 2002-03

160. Introduction to Statistical Methods in Education—(Master’s students register for 150X.) Introduction to quantitative methods in educational research for doctoral students with little or no prior statistics. Organization of data, descriptive statistics, elementary methods of inference, hypothesis testing, and confidence intervals. Computer package used. Students cannot also receive credit for Psychology 60, or for Statistics 60 or 160. (All Areas)
4 units, Aut (Hakuta)

Prerequisite: 160 or consent of instructor. (All Areas)
3 units (Rogosa) not given 2001-02

164X. Developing Academic English: Methods for Teaching ESL in American High School—Introduction to theories and methods for instruction in English as a second language. Broad overview of approaches and methods used in language teaching focusing specifically on practices that can support the development of those language proficiencies needed by non-English-background students in order to succeed in American schools. (CTE-STEP)
2-4 units (Valdés) not given 2001-02

165X. History of Higher Education in the U.S.—(Same as 265X.) Introduction to historical perspectives on the development of higher education. Readings/discussions address the major periods of evolution, emphasizing the mid-19th century. Premiere: insights into contemporary higher education can be obtained by examining its antecedents, particularly issues of governance, mission, access, curriculum, and the changing organization of colleges and universities. (SSPEP-APA)
3-5 units (Rothblatt) not given 2001-02

166X. The Centrality of Literacies in Teaching and Learning—For STEP students. Focus is on the application of and psychological principles in understanding, assessing, and supporting the reading and writing processes, and the acquisition of literacy, especially in secondary school settings. Key concepts: language acquisition, perception, cognition, motivation, and individual differences. (STEP)
3 units, Sum (Ball)

167X. Educating for Equity and Democracy—Introduction to the theories and practices of equity and democracy in education. How to think about teaching and schooling in new ways; the individual moral and political reasons for becoming a teacher. (STEP)
3 units, Sum (McDermott, Ramos-Beban, Kunzman)

175X. African American English in Educational Context—See 275.

177X. Education of Immigrant Students: Psychological Perspectives—(Same as 277X.) Historical and contemporary approaches to educating immigrant students. Case study approach focuses on urban centers to demonstrate how stressed urban educational agencies serve immigrants and native-born U.S. students when confronted with overcrowded classrooms, controversy over curriculum, current school reform movements and government policies regarding equal educational opportunity. (SSPEP)
4 units, Win (Padilla)

179. Urban Youth and their Institutions: Research and Practice—(Same as 279.) The determinants and consequences of urban life for youth, emphasizing disciplinary and methodological approaches to the study of policies and practices and the growing gap between the perspectives of state and local organizations and those of youth and their communities. The diversity of urban youth experiences with respect to ethnicity, gender, and immigration histories: case studies illustrate civic-level and grassroots institutions, their structures, networks, and philosophies; historical and contemporary examination of diverse realities of urban youth for policymakers, educators, and researchers. Enrollment limited. Prerequisite: consent of instructor. (SSPEP/APA)
3-4 units, Aut (McLaughlin)

179B. Best Practice and Policy for Youth Development—(Same as 279B.) Focus is on youth development policies and practices: what makes them effective, and how they operate in broader institutional contexts. Research-based information; conceptual underpinnings; best learnings from experience; and the perspective of expert youth workers, policy makers, and youth about what works.
2-4 units, Spr (McLaughlin, Needle)

180. Directed Reading in Education—For undergraduates and master’s degree students. (All Areas)
1-15 units, any quarter (Staff)

190. Directed Research in Education—For undergraduates and master’s degree students. (All Areas)
1-15 units, any quarter (Staff)

192A. Peer Tutor Training—Readings/discussions of videotapes, and individual and group projects. Topics: problem solving, study skills, effective listening and feedback, cross-cultural sensitivity, and teaching with questions. Short internship required for new tutors.
1 unit, Aut, Spr (Freeman)

192B. Peer Tutoring in Writing—Writing tutors become familiar with the written work of fellow students and learn how to comment on it helpfully. Tutoring skills are developed through listening to experienced tutors; reflecting on our own writing processes; considering sample writing projects; role-playing tutoring situations; and discussing reading, assignments, and projects.
2 units, Aut, Spr (Freeman)
193A. Peer Counseling: Bridge Community—Instruction in peer counseling. Topics: verbal and non-verbal skills, the use of open and closed questions, paraphrasing, working with feelings, summarization, and integration. Lectures, individual training, group exercises, role play practice with optional video feedback. Sections on the relevance to crisis counseling and student life. Guest speakers from University and community agencies. Students develop and apply skills in a variety of settings in the University.
   2 units, Aut, Win (Moreno)

193B. Peer Counseling: Chicano Community—Instruction in basic counseling. Topics: the use of open and closed questions, working with feelings, summarization, and integration. Counseling issues that may be salient when working with Chicanos, including the significance and process of Spanish-English code switching in communication, the role of ethnic identity in self-understanding, the relationship of culture to personal development, and the experience of Chico students in university settings. Lectures, individual training, group exercises, discussion, role play, and videotape practice.
   2 units, Aut (Martinez)

193C. Peer Counseling: The African American Community—Instruction in peer counseling with Blacks. Topics: the concept of culture, Black cultural attributes and their effect on Blacks’ reactions to accepting counseling, verbal and non-verbal attending, the use of open and closed questions, working with feelings, summarization, and integration. Geared toward counseling with Blacks; methods of instruction include reading assignments, lectures, guest speakers, group discussion, role play, and videotaped practice. Students develop and apply skills in the Black community on campus or in other settings that the student may choose.
   2 units, Aut (Edwards, Reed-Hoskins)

193F. Peer Counseling: The Asian American Community—Topics: the Asian family structure, concepts of identity, ethnicity, culture, and racism in terms of their impact on individual development and the counseling process. Emphasis is on the development of an appreciation and empathic understanding of Asians in America. Lectures, readings, discussion, and group exercises.
   2 units, Win (Brown)

193N. Peer Counseling in the Native American Community—Instruction in basic counseling techniques. Topics: verbal and non-verbal communication, strategic use of questions, methods of dealing with strong feelings, and conflict resolution. Emphasis is on how basic elements of counseling apply to Native Americans, including client, counselor, and situational variables in counseling, the significance of non-verbal communication, the role of ethnic identity in self-understanding, the relationship of culture to personal development, the impact of family on personal development, gender roles and Native Americans, and the experience of Native American Indian students in university settings. Lectures, individual skill development, group exercises, and role practice.
   2 units, Win (Simms, Martinez)

194. Leadership in Academic Advising—Focus is on the skills needed to be an active leader in the academic advising process through the role of Head Advising Associate, taught simultaneously with the HAA selection process through the Undergraduate Advising Center. Student development theory as it applies to the advising process for freshmen and sophomore students. Workshops, focus groups, guest speakers, role playing, and case studies develop listening and counseling skills, ask critical questions, and learn about group facilitation. Corequisite: students must be applying for the position of Head Advising Associate for 2001-02.
   2 units, Aut, Spr (Freeman)

195A. Peer Counseling Practicum—For those who continue to study counseling methods while counseling students.
   1-5 units, Aut, Win, Spr (Moreno)

195X. Cognitive Fundamentals of Learning—Overview of concepts, findings, and methods from cognitive research relevant to learning and instruction. Topics vary by year depending on class composition but typically sample from perceptual learning, problem solving and reasoning, creativity, imagery, language and mathematics, remembering, conceptual development, representation, expertise, transfer, technology, culture, and communication. Multiple theoretical perspectives grounded in specific questions and data. Emphasis is on experimental techniques and research elegance. Students design, conduct, and write up an original empirical study.
   4 units, Win (Schwartz)

196X. Feminist Theories of Work and Families—(Same as Feminist Studies 102L.) A critical introduction to feminist theories of work, families, and the interactions between the two. The economic, sociological, and legal perspectives; mainstream and feminist theories are contrasted. Emphasis is on the present day U.S. with issues in other countries and/or other historical periods. Topics: labor force participation, occupational segregation, labor market discrimination, emotional labor, unpaid work, caring labor, child care, combining work and family, single-parent families, poverty, marriage, and divorce.
   4-5 units, Spr (Strober)

197. Education and the Status of Women: Comparative Perspective—Theories and perspectives from the social sciences relevant to understanding the role of education in changing, modifying, or reproducing structures of gender differentiation and hierarchy. Cross-national research on the status of women and its uses to evaluate knowledge claims from varying perspectives. (SSPEP) GER:4c
   4-5 units, Spr (Wotipka)

199A,B,C. Undergraduate Honors Seminar—Required for all juniors and seniors in the honors program in the School of Education. Supports students’ actual involvement and apprenticeships in educational research. Participants are expected to share ongoing work on their honors thesis. Prerequisite: consent of instructor.
   1 unit, Aut, Win, Spr (Baugh)

200. The Work of Art and the Creation of Mind—Collaboration between the Art, Dance, Drama, and Music programs, and the School of Education examines the relationship between the work of art and the creation of mind, i.e., the work of art as a task of making something and as a form that has been made. The ways a conception of art develops and refines the mind. Discussion, readings, and observation of artists at work. The relationship between forms of art and forms of thought. What does either the perception or creation of art in any of its forms do to how we think and know? (CTE)
   4 units (Eisner, Rehm, Ross, Sano) not given 2001-02

201. History of Education in the United States—Analysis of selected turning points in education in relation to religion, political socialization, race relations, gender, immigration, and urbanization. Limited enrollment. (SSPEP)
   3 units, Aut (Williamson)

201A. History of African American Education—Survey of the pivotal points in African American educational history, including literacy attempts during slavery, the establishment of historically Black colleges and universities, the debate between liberal and vocational education, Black student rebellions on campuses during the 1920s, and the establishment of Black studies and cultural centers. (SSPEP)
   3 units (Williamson) not given 2001-02

201B. Education for Liberation—How various groups have employed education to advance group self-determination and autonomy at different points in history. (SSPEP)
   3 units, Spr (Williamson)
201C. Shifting Responsibilities for Education, 1870-1950—(Same as Program in Ethics in Society 101.) The shifting balance of responsibility for social, moral, vocational, and intellectual education from private to public institutions, emphasizing critical educational contexts: the family, school, religious, correctional, and social welfare. 
4 units, Win (Seyer)

202. Introduction to Comparative and International Education—Introduction to the field of comparative and international education. Contemporary theoretical debates about educational change and development, and the international dimension of several contemporary issues in education. Emphasis is on the development of students’ abilities to make cross-national and historical comparisons of educational phenomena. (SSPEP/ICE)
4-5 units, Aut (Rhoten)

202L. Education Policy Workshop in International and Comparative Education—Project-based workshop for students in International and Comparative Education, providing a practical introduction to key issues in educational policy making, educational planning, implementation, and the role of foreign expertise/consultants in developing country contexts. (SSPEP/ICE)
2-3 units, Win (Rhoten)

203X. Education and Inequality in American Culture—Overview of the cultural production of inequalities in school performance by class, race, ethnicity, gender, and individual style. Students exploring the same themes in small group discussions enroll in 220Y for additional 2 units.
2 units (McDermott) not given 2001-02

203Y. Discussion: Education and Inequality in American Culture—Small group discussions of competition and unequal access in notable American texts. Corequisite: 203X.
2 units (McDermott) not given 2001-02

204. Introduction to Philosophy of Education—Introduces current approaches and techniques in the philosophy of education; material has been selected for its general relevance to students of education. Feminist and radical theories of education.Introductory philosophical material is presented in the context of educational issues. (SSPEP)
3 units, Aut (Callan)

205. Group Counseling—Develops the ability to identify and understand the interpersonal processes in a small group. First-hand experiences simulate group processes that can be examined and conceptualized. Prerequisite: consent of instructor.
1-4 units (Staff) not given 2001-02

206A. Applied Research Methods in International and Comparative Education I: Introduction—Required for all M.A. students in ICE and IEAPA, others by consent of instructor. Orientation to the M.A. program and research project, exploration of resources for study and research. (SSPEP/ICE)
1 unit, Aut (Wotipka)

206B. Applied Research Methods in International and Comparative Education II: The Master’s Monograph Proposal—Required for all M.A. students in ICE and IEAPA; others by consent of instructor. Development of research skills through discussion of theoretical and methodological issues in comparative and international education. Preparation of a research proposal for the M.A. monograph. (SSPEP/ICE)
3-5 units, Win (Wotipka)

206C. Applied Research Methods in International and Comparative Education III: Master’s Monograph Workshop—The conclusion of the four-quarter M.A. program in ICE and IEAPA, required of all M.A. students. In-depth reviews of students’ research in preparation for the completion of their master’s monograph. (SSPEP/ICE)
3-5 units, Sum (Wotipka)

207A,B. Master’s Seminar in Curriculum and Teacher Education—Limited to master’s students in C&TE. Designed to support students as they develop and conduct a master’s project. Students discuss ideas for their projects, learn about possibilities for master’s projects, develop a plan for a project and carry it out, and write up the results, with the assistance of the instructors and peers. Credit/no credit.
1-2 units, Win, Spr (Peck)

208B. Curriculum Construction—The theories and methods of curriculum development and improvement. Topics: curriculum ideologies, perspectives on design, strategies for diverse learners, and the politics of curriculum construction and implementation. Students develop curriculum plans for use in real settings. (CTE)
3 units, Win (Pope)

209X. The Politics of Language Education in California Schools—(Same as 109X.)
3-4 units, Win (Baugh)

210. Sociology of Education: The Social Organization of Schools—(Meets with 310; same as Sociology 232/330.) Applies sociological approaches to the study of school organization and its effects. Introduction to topics and case studies that elaborate on the embeddedness of classrooms and schools in social environments, spanning a variety of school processes e.g., stratification, authority, moral and technical specialization, curricular differentiation, classroom instruction, voluntary associations, social crowds, and peer influence. (SSPEP)
4 units, Spr (McFarland)

211. Master’s Seminar in Social Sciences in Education—Limited to master’s students in SSE. Directed, hands-on forum for SSE students to critically examine the process of developing and shaping a research program, integrating it with academic and field experiences, and building relationships beyond the program. Students conceptualize their projects and focus on researchable topics: effective revising and editing, job searches, working with your adviser, “what next?” or a celebration of achievements so far. (SSPEP)
1 unit, Aut, Win, Spr (Seyer)

212. Urban Education—Open to graduate and undergraduate students. Combines historical and anthropological perspectives to trace the major developments, contexts, tensions, challenges, and policy issues of urban education.
4 units, Spr (Seyer)

213. Aesthetic Foundations of Education—What role might the arts play in education? Do the arts contribute to the development of cognitive skills? Do they help humans understand the world in which they live? Are aesthetic considerations central in the way we think about the aims of education? Do they enhance teaching and school organization? (CTE)
4 units, Aut (Eisner)

214. Popper, Kuhn, and Lakatos—(Same as Philosophy 156.) Popper, Kuhn, and Lakatos are 20th-century philosophers of science who have raised fundamental issues dealing with the nature of scientific progress: the rationality of change of scientific belief (science vs. non-science); the role of induction in science, truth, or verisimilitude as regulative ideals. Their impact in the social sciences and applied areas such as educational research. (SSPEP)
3 units (Phillips) not given 2001-02

219. Artistic Development of the Child—How can children’s and adolescents’ development in the arts be described? What role does the symbolic transformation of experience play in the creation of those images we regard as art? What can teachers do to promote the development of artistic thinking? These and other questions are examined through the study of theory and research conducted within the social sciences. (CTE)
4 units (Eisner) not given 2001-02
220A. The Social Sciences and Educational Analysis—Required of students in APA and open to all. Economics, political science, sociology, and history, and their applications to education in the U.S.

220A. The Social Sciences and Educational Analysis: Introduction to the Economics of Education—Overview of the relationship between education and economic analysis. Topics: labor markets for teachers, the economics of child care, the effects of education on earnings and employment, the effects of education on economic growth and distribution of income, and the financing of education. Students who lack training in microeconomics enroll in 220Y for one additional unit of credit. (SSPEP/APA)

4 units, Win (Loeb)

220B. Introduction to the Politics of Education—The relationships between political analysis and policy formulation in education; focus is on alternative models of the political process, the nature of interest groups, political strategies, community power, the external environment of organizations, and the implementations of policy. Applications to policy analysis, implementation, and politics of reform are emphasized. Prerequisite: Political Science or Public Policy major, or student in SSPEP. (SSPEP/APA)

4 units, Win (Loeb)

220C. Education and Society—(Same as Sociology 130.) The effects of schools and schooling on individuals, the stratification system, and society. Education as socializing individuals and as legitimizing social institutions. The social and individual factors affecting the expansion of schooling, individual educational attainment, and the organizational structure of schooling. (SSPEP/APA) GER:3b

5 units, Aut (Ramirez)

220D. History of School Reform: Origins, Policies, Outcomes, and Alternative Explanations—The major reform periods of last century. Students choose particular reforms to investigate either individually or as a small group project. Enrollment limited to 20. Prerequisites: graduate student or undergraduate education honors candidate; consent of instructor. (SSPEP/APA)

3 units, Win (Tyack)

220Y. Introduction to the Economics of Education: Economics Section—Introduction to microeconomics for those taking 220A who have not had microeconomics before or who need a refresher. Corequisite: 220A. (SSPEP/APA)

1-2 units, Win (Loeb)

221A. Policy Analysis in Education—Major concepts associated with the development, enactment, and execution of educational policy. Issues of policy implementation, agenda setting and problem formulation, politics, and intergovernmental relations are examined through case materials and supplementary readings. Objective: identify and understand the factors that affect the ways in which analysts and policymakers learn about education in the policy system and the ways in which they can influence it. Enrollment limited. Prerequisite: consent of instructor. (SSPEP/APA)

4-5 units, Win (Darling-Hammond, McLaughlin)

221B. Macro and Micro Issues in Policy Analysis—Provides doctoral students an opportunity to analyze the macro- and micro-dimensions of policy issues in education. Students use their own research interests to explore the analytical, empirical, and methodological aspects of these two different perspectives on policy and action.

3 units, Win (McLaughlin, Darling-Hammond)

222. Resource Allocation in Education—Problems of optimization and design, and evaluation of decision experience. Marginal analysis, educational production functions, cost effectiveness and cost-benefit analysis, constrained maximization, program evaluation. Introduction to linear models for large-scale data analysis. Implications to model assumptions. (SSPEP/APA)

4-5 units (Loeb) not given 2001-02

223. Good Schools: Research, Policy, and Practice—Recent studies of schools that exceed expectations in producing desired results. Research methodologies, findings of studies, and efforts to implement results. Components of good schools analyzed: effective teaching, principal leadership, organizational processes, parent involvement, cultures in schools, the role of the superintendent. Required project studies a school and determines “goodness.” (SSPEP/APA, CTE)

3-4 units (Staff) not given 2001-02

224. Information Technology in the Classroom—The use of information technology (computers, interactive video, telecommunications) in classroom teaching. Basic computer operations and terminology; challenges of planning and teaching with technology; judging the merits of products for educational uses; survey of the types of uses made of technology in schools; and economic, social, and ethical issues, emphasizing equity. (CTE)

3 units, Win (Walker)

226. Classroom Assessment—Research on classroom testing; creating and selecting classroom tests; instructional uses of tests, performance tests, classroom observations, linking testing and instruction, using standardized test results. (PSE)

3 units (Haertel) not given 2001-02

228. Research on Reading and Reading Acquisition—For doctoral and master’s students in SSPEP, PSE, CTE, and SSPEP. Focus is on the application of psychological principles in understanding the reading and writing process and the acquisition of literacy in school and non-school settings. Key concepts: psycholinguistics, perception and cognition, motivation, and individual differences. (SSPEP)

3-4 units (Kamil) not given 2001-02

229A,B,C,D. Seminar in Learning Design and Technology—Four-quarter core of the LDT master’s program. Topics: learning, cognition, and development; design principles for technological learning environments; technological literacy and skills; research methods and evaluation; curriculum and content; and organization structure and operation. Students navigate one or more design sequences in learning environments rooted in a practical problem. Topics in learning, design, and technology are examined from a theoretical and a practical application perspective. Readings and hands-on development are a team-collaborative effort. (All Areas)

229A. 3-4 units, Sum (Walker)

229B. 3-4 units, Aut (Hoadley)

229C. 3-4 units, Win (Kamil)

229D. 3-4 units, Spr (Staff)

230. Ethnographic and Empowerment Evaluation—The role of ethnography in addressing contemporary and socially significant issues. The value of ethnographic evaluation in educational settings. Successful strategies to communicate qualitative findings with powerful policy-making bodies to improve our world, including testifying on the Hill and sharing findings through the media. The role of ethnographic and empowerment evaluation in contributing to organizational transformation. (SSPEP)

5 units, Spr (Fetterman)

231X. Developing and Supporting Teaching—How do teachers learn to teach and what kinds of mentoring and coaching support helps them to develop their practice? Teaching requires the ability to make hundreds of choices and decisions daily. A strong knowledge base and skills of reflective inquiry increase the odds that all students are served in each teacher’s classroom. How is the development of successful teaching supported? What does effective mentoring look like? What are some of the dilemmas and difficulties faced by mentors? The research on adult learning and learning to teach, developing skills such as giving productive feedback and co-planning. Methods: teaching videos, role plays, reading and discussion of theory, research, and practice concerning mentoring.

3 units, Spr (Lotan)
232A. Teaching: Questions for Practice, Research, and Policy—How do we define and study teaching? What do teachers need to know, believe, and be able to do? How does teaching vary by subject matter, students, grade level? What is the relationship between teaching and learning? How do teachers learn? The research that has tackled these questions provides students with the chance to think about these and other questions of their own. (CTE)
4 units, Win (Boaler)

232B. Introduction to Curriculum—Second of CTE core. What should American schools teach? How should school programs be organized? How can schools determine whether the goals they have formulated have been achieved? What kind of school organization helps teachers improve their teaching practices? Students secure a historical and contemporary perspective on the curriculum of American schools. The interactions among curriculum, the organizational structure of schools, the conception of the teacher’s role, and the ways in which teaching and student learning are assessed. Text, video analysis of teaching, and small group discussions examine competing ideas regarding the content and aims of school programs. (CTE)
4 units, Aut (Eisner, Kiely)

232C. Introduction to Learning—Core course in CTE and PSE. The theoretical perspectives and results of research on learning, emphasizing principles that can inform the design and study of learning environments, including teaching and curriculum activities and resources. Issues: the ways of assessing learning, learning by individuals and groups who differ in gender or in cultural and social backgrounds, the generality of learning outcomes, relations between the growth of conceptual understanding and cognitive skill, learning considered as becoming a more effective participant in social practices, and a brief history of the development of currently influential conceptualizations of learning. (CTE, PSE)
4 units, Spr (Ball, Greeno, Hakata)

233A. Counseling Theories and Interventions from a Multicultural Perspective—Review of foundational and new concepts of counseling theory and intervention from a multicultural perspective. The impact of culture on problem presentation, relationship formation, and intervention development and evaluation in individual and group counseling and helping encounters in school and community settings. 3 units, Aut (LaFrombois, Padilla)

234. Educational and Career Assessment—(Same as Psychology 237.) Methods of integrating career and personal counseling with clients and counselors from differing cultural backgrounds. Practice with selected assessment instruments. Case studies of bicultural role conflict. Informal supervised experience. (PSE)
3 units, Spr (Krambolcz)

235. Educational Policy Graduate Seminar—Enrollment limited to policy analysis and evaluation master’s students. Three-quarter sequence to explore and discuss policy issues, develop educational technology skills, and prepare for employment. (SSPEP/APA)
1 unit, Aut, Win, Spr (Fetterman)

236X. Education Technology Policy—Issues in education technology policy in the U.S. and selected other advanced and developing nations for K–12 and post-secondary education. Governmental policies at all levels and policies of local public and private institutions. Policy development and implementation focusing on the incentives for the private sector to become involved in education and in the consequences of the policies for low income populations. (SSPEP)
3 units (Staff) not given 2001-02

238A. Orientation to School and Community-Based Counseling Psychology—For first-year counseling psychology students. Overview of the counseling psychology profession, including counseling theories, techniques, and assessment. Topics: relationship enhancement, problem conceptualization, goal setting, intervention techniques, and monitoring outcomes. Review of training tapes, role playing, and supervision of initial counseling experiences. Prerequisite: consent of instructor. (PSE)
3 units, Aut (Krambolz, LaFromboise)

238B. School and Community-Based Counseling Psychology: Supervised Applications—For first-year counseling psychology students. Integration of counseling practice with research findings. Continuing review of training tapes, role playing, and supervision of counseling experiences. Prerequisite: consent of instructor. (PSE)
3 units, Win (Krambolz, LaFromboise)

238C. School and Community-Based Counseling Psychology: Supervised Applications—For first-year counseling psychology students. Advanced study of counseling theories, techniques, and assessment methods. Emphasis is on the integration of counseling practice within a research framework. Continuing review of training tapes, role playing, and supervision of counseling experiences. Prerequisite: consent of instructor. (PSE)
3 units, Spr (Krambolz, LaFromboise)

239. Contemporary Social Issues in Child and Adolescent Development—Focuses on critical social and developmental issues that affect children and adolescents. Topics: divorce and single parenting, child care, poverty, sexuality, and mass media, emphasizing the impact of these conditions on normal development, education, and school-related social and cognitive performance. (PSE)
4 units, Spr (Padilla)

240. Adolescent Development and Learning—How do adolescents develop their identities, manage their inner and outer worlds, and learn? Presuppositions: that fruitful instruction takes into account the developmental characteristics of learners and the task demands of specific curricula; and that teachers can promote learning and motivation by mediating between the characteristics of students, the curriculum, and the wider social context of the classroom, the school, and the society. Prerequisite: STEP student or consent of instructor. (STEP)
3 units, Aut (Darling-Hammond, Roeser, Padilla)

243. Research in Writing and Writing Instruction—The theoretical perspectives that have dominated the literature on writing research over the years. Through close and critical examination of a range of key reports, articles, and chapters on writing research, writing theory and writing instruction, students become familiar with current and historical perspectives in writing research and some key research findings relating to teaching and learning in this area.
4 units, Win (Ball, Freedman)

244X. Classroom Management—Beginning and experienced teachers are concerned with how to best manage their classroom. Student and teacher’s roles in developing a classroom community. Different strategies for classroom management discussed, practiced, and placed within a theoretical framework.
1 unit, Aut, Win (Haysman)

245X. Seminar in Teacher Education—For doctoral students interested in preparing to become teacher educators. Directed reading, discussion, and analysis of teacher education program models; new approaches to supporting teacher learning in pre-service and in-service contexts; and changes in policies relevant to teacher education. The theoretical frames include adult learning theory, organizational supports for professional learning, and issues of institutional change.
3 units, Spr (Darling-Hammond)

246A,B,C,D. Secondary School Teaching Practicum—Preparation and practice in issues and strategies for teaching in classrooms with diverse students. Topics: guided observations, building classroom community, classroom interaction processes, topics in special education portfolio development, teacher professionalism, patterns of school orga-
257A. Statistical Methods for Behavioral and Social Sciences—For students with experience and training in empirical research. Analysis of data from experimental studies through factorial designs, randomized blocks, repeated measures; regression methods through multiple regression, model building, analysis of covariance; categorical data analysis through log-linear models, logistic regression. Integrated with the use of statistical computing packages. Prerequisite: analysis of variance and regression at the level of Statistics 161.

257A. 3 units (Rogosa) not given 2001-02
257B. 3 units (Rogosa) not given 2001-02

260X. Popular Advanced Statistical Methods—Overview and implementation of some advanced statistical methods currently popular in educational research. Methods for accommodating the nested structure of much educational data (e.g., students within classrooms within schools) which arise as units of analysis problems, ecological regression, or hierarchical linear models. Methods for complex measurement models in regression settings known as structural equation models, causal models, covariance structures. See http://www.stanford.edu/class/ed 260.

260X. 3 units (Rogosa) not given 2001-02

261X. Critical Reading in the Content Areas—Topics: introduction to models of reading, functions of literacy, components of reading instruction, content vs. recreational reading, literacy vs. expository materials, and reading to learn vs. learning to read; text types; testing and assessment; vocabulary and reading instruction; comprehension and background knowledge; study skills and aids; metacognition; strategies; writing and reading instruction; technological applications; affective concerns and motivations. (SSPEP)

261X. 3 units (Kamil)

262A,B,C. Curriculum and Instruction in English—Approaches to teaching English in the secondary school, including goals for instruction, teaching techniques, and methods of evaluation

262A. 3 units (Grossman)
262B. 2 units (Grossman)
262C. 2 units (Grossman)

263A,B,C. Curriculum and Instruction in Mathematics—The purposes and programs of mathematics in the secondary curriculum; teaching materials, methods. Prerequisite: STEP student or consent of instructor. (STEP)

263A. 3 units (Boaler, Humphreys)
263B. 2 units (Boaler, Humphreys)
263C. 2 units (Boaler, Humphreys)

264A,B,C. Curriculum and Instruction in Foreign Languages—Approaches to teaching foreign languages in the secondary school, including goals for instruction, teaching techniques, and methods of evaluation. Prerequisite: STEP student. (STEP)

264A. 3 units (Azevedo)
264B. 2 units (Azevedo)
264C. 2 units (Azevedo)

265X. History of Higher Education in the U.S.—See 165X.

267A,B,C. Curriculum and Instruction in Science—Examination of the possible objectives of secondary science teaching and related methods: selection and organization of content and instructional materials; lab and demonstration techniques; evaluation, tests; curricular changes; ties with other subject areas. Prerequisite: STEP student or consent of instructor. (STEP)

267A. 3 unit (Atkin)
267B. 2 unit (Schultz)
267C. 2 units (Schultz)
268A, B, C. Curriculum and Instruction in Social Studies—Emphasis is on the methodology of social studies instruction: review of curriculum trends, survey of teaching materials, opportunities to develop teaching and resource units. Prerequisite: STEP student.
   268A. 3 unit, Sum (Staff)
   268B. 2 unit, Aut (Staff)
   268C. 2 units, Win (Staff)

269. Principles of Learning for Teaching—Student learning and the epistemology of school subjects as they relate to the planning and implementation of teaching, the analysis of curriculum, and the evaluation of performance and understanding. Readings and activities are coordinated with the student teaching activities of participants. Prerequisite: STEP student or consent of instructor.
   3 units, Win (Darling-Hammond, Lotan, Nasir)

271S. School-Based Strategies for Reform and Redesign—Seminar. Some of the main redesign and reform strategies that schools are using to improve their performance. Reflections, and the preparation of a report for local school leaders analyzing selected school improvement resources and strategies.
   3 units, Spr (Hatch)

273X. Gender and Higher Education—Focusing on the U.S., analyzes the effects of interactions between gender and the structures of higher education and examines a variety of policies seeking changes in those structures. Topics: undergraduate and graduate education, faculty field of specialization, rewards and career patterns; sexual harassment; and the development of feminist scholarship and pedagogy.
   5 units, Spr (Strober)

275. African American English in Educational Context—(Same as 175X.) The linguistic and cultural conflicts confronting the majority of African American students. Interdisciplinary research, emphasizing cross-generational educational needs. Ethnographic studies of schools and their students, and the evolution of educational and linguistic research among African Americans. Prerequisite: graduate student, or consent of instructor. (SSPEP)
   3 units, not given 2001-02

277X. Education of Immigrant Students: Psychological Perspectives—For graduate students; see 177X.
   4 units, Win (Padilla)

278. Introduction to Issues in Evaluation—Open to master’s and doctoral students with priority to students from education. Focus is on the basic literature and major theoretical and practical issues in evaluation. Introduction to basic concepts and intellectual debates in the field: knowledge construction, purpose of evaluation, values in evaluation, knowledge utilization, professional standards of evaluation practice. Enrollment limited to 18. (SSPEP)
   3 units, Win (Porteous)

279. Urban Youth and their Institutions: Research and Practice—For graduate students; see 179X. Enrollment limited. Prerequisite: consent of instructor. (SSPEP/APA)
   3-4 units, Aut (McLaughlin)

279B. Best Practice and Policy for Youth Development—For graduate students; see 179B.
   2-4 units, Spr (McLaughlin, Needle)

280. Ethnographic Approaches to Cultural Diversity in Schooling—(Same as Cultural and Social Anthropology 280.) How to learn about culture and to analyze education-relevant situations such as the culturally diverse classroom. The cultural process is approached by acquiring techniques of observation, interview, and interpretation of behavior in context, and soliciting and recording the native explanations of their own behavior; developing an internally consistent conceptual structure that orients observation and elicitation productively; and being sensitized to one’s own culture and how it influences perception and interpretation of behavior. Techniques of ethnographic research applicable to the study of schooling are demonstrated and applied in field research projects. Research report or proposal for research. (SSPEP)
   4 units, Win (Spindler)

281X. Using Literacies to Support Struggling Students—Issues related to meeting the needs of struggling readers and writers and special needs students in their classrooms. Emphasis is on students who appear to be struggling learners in middle and high school classrooms who have not been previously or officially identified to receive special educational resources.
   3 units, Spr (Ball)

282. Linguistics and the Teaching of English as a Second/Foreign Language—(Enroll in Linguistics 189/289.) (SSPEP)
   4-5 units, Win (Hubbard)

283. Attitudes toward Languages and Language Study—With language viewed as an intergroup phenomenon, examines attitudes people hold toward their own and different languages, the bias toward and against speakers of different languages, how personal and societal attitudes affect the study and learning of a foreign or second language. A socio-psychological perspective is used as a central framework to guide the study of attitudes toward language. (SSPEP)
   3 units (Padilla) not given 2001-02

284. Teaching in Heterogeneous Classrooms—Teaching in academically and linguistically heterogeneous classrooms requires a rich repertoire of pedagogical strategies. Focus is on the ways to provide access to intellectually challenging curriculum and equal-status interaction for students in diverse classrooms. Emphasis is on group work, a highly recommended and well documented instructional approach, and its cognitive, social, and linguistic benefits for students. Students learn to prepare for group work, equalize participation, design learning tasks that support conceptual understanding, mastery of content and language growth, and assess group products and individual contributions. (STEP)
   2-3 units, Win (Lotan)

286A. Second Language Acquisition—For students interested in teaching English as second/foreign language. Second language learning and teaching. Serves as basis of second language pedagogy, preparing STEP students for CLAD certification. (SSPEP, STEP)
   3-4 units (Staff) not given 2001-02

286B. Second Language Acquisition Research—Major research findings and theories in second language acquisition. Second language research and theories in formal and informal settings where a second language is learned. (SSPEP)
   4 units (Padilla) not given 2001-02

287. Culture and Learning—(Same as Cultural and Social Anthropology 158.) Learning in various institutional settings in the U.S. and around the globe. Learning in families, in schools, on the job, and on the streets. Emphasis is on the cultural organization of success and failure in American schools. Tentative consideration of opportunities for making less inequality. (SSPEP, STEP)
   3-4 units (McDermott) not given 2001-02

289. Introduction to Linguistics for Educational Researchers—For graduate students with interests in educational research, and who plan to concentrate on language or linguistics. Basic linguistic concepts, complementary surveys of educationally oriented studies that explore quantitative linguistic analyses, qualitative ethno-linguistic analyses, discourse analyses, conversation analyses, and studies of bilingualism. Emphasis is on the linguistic analyses of language minority populations and related educational policies.
   4 units, Aut (Baugh)
290. Leadership: Research, Policy, and Practice—Conceptions of leadership that include the classroom, school, district office, and state capitol. The role of complexity; organizational leaders outside of schools past and present, and how that complexity permitted leadership to arise. Case studies. (SSPEP/APA)  
3-4 units (Staff) not given 2001-02

293X. Development Across the Lifespan—Introductory survey of the methods and findings related to physical, cognitive, and socio-emotional development throughout life. Emphasis is on topics in of human development that have applications for educators and other practitioners in the human service field.  
3 units (Perez-Granados) not given 2001-02

294X. Theories of Human Development—Introduces basic and advanced concepts and the theoretical viewpoints of developmental science. Goals: facilitating students’ analytical skills in terms of examining and critically evaluating empirical developmental research, raising students’ awareness and understanding of the multidisciplinary applications of developmental science, and exploring the impact that developmental research can have on educational reform, interventions, and other social policy issues  
3 units, Spr (Perez-Granados)

295. Learning and Cognition in Activity—(Same as Psychology 261.) Introduction to the results and methods of research on learning, understanding, reasoning, problem solving, and remembering, considered as aspects of participation in social organized activity. Analyses focus is on the principles of coordination that support cognitive achievements and learning in activity settings in work and school environments.  
3 units (Greeno, Nasir)

3 units (Valdés) not given 2001-02

300. Issues and Methods in Teaching Heritage Languages—(Enroll in Spanish and Portuguese 300.)  
3-5 units, Spr (Valdés)

301. Historiography of American Education—(Same as History 301.) Analysis of the literature of American education history for students who wish to do further work in the field. Weekly discussions, plus an opportunity to pursue specialized topics in small group tutorial sessions. Limited enrollment. Prerequisite: consent of instructor. (SSPEP)  
3-4 units (Williamson) not given 2001-02

302X. The Role of Knowledge and Learning in Teaching—Focus is on current literature relevant to the structure of subject matter of instruction in schools, and to the cognitive processes involved as students try to learn material. The implications of the literature on the role of the teacher. (CTE)  
3 units (Staff) not given 2001-02

303. Qualitative Inquiry in Education—The ways in which artistically and humanistically based approaches to the study of teaching, classroom life, and schooling can improve the understanding of education. Introduces qualitative methods of inquiry that emphasize literary and other interpretive forms, and new approaches to inquiry in education. A study using methods. (CTE)  
4 units (Eisner) not given 2001-02

304. Introduction to the Philosophical and Educational Thought of John Dewey—Analysis of important works of John Dewey. Readings vary each year. Emphasis may be on his social and moral writings. (SSPEP)  
4 units (Phillips) not given 2001-02

5 units, Aut (Carnoy)

306B. The Politics of International Cooperation in Education—(Same as 107.) Analysis of policies and practices in international cooperation, assistance, and exchange. Emphasis is on the role of international organizations (World Bank, UNESCO, OECD) and the politics of multilateral and bilateral assistance programs. (SSPEP/ICE, APA)  
3-4 units, Spr (Mundy)

306C. Political Economy of the Mind—Theories of political economy related to the learning mind, particularly as in fiction. Readings from Defoe, Smith, Balzari, Dickens, Marx, Veblen, Wharton, Joyce, Galbraith, and Morrison. (SSPEP/ICE)  
4 units, Spr (McDermott)

306D. World, Societal, and Educational Change: Comparative Perspectives—(Same as Sociology 231.) Analysis of the relations between educational and societal developments from a comparative perspective. Readings on various theoretical perspectives and empirical studies on the structural and cultural sources of educational expansion and differentiation, and on the cultural and structural consequences of educational institutionalization. Research topics: education and nation building; education, mobility, and equality; education, international organizations, and world culture. (SSPEP/ICE)  
4-5 units, Win (Ramirez)

308. The Analysis of Teaching—Teaching is often considered an art or craft rather than a science. Is this true? Do teachers function as performers? Videotapes of teachers in action serve as a resource for the analysis of teaching. Concepts and methods from the field of criticism provide tools to analyze teaching. Literature in criticism, aesthetics, and qualitative evaluation secures the conceptual tools for the analysis of teaching. (CTE)  
4 units, Sum (Eisner)

310. Sociology of Education: The Social Organization of Schools—For doctoral and master’s students. Meets with 210; see 210. (SSPEP)  
4 units, Spr (Mcfarland)

311X. First-Year Doctoral Seminar: Introduction to Research—Introduction to the broad range of methods used in current educational research, focusing on the logical and epistemological, design, and ethical issues.  
1-2 units, Aut, Win, Spr (Callan, Stipek)

312. Microsociology: Interaction Processes in Education—The educational applications of sociological/social psychological theory and research to interaction processes within schools and classrooms. Readings in foundational and contemporary works of interactionism spanning a variety of empirical settings beyond classrooms, e.g., primate societies, children’s games, and work settings. Topics: social processes of influence, role differentiation, identity formation, social mechanisms, and intra/inter-group dynamics of peer relations. Methods for observation and analysis. (SSPEP)  
4 units, Aut (Mcfarland)
313X. Mathematics, Equity, and Situated Learning—The ways in which mathematics intersects with people’s lives, the reasons why it is practiced only by the elite few and the potential of situated perspectives for the attainment of equitable practices. Drawing on theories of learning, curriculum, equity, and schooling, students research these and related issues.

3 units (Boaler) not given 2001-02

314. Workshop in Economics of Education—Research by students and faculty engaged in problems in the economics of education. Students must have advanced graduate training in economics theory and methodology and be engaged in research on the topic. (SSPEP)

1-2 units, Aut, Win, Spr (Carnoy, Loeb)

315X. Vouchers and Choice in Education—The theory and empirical data on issues of educational choice and vouchers in the U.S., Europe, and other countries. Recommended: background in economics. (SSPEP)

3 units (Carnoy) not given 2001-02

316X. Network Methods for the Study of Formal and Informal Organizations—The educational applications of social network analysis. Introduction to social network theory, methods, and research applications in sociology. Network concepts of interactionist (e.g., balance, cohesion, centrality) and structuralist (e.g., structural equivalence, roles, duality) traditions are defined and applied to topics in small groups, social movements, organizations, communities, etc. Students apply these techniques to data on schools and classrooms (i.e., data provided by instructor). (SSPEP)

5 units, Win (McFarland)

320X. Social Justice in Education—Uses recent work in political theory to address questions about social justice in educational policy and practice: equality in education, language rights, race and multiculturalism, educational choice.

3 units, Win (Callan)

321. Analysis of Social Interaction—Practicum on discourse, interactional, and cultural analysis of videotaped data. Various levels of analysis of interactional data, and the basis on which analytic claims can be founded. The transcription of speech and movement in social interaction, and how to identify the patterns which participants use to display and interpret cultural meanings. The theoretical assumptions hidden in transcription systems. Prerequisite: first- or second-year graduate student. (SSPEP/ICE)

4 units, Spr (McDermott)

322X. Discourse Analysis in Educational Research—Issues and strategies for studying oral and written discourse as a means for understanding classrooms, students, and teachers, and teaching and learning in educational contexts. The forms and functions of oral and written language in the classroom, emphasizing teacher-student and peer interaction, and student-produced texts. Individual projects utilize discourse analytic techniques. Prerequisite: graduate status or consent of instructor. (SSPEP)

5 units, Spr (Ball)


3 units, Aut (Timar)

324X. Emerging Business Opportunities in Education and Training—(Same as Business 345G.) For students in the joint degree program with business and education, and others. A combination of changing market mechanisms and emerging technologies is fueling new opportunities for for-profit education and training organizations. The interaction of firms with the pubic sector presents special challenges for these organizations. The special roles of public administrators, educators, investors, and technology providers in defining opportunities, challenges, and constraints for education and training firms. Approaches to strategy formation, product development, and operations. Visiting managers and other experts. (SSSEPP/APA)

2-4 units (Kirst) not given 2001-02

327A.B. The Conduct of Qualitative Inquiry—Integrated two quarters for doctoral students ready to engage in serious pursuit of research that anticipates, is a pilot study for, or in some significant way feeds into their dissertations. It is not necessary that students have written and received approval for their dissertation study. The experience mirrors most of what any research project entails, and is about the actual conduct of research. All students engage in common research processes from January to June including developing interview questions; interviewing; coding/analyzing, interpreting data; theorizing; and writing up results. Participant observation as needed. Students should consider this a sequence, with the division into quarters as arbitrary. Preference to students who intend to enroll for both quarters.

327A. 4 units, Win (Goldman)

327B. 4 units, Spr (Pope)

331A.B. Administration and Policy Analysis Research Seminar—Limited to first-year APA doctoral students. Introduces the rudiments of problem statements, conceptual frameworks, research design, and critical reviews of literature. (SSSEPP/APA)

331A. 3 units, Win (Antonio, Staff)

331B. 3 units, Spr (Antonio, Staff)

333A. Advanced Seminar in Learning Design and Technology: Analyzing Functions and Needs in Learning Environments—Introduction to the theoretical approaches to learning used to analyze learning environments and develop goals for designing resources and activities to support more effective learning practices.

3 units, Sum (Greeno)

333B. Advanced Seminar in Learning Design and Technology: Social and Ethical Issues—Readings/discussions, case studies, and internships on the ethical and social issues related to learning and technology. Prerequisite: enrollment in LDT, or consent of instructor.

3 units, Spr (Hoadley)

333C. Advanced Seminar in Learning Design and Technology: Organizations—How organizational resources, structures, constraints, and possibilities are taken into account in research-based designs for learning in schools and work places. Presentations and discussions by researchers from the Institute for Research on Learning offer an overview of current research and development efforts for improving learning in schools and workplaces.

3 units, Win (Hoadley)

335X. Language Policy and Planning: National and International Perspectives—For graduate students and undergraduates, with consent of instructor. International study of the social, political, and educational tensions that shape language policy. Emphasis is on language education that affects immigrants, guest workers, and indigenous linguistic minority populations; policies that determine foreign language instruction, and U.S. language policies in a comparative approach. (SSSEPP)

3 units (Kamil) not given 2001-02

338A.B.C. Practicum in School and Community-Based Counseling Psychology—Intensive supervised counseling field experience in local schools or community-based programs for youth. Permission of instructors required. (PSE)

338A. 1-6 units, Aut (LaFromboise, Krumboltz)

338B. 1-6 units, Win (LaFromboise, Krumboltz)

338C. 1-6 units, Spr (LaFromboise, Krumboltz)
340X. American Indian Mental Health and Education—Western medicine tends to define health by first defining sickness, disease, or pathology, and then defining health as the absence of these diseases. Native American cultures understood health to mean the balance or beauty of all things physical, spiritual, emotional, and social. Sickness was something out of balance, the absence of harmony. Representative topics in American Indian psychology and health acquaint students with issues that characterize the field, its methods, goals, and findings. Prerequisite: experience working with American Indian communities. (PSE)
3 units (LaFromboise) not given 2001-02

341. Educational Applications of Sociolinguistics—For students interested in the broad applications of linguistic research in educational contexts. Formal integration of sociolinguistics and applied linguistic research is examined in relation to a range of international case studies among students and teachers in socially stratified speech communities worldwide. Theoretical concepts from linguistics are introduced as they relate to practical educational problems in socially stratified speech communities. Recommended: background in linguistic science for students who seek an introduction to applied linguistic research. (SSPEP)
3 units, Win (Baugh)

342X. Child Development and New Technologies—Focus is on the experiences computing technologies afford children and how these experiences might influence development. Sociocultural theories of development as a conceptual framework for understanding how computing technologies interact with the social ecology of the child and how children actively use technology to meet their own goals. Readings from empirical journals, web publications, and books. Organized around themes of the influences of interactive technology on cognitive development, and of interactive technology on identity and social development, and equity issues.
3 units, Win (Barron)

343X. Achievement Motivation in School-Aged Children—Surveys developments in the study of achievement motivation in children and adolescents over the past 50 years. The historical and theoretical approaches to understanding the quality, intensity, and direction of children’s achievement-related behavior. Clinical life-span theories, cognitive theories, and social-cognitive theories of achievement motivation. Differences among mechanistic, organismic, and developmental-contextual metamodels of motivation, qualitative vs. quantitative conceptualizations of motivation, and the differential emphasis placed upon organismic needs, cognition, volition, and emotion in theories concerned with understanding achievement behavior. (PSE)
3 units (Roeser) not given 2001-02

344X. Child Development and Schooling—School represents a major context of development during childhood in the U.S. How the practices and activities of schooling influence the social, emotional, and cognitive development of children. Metatheoretical approaches (e.g., mechanistic, organismic, developmental contextualist metamodels) and methods of conducting research on schooling and development (experimental, survey, ethnographic, intervention, etc.). Topics: how different teaching practices influence cognitive growth in academic domains, how the organizational structures of schools (grade related transitions, class organizations, etc.) fit (or fail to fit) developmental needs, how friendship groups create contexts for learning and can lead to different trajectories of development, and how grading and other evaluative practices influence motivational orientations. Focuses on the elementary school years (see also 345X). (PSE)
3 units, Spr (Barron)

345X. Adolescent Development and Schooling—School represents a major context of development during adolescence in the U.S. How the context of school and its relationship to other major context development (family, peer group, and neighborhood) influence the social, emotional, and cognitive development of secondary school-aged youths. Metatheoretical approaches (e.g., mechanistic, organismic, developmental contextualist metamodels) and methods of conducting research on schooling and development (laboratory, survey, ethnographic, intervention, etc.). Topics: school transitions during adolescence, the role of school functioning in broader patterns of competence or distress, and how the organization of academic tasks, classrooms, and school environments as a whole can influence different aspects of adolescent development. Focuses on middle and high school years (see also 344X). (PSE)
3 units, Win (Roeser)

346. Research Seminar in Higher Education—Required for higher education students. Overview of higher education in the U.S. and an introduction to the major issues that have emerged in research about higher education, e.g., diversity, stratification, decentralization, and change. The current structural features of the system and the historical context that shaped it, informed by a range of theoretical frameworks. The purposes of higher education in light of different interest groups: students, faculty, administrators, and external constituents. (SSPEP/ APA)
4 units, Aut (Antonio)

347X. Economics of Higher Education—Key economic issues in American higher education in the contemporary period. Topics: the “worth” of college and graduate degrees and the utilization of highly educated graduates; faculty labor markets, careers, and workload; costs and pricing; discounting, merit aid and access to higher education; sponsored research; academic medical centers; and technology and productivity. Emphasis is on theoretical frameworks and policy matters, exploring the concept of higher education as a public good. Stratification by gender, race and social class.
4 units, Win (Strober)

349X. Accountability and Assessment in Higher Education 3 units, Win (Shavelson)

350A. Psychological Studies in Education—Required of first-year doctoral students in Psychological Studies; others by consent of instructor. Introduction to the doctoral program in Psychological Studies in Education and to faculty and student research. (PSE)
3 units, Aut (Schwartz, Haertel, Barron, Nasir)

350B, C, D. Research Practicum in Psychological Studies in Education—Individual research projects in a group context provide extensive opportunities for training and feedback. (PSE)
350B. 3 units, Win (Schwartz, Haertel, Staff)
350C. 3 units, Spr (Schwartz, Haertel, Staff)
350D. 1 unit, Aut, Win, Spr (Schwartz, Haertel, Staff)

351. Design and Analysis of Longitudinal Research—The analysis of longitudinal data is central to empirical research on learning and development. Topics: growth models, measurement of change, repeated measures design, quasi-experiments, structural regression models, reciprocal effects, analysis of durations including survival analysis. See http://www.stanford.edu/class/ed351/. Prerequisite: statistical training at the level of 257. (PSE)
3 units (Rogosa) not given 2001-02

353A. Problems in Measurement: Item Response Theory—Survey of the alternative mathematical models used in test construction, analysis, and equating. Emphasis is on applications of item response theory (latent trait theory) to measurement problems, including estimation of item parameters and person abilities, test construction and scoring, tailored testing, mastery testing, vertical and horizontal test equating, and detection of item bias. Prerequisites: 252 and 257, or Psychology 248 and 252, or equivalent. (PSE)
3 units, Aut (Haertel)
353C. Problems in Measurement: Generalizability Theory—Theory and application of generalizability theory to the analysis of educational achievement data, including performance assessments. Fundamental concepts, computer programs, and actual applications. (PSE)
3 units (Haertel) not given 2001-02

353D. Problems in Measurement: Standard Setting—Cut scores on achievement tests define categories like pass and fail, or advanced, proficient, basic, and below basic. The measurement field is divided concerning the validity of some methods used for establishing such cut scores. The substantive and statistical issues in the theory and practice of standard setting: widely used methods, case studies, and critiques. Prerequisites: 160 or Statistics 160, or equivalent; 252 or equivalent.
3 units (Haertel) not given 2001-02

358X. Informal Science Education: Museums, Science Centers, and Outdoor Education—Overview of the field of informal science education. Focus is on research on teaching and learning in informal learning environments, e.g., museums and environmental education centers. The evaluation of programs for teachers and students in such museums and centers, and the history of these institutions and their changing purposes.
3 units, Spr (Atkin, Schneider)

359C. Research in Science and Mathematics Education: Curriculum—Participants gain familiarity with research in science education, with references to mathematics education and other school subjects as appropriate. Historical and international perspectives; emphasis is on trends and issues in contemporary American research and policy. Seminars offer an opportunity to develop and discuss dissertation plans, but are not limited to those students.
2-3 units, Win (Black)

359X. Assessment and Learning in Science Education—
2-3 units, Win (Black)

360X. Action Research in Education—Introduction to the theory and practice of action research. Basic concepts and methods. The historical and ideological influences on this form of inquiry by teachers. Participants analyze action research reports and engage in a small-scale action-research project. (CTE)
3 units (Atkin) not given 2001-02

361. The Economics of Gender and Employment—Policy issues concerning higher education, employment, earnings, discrimination, occupational segregation, housework, childcare, affirmative action, comparable worth, and feminist economics. (SSPEP)
3 units (Strober) not given 2001-02

364X. Reading in a Second Language—Examination of the theories and research related to learning to read in a second language in child and adult learning contexts. The similarities and differences between first- and second-language theories and research on learning to read. Applications of research findings to pedagogy. (SSPEP)
3 units, Spr (Kamil)

365X. Learning to Read—
3 units, Spr (Kamil)

366X. Trends and Issues in Reading—Current trends and issues in literacy and literacy instruction, providing a framework for work in reading and literacy. Research, theory, and implications for practice in classroom organization, compensatory instruction, comprehension instruction, reading and writing assessment, second language reading, whole language emergent literacy, adult literacy, and technology. (SSPEP)
3 units, Aut (Kamil)

367X. Reading Research Syntheses, Policy, and Practice—Examines the national syntheses of reading research beginning with “The Great Debate” (1967) and concluding with the National Reading Panel (2000). These reports are often the basis of recommendations for parents, administrators, and teachers, and have been the foundation of policy for curricular reform. Students engage in a critical examination of these reports, interpretations, and commentaries, comparing the conclusions and recommendations with those derived from the original research upon which they were based.
3 units (Kamil) not given 2001-02

370X. Theories of Cognitive Development—The contributions of Jean Piaget and Lev Vygotsky to the study of the developing mind of the child. The theories, concepts, perspectives, empirical work, and lives of both men. Topics: Piaget’s genetic epistemology, constructivism, sensorimotor through formal operational thought; Vygotsky’s cultural-historical approach, egocentric speech, and the relation between learning and development. Provides students with a familiarity with some of the major theorists of cognitive development of the 20th century.
3 units, Aut (Nasir)

371X. Cognitive Development in Childhood and Adolescence—Human beings go through many changes in the ways they perceive, think about, and respond to their daily experiences as they develop from newborn children to young adults. The different theoretical and empirical perspectives that describe the mechanisms and processes researchers use to explain the developmental changes that occur within the individual, which affects how human beings think about and experience their world.
3 units (Perez-Granados) not given 2001-02

372. Social Processes in Learning and Development—Doctoral seminar on how children’s learning and development are influenced by social interactions with parents, peers, teachers, and the larger cultural context. Emphasis is on research that illuminates the social/cognitive processes thought to influence the development of individual thinking: observation and imitation of models, co-construction of meaning and achievement of intersubjectivity, providing and receiving explanations, and socio-cognitive conflict. How the larger social culture influences the behavior of individuals in interaction and how forms of school culture influence children’s individual thinking and thinking in collaboration with others. (PSE)
3 units, Spr (Barron)

374A. Research Workshop: Commercialization of Knowledge—Research workshop on key factors that shape processes of transferring basic knowledge into commercial development. Topics: the sociology and economics of science, intellectual property and patenting issues, university-industry relations, cross-national differences in knowledge transfer and science/technology policy, and entrepreneurial activity in universities. Students are expected to either have or to develop research projects on these topics. Undergraduate prerequisite: consent of instructor.
2-3 units, Aut (Powell)

375A. Seminar on Organization Theory—(Same as Sociology 363A.) For doctoral-level students or equivalents. Provides a thorough grounding in the social science literature on organizations. Readings are organized historically, and introduce the major theoretical traditions and debates in organization theory.
5 units, Aut (Powell)

375B. Seminar on Organizations: Institutional Change—(Same as Sociology 363B.) Current research on organizational change, drawing on institutional, network, and evolutionary perspectives. Focus is on explaining large-scale change in organizational populations and institutions.
3-5 units, Win (Powell)
376. Education and Theories of the State—Examines the relationship between political system structures and educational change by analyzing theories and interpretations of how political systems function, and the implications of these theories for understanding education. Classical and Marxist interpretations. (SSPEP/ICE)  
   4 units (Carnoy) not given 2001-02

377X. Comparing Institutional Forms—Public, Private, and Non-profit—Seminar examines the different missions and capabilities of non-profit, public, and private organizations. Competition and convergence in sectors where there is substantial overlap among different institutional forms (health care, social services, the arts, and education). Undergraduate prerequisite: consent of instructor.  
   4 units, Win (Powell)

378X. Topics in Organizational Adaptation—Research seminar focusing on theoretical ideas about decision making and learning in organizations. (SSPEP)  
   2-5 units (March) not given 2001-02

380. Supervised Internship  
   1-15 units, any quarter (Staff)

381X. Multicultural Issues in Higher Education—Reviews the primary social, educational, and political issues that have surfaced in American higher education due to the rapid demographic changes occurring since the early 1980s. Research efforts and the policy debates include multicultural communities, the campus racial climate, and student development; affirmative action in college admissions; multiculturalism and the curriculum; and multiculturalism and scholarship.  
   4 units (Antonio) not given 2001-02

382X. Student Development and the Study of College Impact—Introduces the philosophies, theories, and methods that undergrid the bulk of the research in higher education: how college affects students. Student development theories and models of college impact; issues surrounding data collection, national databases, and secondary data analysis.  
   4 units (Antonio) not given 2001-02

383X. Higher Education Research Practicum—Seminar. Elective for first-year or second year doctoral students in higher education. Students obtain familiarity with researchers’ paradigms in the study of higher education.  
   2 units (Antonio) not given 2001-02

384. Advanced Topics in Higher Education—Preference given to higher education graduate students. In-depth analysis of selected topics in the study of higher education. Topics: curricular change, knowledge production, professional socialization, management of organizational change, faculty work, governance, state wide coordination, and system design. Prerequisites: 346, consent of instructor. (SSPEP/APA)  
   3-5 units, Aut (Gamport)

385X. The American College Student: Implications for Research and Practice—Open to juniors and seniors with consent of instructor. The nature, culture, and development of the American college student. The American college student from a contemporary perspective, focusing on the question of: who goes to college, what kinds of experiences do students have in college, and how are students affected by their experiences in college?  
   4 units, Spr (White)

386X. Leadership and Administration in Higher Education—For students who wish to gain a greater insight regarding the management of colleges and universities, and the issues faced by those who hold major leadership roles within these institutions. Definitions of leadership and leadership roles within colleges and universities. Leadership models and organizational concepts useful in understanding institutions of higher education through case study analysis of the problems and challenges facing today’s higher education administrators.  
   4 units (White) not given 2001-02

387A,B,C. Workshop: Comparative Studies of Educational and Political Systems—(Same as Sociology 311A,B,C.) Analysis of quantitative and longitudinal data on national educational systems and political structures. Prerequisite: consent of instructor. (SSPEP/ICE)  
   387A. 2-5 units, Aut (Meyer)  
   387B. 2-5 units, Win (Meyer)  
   387C. 2-5 units, Spr (Meyer)

388A,B. Bilingual Education—Research issues of policy and practice, particularly in the U.S., in programs for language minority students. Topics: the history of policy and legislation in bilingual education, theories of second language learning and first language maintenance, research on the effectiveness of bilingual education, and comparative experiences in other societal settings. (SSPEP, STEP)  
   388A.—Prepares STEP students for CLAD certification.  
   3-4 units, Spr (Hakuta)  
   388B.—For SSPEP students.  
   3 units, Win (Hakuta)

401A. Mini Courses in Methodology—For doctoral students Particular issues during designated quarters. Enrollment limited. Prerequisite: consent of instructor.  
   1-2 units, Aut, Win, Spr (Staff)

402X. Research Workshop on Gender issues—Presentations of research on gender issues by doctoral students, faculty, and visitors. Prerequisite: consent of instructor, doctoral student.  
   1 unit, Aut, Win, Spr (Strober)

405. Education and Political Change—Introductory analysis of the relations between education and social and political change from a comparative perspective. Topics: different theoretical approaches to the study of education and politics, questions of legitimacy in educational policy, international factors in educational development, the politics of educational planning and reform, processes and conditions of political learning, and the politics of curriculum and pedagogy. (SSEP/ICE)  
   4-5 units (Mundy) not given 2001-02

408. Research Workshop in International and Comparative Education—Limited to advanced doctoral students in ICE and SSPEP. Research workshop for the review of key issues in the methodology and epistemology of social research in education, research proposals, and findings by students and faculty. Prerequisites: 306A,B,C,D or equivalents. (SSPEP/ICE)  
   2-5 units, Win (Ramirez)

410. Topics in Symbolic Systems in Education—For students in all areas. Topics in the interdisciplinary study of intelligence, information, meaning, and learning, emphasizing research relevant to educational practice. Research perspectives from anthropology, artificial intelligence, linguistics, philosophy, and psychology. (PSE)  
   1 unit, Aut, Win, Spr (Greeno)

412X. Setting Priorities, Standards and Policies in Education Research—Review of current research and classic papers on the psycholinguistics and sociolinguistics of bilingualism. (PSE)  
   3 units (Hakuta) not given 2001-02

415A,B,C. Child Development and Learning Colloquium—Students, faculty, and occasional visitors present their state-of-the-art research in a weekly talk series that emphasizes issues of learning and child development.  
   1-3 units, Aut, Win, Spr (Schwartz)
416. Seminar on Aptitude—Limited to doctoral students in education and psychology. The study of individual differences in learning, cognitive, connotative, and affective processes related to education. The design and evaluation of instruction with respect to individual differences. Prerequisites: 255 or equivalent, and consent of instructor. (PSE) 3 units (Staff) not given 2001-02

418. Field Research in Higher Education—For higher education/APA graduate students. Advanced seminar examines rationales for doing interpretive social science research in higher education settings. Prerequisites: 346, consent of instructor. 3 units (Gurport) not given 2001-02

420A,B,C. Advanced Seminar in Philosophy of Education—Particular issues during designated quarters. Enrollment limited; sign up with instructor prior to beginning of quarter. (SSPEP)
420A. 3 units (Callan, Phillips) not given 2001-02
420B. 1-3 units (Callan, Phillips) not given 2001-02
420C. 1-3 units, Spr (Robertson)

422A,B,C. Practicum for School Principals—The major tasks and related activities of principals. Uses a training approach that is problem rather than discipline based and provides for a substantial degree of self-directed learning by students under the guidance of professors and practicing principals. (SSPEP/APA)
422A. 6 units, Sum (Staff)
422B. 1 unit, Win (Gumport)
422C. 1 unit, Win (Staff)

423A. Introduction to Research Design: Educational Administration and Policy Analysis—Preference to APA doctoral students working on their sixth-quarter qualifying paper. Focus is on developing problem statements, research questions, and conceptual frameworks. Preliminary discussion of designing research in the social sciences. Prerequisites: 331A,B, consent of instructors. (SSPEP/APA) 3-5 units, Win (Gumport, Antonio)

424X. Introduction to Research in Curriculum and Teacher Education—Restricted to second-year doctoral students in CTE. How to conceptualize, design, and interpret research. How to read, interpret, and critique research; formulate meaningful research questions; evaluate and conduct a literature review; conceptualize a study. Studies from different research paradigms. Students do a literature review in an area they expect to explore for their qualifying paper. 3 units, Aut (Darling-Hammond)

425X. Advanced Seminar: Federal Educational Policy—Limited to doctoral students. Focus is on policy trends, dilemmas, and issues in Federal education policy over the past 40 years. Issues of federal purpose and role, centralization and decentralization, equality and quality, civil rights, evaluation and research, and the implementation of federal programs. Early childhood, K-12 and post-secondary education. Requires a significant and potentially publishable analysis of a federal policy or practice. (SSPEP/APA) 3 units (Staff) not given 2001-02

430A. Advanced Seminar in Childhood and Adolescent Development—Limited to advanced doctoral students in PSE and others with a strong background in developmental psychology, and offered in conjunction with the doctoral training seminar at the Center on Adolescence. In-depth readings/discussions about the developmental processes that account for adaptation (or non-adaptation) in interpersonal models of social and personality development. Selected research on topics that are drawing attention in the field at the present time. Emphasis is on contemporary frameworks for understanding social and personality development. Prerequisite: consent of instructor. 3 units, Aut (Damon)

431. Doctoral Seminar: School and Community-Based Counseling Psychology—Analysis of professional topics within the field of counseling psychology: prevention, consultation and collaboration, supervision, legal and ethical foundations, and school and family systems. May be repeated for credit. Prerequisites: doctoral candidates in school and community-based counseling psychology, consent of instructor. (PSE) 1-3 units, Aut, Win, Spr (LaFromboise, Krumboltz)

435X. Research Seminar in Applied Linguistics—For graduate students in the schools of Education, and Humanities and Sciences, who are engaged in research pertaining to various applied linguistic topics in original research. Topics: language policies and planning, language and gender, writing and critical thinking, foreign language education, and social applications of linguistic science. (SSPEP) 1-4 units, Spr (Baugh)

444X. Research in Progress: Curriculum and Teacher Education—Required of master’s and first-year doctoral students in CTE. Introduction to current research in the Curriculum and Teacher Education area. Provides an opportunity to read and hear about current research in curriculum and teacher education with weekly presentations of research planned, under way, or ready to be reported on some aspect of curriculum and teacher education by SUSE faculty. SUSE masters’ or doctoral candidates, and faculty from elsewhere in the University or Bay Area. Questions and discussion of conceptual and methodological issues. (CTE) 1 unit, Aut, Spr (Smith)

453. Doctoral Dissertation—For doctoral students only. (All Areas) 1-15 units, any quarter (Staff)

460. Advanced Seminar in Evaluation Design—Three quarters; for M.A. Policy Analysis and Evaluation students in the evaluation track. Discussion about evaluation issues, including the significance of multidisciplinary teamwork, design issues, negotiation, interpersonal skills, and ethics. (SSPEP/APA) 1 unit, Aut, Spr (Fetterman)

461X. Schooling and Mental Health Issues—Between 12-30% of all school-aged children experience moderate to severe emotional/behavioral difficulties. Many never receive services either within or outside of school to redress these difficulties, and untreated emotional/behavioral problems often undermine the affected children’s ability to learn, and their teachers’ ability to effectively teach. The theoretical/empirical, practical, and methodological goals. 4 units (Roese) not given 2001-02

465X. Seminar in Teacher Education: Issues of Pedagogy—For doctoral students interested in preparing to work in the area of teacher education. Issues of pedagogy in the professional preparation of preservice teachers. Different pedagogical approaches, including the use of modeling and simulations and the use of hypermedia materials. Theoretical considerations of how teachers learn to teach. 3 units (Roese) not given 2001-02

466. Doctoral Seminar in Curriculum—Required of all doctoral students in CTE. The research and scholarship related to the CTE program at Stanford, acquainting students with the field, student research activities, and the kinds of problems they believe important in the field. All CTE faculty, other Stanford faculty, and outside speakers participate. Major problems in the field and the ways these are addressed by current investigators. (CTE) 2-4 units, Win (Atkin, Eisner, Walker)

470. Practicum—For advanced graduate students. (All Areas) 1-15 units, any quarter (Staff)

470E. Practicum in Evaluation—Students participate in or conduct an evaluation. Topics of current interest in the area of educational evaluation. Prerequisite: student member of the Evaluation Consortium. 1-15 units, any quarter (Staff)
471X. CRC Research Practicum—For students working on CRC research projects only.
    1-3 units, Spr (McLaughlin)

480. Directed Reading—For advanced graduate students. (All Areas)
    1-15 units, any quarter (Staff)

490. Directed Research—For advanced graduate students. (All Areas)
    1-15 units, any quarter (Staff)

493A. Seminar on Methodological Problems in Educational and Social Science Research—Discussion of topics of current methodological interest. Practicum in consulting on actual projects being carried out by faculty and students.
    1-3 units, Win (Olkin)

493B. Statistical Methods for Meta-Analysis—(Same as Health Research and Policy 206, Statistics 211.) Meta-analysis is a quantitative method for combining the results of independent studies, and enables researchers to synthesize the results of related studies so that the combined weight of evidence can be considered and applied. Examples from the medical, behavioral, and social sciences. Topics: literature search, publication and selection bias, statistical methods (contingency tables, cumulative methods, sensitivity analyses, non-parametric methods). Project.
    Prerequisite: basic sequence in statistics (Statistics 211). (All Areas)
    3 units, Win (Olkin)

This file has been excerpted from the Stanford Bulletin, 2001-02, pages 82-99. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the Stanford Bulletin via email at arod@stanford.edu with changes, corrections, updates, etc.
COURSES

GRADUATE

The following courses are open to qualified graduate students in other departments of the University with the consent of the instructor:

236. Art and the Law—The range of problems that arise at the intersection of law and the visual arts (painting, sculpture, and graphic art): the protection of works of art in time of war, occupation, and civil strife; international traffic in stolen and smuggled cultural treasures; censorship, criticism, selection, and artistic freedom; copyright, moral right, and the proceeds right; art forgery, fakes, and consumer protection in the visual arts; legal relations between artists, dealers, museums, collectors, and auction houses; tax and estate problems of artists and collectors; legal services for artists; art mapping and insurance; legal problems of art museums, etc.

3 term units, Spr semester (Merryman)

256. Rule of Law Workshop—Study, analysis, and research aimed at practical applications in developing countries. Seminar based on background readings, presentations by outside experts, and original individual or group projects by participants. Focus is on legal, judicial, and administrative reform in contemporary Mexico. The new political regime, the development of NAFTA, and the increasing weight of narcotics trafficking are all sources of pressure on a Mexican legal system that has never been a model of the Rule of Law. Collaborative association with Mexican law schools and legal institutions explores how programs in research, education, and policy can be designed to the mutual benefit of the U.S., Mexico, and Stanford. Students prepare and present analyses and work collectively to organize reports.

3 term units, Spr semester (Heller)

274. Developing Country Patent Law—Seminar. Explores the special needs of developing nations patent law. The role of the patent system in developing nations, the international agreements governing intellectual property law in developing nations, both the TRIPS agreement and bilateral agreements between the U.S. and developing nations, the areas of special dispute, the patent protection of pharmaceuticals, and biotechnological innovations. Students deal with the actual needs of specific developing nations, and have contact with officials from those nations.

2 term units, Spr semester (Barton, Lessing)

303. Theories of International Law—Seminar on international legal argumentation or scholarly debates. Explores competing theories of international law, approaches based on natural law, positivism, the Grotian tradition, realism, rational institutionalism, liberalism, social construction, and critical theory. Students read/discuss primary and secondary materials by leading international law theorists, consider how international legal arguments would be made through each theoretical perspective, and evaluate each approach according to several criteria, including explanatory power, parsimony, falsifiability, and prescriptive implications. Students research and prepare a short paper on one theory and a term paper in consultation with the instructor.

2 term units, Aut semester (Steinberg)

307. Gender, Law, and Public Policy—Open to second- and third-year law students and other qualified students with consent of instructor. Topics: equal protection standards, employment, reproductive rights, sexual harassment, rape, domestic violence, pornography, sexual orientation, feminist legal theory, and the family.

3 term units, Spr semester (Rhode)

313. Health Law and Policy—(Same as Health Research and Policy 210.) Open to all law or medical students and to qualified undergraduates by consent of instructor. Introduction to the American health care system and its legal and policy problems. Topics: the special characteristics of medical care as compared with other goods and services, the difficulties of assuring quality care, the complex patchwork of the financing system, and the ethical problems the system raises.

3 term units, Aut semester (Greely)

429. Transnational Law—The development of law generated by the wide array of transnational issues and conflicts. Transnational law is international law, consisting of treaties, resolutions of the UN Security Council, and decisions of international tribunals. Individual states play
a large part, in fashioning responses to transnational developments, by prescribing, applying, and enforcing both international dimensions of significance, principally from the U.S. perspective. Issues: transnational litigation, the act of state doctrine, foreign immunities, extraterritorial jurisdiction, international discovery, foreign enforcement of judgments, and the nature and work of international institutions responsible for the resolution of transnational disputes. The role of non-sovereign entities in formulating, adjudicating, and enforcing rules and practices related to transnational issues. Recommended building block for other courses in either public (diplomatic) or private (commercial) aspects of international law. Topics in public international law.

3 term units, Aut semester (Sofaer)

533. Jewish Law and Religion: Between Tradition and Innovation—
(Same as Religious Studies 333.) The connection between religion and law, as reflected in Jewish legal sources, especially Talmud, medieval and early modern codes, and medieval and modern responsa literature. Tension between tradition and innovation: What are the legal strategies and principles of adaptation to a changing cultural and political environment? Issues: capital punishment, status of non-Jews, public space (the Eruv controversy), and reproductive ethical issues. Focus is on readings from the mishnaic and talmudic sources, and the post-talmudic responsa literature, supplemented by secondary literature. Texts in translation, but students with Hebrew knowledge can form extra section. Class begins on January 9, 2002 and ends March 6, 2002.

2 term units, Spr semester (Fonrobert)

534. International Non-Governmental Organizations, Practice in—
How international non-governmental organizations influence major international human rights issues. Examples of topics and organizations covered: children’s rights, Save the Children and UNICEF; education, Global Education Program; famine relief, Oxfam and the World Food Programme; international medical relief and the AIDS crisis, Doctors Without Borders; land mines, International Committee to Ban Land Mines; micro-lending, Grameen. Case studies and strategic planning sessions, structuring exercises, oral presentations, and negotiations. Guest speakers. Business, legal, and human rights issues. Addresses: risk in human rights work; key legal strategies; the relationship between international non-profit organizations and governments/the UN; the sources of human rights regulation and law crucial to human rights work, e.g., intellectual property law; structural issues fundamental to successful humanitarian organizations. Course materials and discussions to consider alternatives in structuring international NGOs and solving human issues.

3 term units, Spr semester (Liautaud)

570. War: Policy Dilemmas, Legal Constraints—Under what circumstances can war be justly and lawfully pursued? At what point, if ever, do diplomatic efforts to resolve international conflict without force represent a morally unacceptable policy of appeasement? How can we avoid the traps and failures of past military interventions? How should we address new legal, political, and ethical challenges presented by increasing demands for humanitarian intervention and radical transformations in war fighting technology? The evolving law of war in the context of competing doctrines and lessons of military intervention since WWII. Focus is on supporting rigorous study and critical thinking about how civilian policymakers and diplomats can identify and pursue effective alternatives to military intervention under circumstances of international crisis, and make better decisions regarding the use of force, the conduct of war, and the negotiation of war’s end.

3 term units, Aut semester (Greenberg)

594. International Institutions—The role and operation of international organizations in today’s world. The implications of the institutions for national sovereignty. Emphasis is on those institutions that affect relations between developed and developing nations. The UN, the International Monetary Fund and World Bank, and the World Trade Organization. One example each of a human rights organization, e.g., the Europe-
This file has been excerpted from the Stanford Bulletin, 2001-02, pages 649-650. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the Stanford Bulletin via email at arod@stanford.edu with changes, corrections, updates, etc.
STANFORD INTRODUCTORY SEMINARS

Participating Faculty: Over 200 faculty from more than 60 departments take part in the Introductory Seminars programs. See the faculty listings internal to each department’s listing in this bulletin for pertinent information.

Stanford Introductory Seminars provide opportunities for first- and second-year students to work closely with faculty in an intimate and focused setting. These courses aim to intensify the intellectual experience of the freshman and sophomore years by allowing students to work with faculty members in a small-group setting; introducing students to the variety and richness of academic topics, methods, and issues which lie at the core of particular disciplines; and fostering a spirit of mentorship between faculty and students. See the Freshman and Sophomore Programs section in the Undergraduate Degrees and Programs portion of this bulletin for more information.

COURSES

SOPHOMORE COLLEGE

Sophomore College offers second-year students the opportunity to study intensively in small groups with Stanford faculty for several weeks before the beginning of Autumn Quarter. Students immerse themselves in a subject and collaborate with peers, upperclass sophomore assistants, and faculty in constructing a community of scholars. They are also encouraged to explore the full range of Stanford’s academic resources in workshops and individually. Each Sophomore College course enrolls twelve students, who live together in a Stanford residence and receive 2 units of academic credit. Eligible students will have been enrolled for no more than three academic quarters; be in good academic standing; and have completed at least 36 units of academic work by the end of spring quarter. Students must also have an on-campus housing assignment for the ensuing academic year. Room, board, and other academic expenses are covered by Sophomore College.

Courses for September 2002 will be announced in March, and applications are due in April. For more information or to apply, see the Sophomore College course catalogue, published each March, or the Sophomore College website at http://soco.stanford.edu/.

BIOLOGICAL SCIENCES

10SC. Natural History, Marine Biology, and Research
2 units, Aut (Thompson)

11SC. The Ecology of Invasions
2 units, Aut (Gordon)

CHEMISTRY

10SC. The Development of Western Science
2 units, Aut (Zare)

COMMUNICATION

10SC. Some Classical Theories of Film
2 units, Aut (Breitrose)

COMPARATIVE LITERATURE

10SC. Comparative American Urban Cultures
2 units, Aut (Saldivar)

11SC. Worlds (No Longer) Apart
2 units, Aut (Palambo-Liu)

COMPUTER SCIENCE

10SC. The Intellectual Excitement of Computer Science
2 units, Aut (Hennessy, Roberts)

DRAMA

10SC. Social Protest Drama
2 units, Aut (Elam)

ECONOMICS

10SC. The Economic Interpretation of American History
2 units, Aut (Wright)

11SC. The Reform of Social Security
2 units, Aut (Shoven)

12SC. Worker Participation and Labor Unions
2 units, Aut (Pencavel)

ENGLISH

10SC. Comparative American Urban Cultures
2 units, Aut (Saldívar)

11SC. Worlds (No Longer) Apart
2 units, Aut (Saldivar)

GERMAN STUDIES

10SC. Resistance Writings in Nazi Germany
2 units, Aut (Bernhardt)

HISTORY

10SC. Biography and Biographers in Fiction, Memoir, and Elsewhere
2 units, Aut (Zipperstein)

11SC. How is a Buddhist?
2 units, Aut (Mancall)

12SC. The United States and the Asia-Pacific Century: Some Perspectives
2 units, Aut (Chang)

HUMAN BIOLOGY

10SC. Understanding the Brain: What Do We Know and How Do We Know It?
2 units, Aut (R. Fernald)

INSTITUTE FOR INTERNATIONAL STUDIES

10SC. American Foreign Policy in the 21st Century
2 units, Aut (Blacker)

10SC. Constitutionalism
2 units, Aut (Casper)

LINGUISTICS

10SC. Ebonics, Creoles, and Standard English in Schools and Society: Linguistic Firestorms in North America, the Caribbean, and the Pacific
2 units, Aut (Rickford)

11SC. Understanding Language
2 units, Aut (Wasow)

MANAGEMENT SCIENCE AND ENGINEERING

11SC. Ethics, Science, and Technology: Issues and Controversies
2 units, Aut (McGinn)

MATERIALS SCIENCE AND ENGINEERING

10SC. Building the Future: Invention and Innovation with Engineering Materials
2 units, Aut (Bravman)

MUSIC

10SC. Sound, Digital Sound, and Massive Sound Media
2 units, Aut (Chafe)
PHYSICS
10SC. The Elementary Particles and Their Fundamental Interactions
   2 units, Aut (Burchat)

POLITICAL SCIENCE
10SC. American Foreign Policy in the 21st Century
   2 units, Aut (Blacker)

11SC. Democracy and Markets: What Do Elections Mean in China’s Villages
   2 units, Aut (Oi)

PSYCHOLOGY
10SC. Language and Mind
   2 units, Aut (A. Fernald)

RELIGIOUS STUDIES
10SC. In Our Own Backyard: The Central American Wars
   2 units, Aut (Sheehan)

11SC. Religion in Science Fiction and Fantasy
   2 units, Aut (Gerber)

SCIENCE, TECHNOLOGY, AND SOCIETY
11SC. Ethics, Science, and Technology: Issues and Controversies
   2 units, Aut (McGinn)

SPANISH AND PORTUGUESE
10SC. Remapping the Americas
   2 units, Aut (Yarbro-Bejarano)

FRESHMAN SEMINARS AND SOPHOMORE SEMINARS AND DIALOGUES

Freshman and Sophomore Seminars and Dialogues are offered in a variety of disciplines throughout the academic year. Freshman preference seminars are given for 3-5 units to a maximum of 16 students, and generally meet twice weekly. Although preference for enrollment is given to freshmen, sophomores may participate on a space-available basis with the consent of the instructor. Sophomore preference seminars and dialogues, similarly, give preference to sophomores, but freshmen may participate on a space-available basis with the consent of the instructor. Sophomore preference seminars are given for 3-5 units to a maximum of ten to twelve students, while sophomore preference dialogues take the form of a directed reading, and are given for 1-2 units to a maximum of four to five students.

All seminars require a brief application. See the Time Schedule, the Stanford Introductory Seminars annual course catalogue, published each September, or the Introductory Seminars web site at http://introsems.stanford.edu/ for more information. Due dates for applications for the 2001-02 courses are: Autumn Quarter, midnight, September 24 for freshman preference courses, and midnight, September 25 for sophomore preference courses; Winter Quarter, midnight, December 7 for both freshman preference and sophomore preference courses; Spring Quarter, midnight, March 15 for both freshman and sophomore preference courses.

For course descriptions, see individual course listings in the teaching department section of this bulletin. F = preference to freshmen; S = preference to sophomores; Dial = dialogue; Sem = Seminar.

AMERICAN STUDIES
114Q. Visions of the 1960s—(S,Sem)
   5 units, Aut (Gillam)

AN ESTHESIA
75Q. Literature and Medical Interventions—(S,Dial)
   1 unit, Aut (Shafer, Barr)

APPLIED PHYSICS
79Q. Energy Options in the 21st Century—(S,Sem)
   3 units, Spr (Geballe)

ART AND ART HISTORY
80N. The Horse in Art from the Parthenon to Buffalo Bill—(F,Sem)
   4 units, Aut (Takeuchi)

ASIAN LANGUAGES
71N. Language and Gender in Japan: Myths and Reality—(F,Sem)
   3 units, Win (Matsumoto)

BIOCHEMISTRY
118Q. Genomics, Bioinformatics, and Medicine—(S,Sem)
   3 units, Spr (Brutlag)

BIOLOGICAL SCIENCES
11N. Biotechnology in Everyday Life—(F,Sem)
   3 units, Aut (Walbot)

13N. Environmental Problems and Solutions—(F,Sem)
   3 units, Spr (Ehrlich)

14N. Plants and Civilization—(F,Sem)
   3 units, Spr (Mooney)

15N. Environmental Literacy—(F,Sem)
   3 units, Win (Schneider) alternate years, not given 2002-03

18N. Plant Genetic Engineering—(F,Sem)
   3 units, Win (C. Somerville, S. Somerville)

20N. Sending Signals to Cells—(S,Sem)
   3 units, Spr (Cyert)

21N. Mood Genes: Genetics and Human Behavior—(S,Sem)
   3 units (B. Baker) alternate years, given 2002-03

22N. Infection, Immunity, and the Public's Health—(S,Sem)
   3 units, Spr (Jones)

27N. Nature and Nurture in Brain Development—(F,Sem)
   3 units, Spr (McConnell) alternate years, not given 2002-03

28N. Molecular Basis of Cancer—(F,Sem)
   3 units, Spr (Fang)

32N. Origin of Life from Atom to Adam—(F,Sem)
   3 units, Win (Metzenberg)

CHEMICAL ENGINEERING
50Q. Drug Delivery in the 21st Century—(S,Sem)
   3 units, Aut (Robertson, Rosen)

CHEMISTRY
23N. Chemistry and Biology—(F,Sem)
   3 units, Win (Khosla)

24N. Nutrition and History—(F,Sem)
   3 units, Spr (Huestis)

25Q. Science-in-Fiction is not Science Fiction—(S,Dial)
   2 units, Spr (Djerassi)

26N. Macromolecules: Is Bigger Better?—(F,Sem)
   3 units, Win (Waymouth)

27N. Lasers: The Light Fantastic—(F,Sem)
   3 units, Win (Moerner)
28N. Transforming Chemistry—(F,Sem)
3 units, Win (Taube)

CIVIL AND ENVIRONMENTAL ENGINEERING
45Q. Affordable Housing: A Social Entrepreneurship Startup—(F,Sem)
4 units, Spr (Paulson, Behrman)

46Q. Fail Your Way to Success—(S,Sem)
3 units, Spr (Clough)

47Q. Discovering Micro-Organization Theory for Fast-Paced Project Teams—(F,Sem)
4 units, Win (Levitt)

61Q. Big Dams, the City Hall, and the Sierra Club—(S,Dial)
2 units, Aut (Kitanidis)

62Q. Environmental Management: An International Perspective—(S,Sem)
2 units, Spr (Ortolano)

80N. Structures: Where Form is the Function—(F,Sem)
4 units, Win (Deierlein)

CLASSICS
1N. Introduction to Ancient Egyptian Hieroglyphics—(F,Sem)
3-4 units, Win (Manning)

11N. Archaeologists and Antiquarians—(F,Sem)
3-4 units, Spr (Shanks)

15N. Ecology in Philosophy and Literature—(F,Sem)
3-4 units, Aut (Nightingale)

COMMUNICATION
123N. Documentary Voice and Vision—(F,Sem)
4 units, Aut (Krawitz)

149Q. Interethnic Communication—(S,Sem)
3 units, Win (Leets)

COMPARATIVE LITERATURE
15N. Ecology in Philosophy and Literature—(F,Sem)
3-4 units, Aut (Nightingale)

24Q. Ethnicity and Literature—(S,Sem)
3-5 units, Aut (Palumbo-Liu)

84Q. Shakespeare, Playing, Gender—(S,Sem)
3 units, Spr (Parker)

85N. Relativism and Anti-Relativism in Contemporary Philosophy—(F,Sem)
5 units, Win (Rorty)

115Q. Thinking in the Present: Discussions about 20th-Century “Continental Philosophy” —(F,Sem)
1-2 units, Aut (Gumbrecht)

COMPARATIVE MEDICINE
81Q. Comparative Anatomy and Physiology of Mammals—(F,Sem)
3 units, Win (Bouley)

82Q. Animal Models in Biomedical Research—(S,Sem)
3 units, Spr (Tolwani)

83Q. Horse Medicine—(S,Sem)
3 units, Win (Green)

90N. Animal Use in Biomedical Science—(F,Sem)
3 units, Aut (Green)

101Q. Mechanisms of Disease—(F,Sem)
3 units, Spr (Bouley)

COMPUTERSCIENCE
99E. Great Ideas in Computer Science—(F,Sem)
3 units, Spr (Roberts)

99I. Business on the Information Highways—(F,Sem)
3 units, Win (Wiederhold)

99Q. The Open Source Project—(F,Sem)
3 units, Spr (Engler)

99R. Digital Dilemmas—(F,Sem)
3 units, Aut (Fox)

99S. The Coming Revolution in Computer Architecture or What to do with a Billion Transistors—(F,Sem)
3 units, Aut (Dally)

CULTURAL ANTHROPOLOGY
7N. Investigating Culture—(F,Sem)
4-5 units, Aut (Delaney)

DEVELOPMENTAL BIOLOGY
DB11N. Human Development: Egg to Embryo—(F,Sem)
3-4 units, Aut (Porzig)

DB12N. The Evolution and Development of the Human Hand—(F,Sem)
3-4 units, Win (Porzig)

DRAMA
12N. Antigone: From Ancient Democracy to Contemporary Dissent—(F,Sem)
4 units, Win (Rehm)

13N. Hamlet(s)—(F,Sem)
4 units, Aut (Rayner)

14N. Contemporary German Drama from Brecht to Heiner Mueller—(F,Sem)
4 units, Win (Weber)

15N. The Shakespearean Era—(F,Sem)
4 units, Aut (Eddelman)

17N. “Del Otro Lado”: Latino/a Performance Art in the U.S.—(F,Sem)
3 units, Win (Moraga)

180Q. Noam Chomsky: The Drama of Resistance—(F,Sem)
3 units, Win (Rehm)

188Q. Contemporary European Theater since World War II—(F,Sem)
1-2 units, Aut (Weber)

189Q. Mapping and Wrapping the Body—(S,Sem)
3 units, Win (Eddelman)

ECONOMICS
11N. Understanding our Welfare System—(F,Sem)
2 units, Win (MacCurdy)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester(s)</th>
<th>Credits</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>12N</td>
<td>The Economics of the Internet</td>
<td>F, Sem</td>
<td>2</td>
<td>Wolak</td>
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<td>16N</td>
<td>Universities as Economic Institutions</td>
<td>F, Sem</td>
<td>2</td>
<td>Rosenberg</td>
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<td>93Q</td>
<td>The U.S. Stock Market</td>
<td>S, Sem</td>
<td>3</td>
<td>Marotta</td>
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<tr>
<td>99Q</td>
<td>State, Market, and Development</td>
<td>S, Sem</td>
<td>4-5</td>
<td>Meier</td>
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<td>137Q</td>
<td>Conceptualizing Human Motivation: East and West</td>
<td>S, Sem</td>
<td>3</td>
<td>Roeser</td>
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<td>138Q</td>
<td>Educational Testing in American Society</td>
<td>S, Sem</td>
<td>3</td>
<td>Haertel</td>
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<tr>
<td>17Q</td>
<td>From Chips to Genes: Engineering the MicroWorld</td>
<td>S, Sem</td>
<td>3</td>
<td>Pease</td>
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<td>60Q</td>
<td>Man vs. Nature: Coping with Disasters using Space Technology</td>
<td>S, Sem</td>
<td>3</td>
<td>Zebker</td>
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<td>93Q</td>
<td>Fundamentals of Energy Processes</td>
<td>S, Sem</td>
<td>3</td>
<td>da Rosa</td>
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<td>131N</td>
<td>The Nature of Engineering</td>
<td>F, Sem</td>
<td>3</td>
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<td>61N</td>
<td>Romantic Literary Monsters</td>
<td>F, Sem</td>
<td>3</td>
<td>Gigante</td>
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<td>62N</td>
<td>Eros in Modern American Poetry</td>
<td>F, Sem</td>
<td>3</td>
<td>Fields</td>
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<td>63N</td>
<td>Literature of California</td>
<td>F, Sem</td>
<td>3</td>
<td>Jenkins</td>
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<tr>
<td>70N</td>
<td>Modern Thought and Literature</td>
<td>F, Sem</td>
<td>3</td>
<td>Halliburton</td>
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<tr>
<td>71N</td>
<td>Power, Music, Culture</td>
<td>F, Sem</td>
<td>3</td>
<td>Saldívar</td>
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<td>74N</td>
<td>Orientations: Self, Sex, and Subterfuge in Fiction</td>
<td>F, Sem</td>
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<td>75N</td>
<td>Contemporary American Short Fiction: Close Reading of a Text</td>
<td>F, Sem</td>
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<td>82Q</td>
<td>Shakespeare’s Plays</td>
<td>S, Sem</td>
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<td>83Q</td>
<td>Playwriting: A Workshop in Craft</td>
<td>S, Sem</td>
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<td>15N</td>
<td>Imagining Italy</td>
<td>F, Sem</td>
<td>4</td>
<td>Springer</td>
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<td>47N</td>
<td>Camus</td>
<td>F, Sem</td>
<td>4</td>
<td>Apostolidès</td>
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<td>108N</td>
<td>Female Saints: The Rhetoric of Religious Perfection</td>
<td>F, Sem</td>
<td>4</td>
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<td>115Q</td>
<td>Thinking in the Present: Discussions about 20th-Century “Continental” Philosophy</td>
<td>S, Dial</td>
<td>1-2</td>
<td>Gumbrecht</td>
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<tr>
<td>136Q</td>
<td>Monstrosity in Western Culture</td>
<td>S, Sem</td>
<td>4</td>
<td>Cazelles</td>
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<tr>
<td>190Q</td>
<td>Parisian Cultures of the 19th and Early 20th Centuries</td>
<td>S, Sem</td>
<td>4</td>
<td>Bertrand</td>
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<tr>
<td>191Q</td>
<td>Eating Life</td>
<td>S, Sem</td>
<td>3</td>
<td>Napolitano</td>
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<tr>
<td>106Q</td>
<td>The Heart of the Matter</td>
<td>S, Sem</td>
<td>3-5</td>
<td>Meyers, Simoni</td>
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<tr>
<td>39N</td>
<td>The Search for Life in the Solar System</td>
<td>F, Sem</td>
<td>3</td>
<td>Chyba</td>
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<tr>
<td>42N</td>
<td>Early Life on Earth</td>
<td>F, Sem</td>
<td>3</td>
<td>Lowe</td>
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<tr>
<td>46N</td>
<td>The Beach</td>
<td>F, Sem</td>
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<td>Ingle</td>
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<tr>
<td>47N</td>
<td>“Secrets in the Mud”: A Look into the Field of Paleoceanography</td>
<td>F, Sem</td>
<td>3</td>
<td>Paytan</td>
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<tr>
<td>48N</td>
<td>Volcanoes of the Eastern Sierra Nevada</td>
<td>F, Sem</td>
<td>2</td>
<td>Mahood</td>
</tr>
<tr>
<td>49N</td>
<td>Field Trip to Death Valley</td>
<td>F, Sem</td>
<td>3</td>
<td>Mahood</td>
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<tr>
<td>50Q</td>
<td>The Coastal Zone Environment</td>
<td>S, Sem</td>
<td>3</td>
<td>Ingle</td>
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<tr>
<td>52Q</td>
<td>Geologic Development of California</td>
<td>S, Sem</td>
<td>5</td>
<td>Ernst</td>
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<tr>
<td>53Q</td>
<td>In the Beginning: Theories of the Origin of the Earth, Solar System, and Universe</td>
<td>S, Sem</td>
<td>3</td>
<td>McWilliams</td>
</tr>
<tr>
<td>54Q</td>
<td>California Landforms and Plate Tectonics</td>
<td>S, Sem</td>
<td>3</td>
<td>Miller</td>
</tr>
</tbody>
</table>
55Q. The California Gold Rush: Geologic Background and Environmental Impact—(S,Sem)
   3 units, Spr (Bird)

56Q. Change in the Coastal Ocean: The View from Monterey Bay—(S,Dial)
   2 units, Spr (Dunbar)

57Q. How to Critically Read and Discuss Scientific Literature—(S,Sem)
   3 units, Aut (Paytan)

GEO PHYSICS
5Q. Earthquakes of the Americas—(S,Dial)
   2 units, Aut (Kovach)

20Q. Predicting Volcanic Eruptions—(S,Sem)
   3 units, Spr (Segall)

30Q. The 1906 San Francisco Earthquake—(S,Dial)
   2 units, Spr (Beroza)

50Q. Earthquakes and Archaeology in the Eastern Mediterranean: Lectures and Field Trip—(S,Sem)
   5 units, Win (Nur)

60Q. Man vs. Nature: Coping with Disasters using Space Technology—(S,Sem)
   3 units, Aut (Zebker)

GERMAN STUDIES
104Q. Resistance Writings in Fascist Germany—(S,Sem)
   3 units, Aut (Bernhardt)

120N. Leaving Immaturity Behind: Coming of Age in the 18th Century—(F,Sem)
   4 units, Spr (Strum)

123N. The Brothers Grimm and their Fairy Tales—(F,Sem)
   4 units, Aut (Robinson)

167N. Nazi Cinema—(F,Sem)
   4 units, Spr (Kenkel)

GRADUATE SCHOOL OF BUSINESS
111Q. Urban Legends, Conspiracy Theories, and other Distortions in the Marketplace of Ideas—(S,Sem)
   4 units, Aut (Heath)

90Q. Buddhist Political and Social Theory—(S,Sem)
   5 units, Spr (Manzella)

HUMAN BIOLOGY
90Q. Contemporary Issues in Human Experimentation—(S,Sem)
   3 units, Win (Constantinou)

LINGUISTICS
11N. Accents of English—(F,Sem)
   3 units, Spr (Flemming)

12Q. You Can’t Say That!—Usage and Prescriptive Grammar—(F,Sem)
   3 units, Spr (Zwicky)

34N. Language of Advertising—(S,Sem)
   3 units, Win (Sells)

35Q. Computers and Human Language—(S,Sem)
   3 units, Win (Hubbard, Kay)

44N. Living with Two Languages—(F,Sem)
   3 units, Spr (E. Clark)

52Q. Doctor-Patient Interaction—(S,Dial)
   2 units, Spr (Traugott)
MANAGEMENT SCIENCE AND ENGINEERING

92Q. International Environmental Policy—(S,Sem)
4 units, Win (Weyant)

MATERIALS SCIENCE AND ENGINEERING

159Q. Research in Japanese Companies—(S,Sem)
3 units, Spr (Sinclair)

169Q. Issues in Science and Christianity—(S,Sem)
3 units, Win (Babe)

179Q. Materials in Sports—(S,Sem)
3 units, Aut (Clemens)

MATHEMATICS

84Q. Finite Mathematics, Codes, and Cryptography—(S,Sem)
3 units, Win (Carlsson)

85Q. Calculus of Variations—(F,Sem)
3 units, Win (Mazzeo)

87Q. Mathematics of Knots, Braids, Links, and Tangles—(S,Sem)
3 units, Spr (Braumfiel)

88Q. The Mathematics of the Rubik’s Cube—(S,Sem)
3 units, Win (Bump)

89Q. The Euler Characteristic in Geometry and Algebra—(S,Sem)
3 units, Aut (de Silva)

MECHANICAL ENGINEERING

70N. The Aerodynamics of Sports Balls—(F,Sem)
3 units, Spr (Mungal)

72N. The Jet Engine—(F,Sem)
3 units, Aut (Eaton)

74N. Stuff—(F,Sem)
3 units, Spr (Prinz)

75N. Mechanical Design Issues for Sports Equipment—(F,Sem)
3 units, Aut (Kenny)

76N. The Science of Flames—(F,Sem)
3 units, Win (Mitchell)

MEDICINE

70Q. Cancer and the Immune System—(S,Sem)
3 units, Spr (Negrin)

88Q. Dilemmas in Current Medical Practice—(S,Sem)
3 units, Aut (Croke, H. Jones)

90Q. Biomedical Ethics—(S,Sem)
3 units, Aut (E. Young)

93Q. The AIDS Epidemic: Biology, Behavior, and Global Responses—(S,Sem)
3 units, Aut (Katzenstein)

101Q. The Human Side of Medicine—(S,Sem)
3 units, Win (G. Garcia)

105Q. Introduction to Medical Devices—(S,Sem)
3 units, Spr (Doshi)

108Q. Human Rights and Health—(S,Sem)
3 units, Win (Laws)

MICROBIOLOGY AND IMMUNOLOGY

25N. Modern Plagues—(F,Sem)
2 units, Aut, Spr (Boothroyd, Chien)

MOLECULAR CELLULAR PHYSIOLOGY

100Q. The Hippocampus as a Window to the Mind—(S,Sem)
3 units, Spr (Madison)

MUSIC

11N. Conducting: Power and Perspective—(F,Sem)
3 units, Aut (Lemon)

13N. Art vs. Pop—(S,Sem)
3 units, Aut (Applebaum)

14N. Women Making Music—(F,Sem)
3 units, Spr (Hadlock)

15N. The Role of Technology in the Arts—(F,Sem)
3 units, Spr (J. Berger)

15Q. Topics in American Music—(S,Sem)
3 units, Win (A. Cohen)

16N. Explorations in World Music—(F,Sem)
3 units, Aut (Hui)

3 units, Aut (Sano)

17N. The Operas of Mozart—(F,Sem)
3 units, Win (K. Berger)

17Q. Perspectives in North American Taiko—(S,Sem)
4 units, Spr (Sano)

NEUROLOGY AND NEUROLOGICAL SCIENCES

66Q. The Diseased Brain: Multiple Sclerosis as a Model of Neurological Illness—(S,Sem)
3 units, Win (Dorfman)

NEUROSURGERY

61Q. Computer Technology in Modern Medicine—(S,Sem)
4 units, Win (Shahidi)

PATHOLOGY

103Q. Leukocyte Migration—(S, Dial)
1 unit, Win (Michie)

105Q. Final Analysis: The Autopsy as a Tool of Medical Inquiry—(S,Sem)
3 units, Spr (Regula)

PEDIATRICS

82Q. Impact of Molecular Biology and Genetics on the Practice of Medicine—(S,Sem)
3 units, Aut (Fechner)

PHILOSOPHY

12N. Gödel’s Theorem, Minds, and Machines—(F,Sem)
3 units, Aut (Feferman)

13N. Moral Skepticism—(F,Sem)
3 units, Win (Hussain)

14N. What is the Truth?—(F,Sem)
3 units, Spr (Mints)
15N. Paradoxes—(F,Sem)
3 units, Aut (Crimmins)

74Q. Ethical Aspects of Risk—(S,Sem)
3-5 units, Aut (Føllesdal)

PHYSICS
11N. Symmetries of Nature: From Inner Space to Outer Space—
(F,Sem)
2 units, Aut (Michelson)

51N. Advanced Topics in Light and Heat—(F,Sem)
1 unit, Aut (Sasskind)

1 unit, Win (Goldhaber-Gordon)

55N. Understanding Electromagnetic Phenomena—(F,Sem)
1 unit, Spr (Thomas)

1 unit, Aut (Gratta)

63N. Applications of Electromagnetism—(F,Sem)
1 unit, Win (Shenker)

65N. Statistical Mechanics: Principles and Applications—(F,Sem)
1 unit, Spr (Thomas)

80N. The Technical Aspects of Photography—(F,Sem)
3 units, Spr (Osheroff)

81Q. Lookback Time in Cosmology—(S,Dial)
1 unit, Aut (Romani)

PO LITICAL SCIENCE
24N. The Politics of Economic Development—(F,Sem)
5 units, Spr (Tomz)

26N. Explaining Ethnic Violence—(F,Sem)
5 units, Win (Fearon)

27N. Politics, the Novel, and Utopian Political Thought—(F,Sem)
5 units, Win (Hansot)

89Q. The Presidency—(S,Sem)
5 units, Spr (Moe)

90N. The Evolution of Voting Rights in the U.S.—(F,Sem)
5 units, Spr (Fraga)

91Q. Politics of Bureaucracy—(S,Sem)
5 units, Win (Moe)

92N. Tolerance and Democracy—(F,Sem)
5 units, Aut (Sniderman)

PSYCHIATRY AND BEHAVIORAL SCIENCES
70Q. Psychosis and Society—(S,Sem)
3 units, Win (J. Ford)

72N. Traumatic Stress: Antecedents, Consequences, and Intervention—(S,Sem)
3-5 units, Spr (C. Koopman)

75Q. Mental Dimensions of Sports and Performing Arts—(S,Sem)
3 units, Aut (Steiner, Brassington)

76Q. Neurobiology of Mood, Temperament, and Creativity—(S,Sem)
4 units, Win (Ketter)

80Q. Borderline Personality: Artistic Representations and Treatment—(S,Sem)
3 units, Aut (R. King)

PSYCHOLOGY
9N. The Social Psychology of Race, Gender, and Culture—(F,Sem)
3 units, Spr (Steele)

12N. Reading: Science, Education, and Politics—(F,Sem)
3 units, Aut (Wandell)

12Q. Emotion—(S,Dial)
2 units, Aut (Gross)

13N. Culture and Social Relationships—(F,Sem)
3 units, Win (Tsai)

14N. Collective Violence—(F,Sem)
3 units, Win (Zajonc)

15N. Explorations in Human Memory—(F,Sem)
3 units, Aut (Bower)

18Q. Language and the Development of Mind—(S,Sem)
3 units, Aut (A. Fernald)

20Q. The Psychology of Stigma—(S,Dial)
2 units, Aut (Hastorf)

SCIENCE, TECHNOLOGY, AND SOCIETY
101Q. Technology in Contemporary Society—(S,Sem)
4 units, Aut (McGinn)

SLAVIC LANGUAGES AND LITERATURES
13N. Russia, Russian, Russians—(F,Sem)
3-4 units, Spr (Schupbach)

77Q. Russia’s Weird Classic: Nikolai Gogol—(S,Sem)
4 units, Win (Fleishman)

SOCIOLOGY
32N. Law in Society—(F,Sem)
3 units, Win (Sandefur)

44N. Race, Class and Culture in Urban America—(F,Sem)
3 units, Aut (McDermott)

45Q. Understanding the Significance of Race and Ethnicity in America—(S,Sem)
5 units, Win (Snipp)

46N. Race, Ethnic, and National Identities: Imagined Communities—
(F,Sem)
3 units, Aut (Rosenfeld)

SPANISH AND PORTUGUESE
111N. Contemporary Spain: The Challenge of Change—(F,Sem)
3-4 units, Aut (Haro)

144N. Imagining Mexico Through Film and Literature: Social Types and Stereotypes—(F,Sem)
3-5 units, Win (Ruffinelli)
173N. Literature, Consumption, and Revolution in Cuba—(F,Sem)
   3-5 units, Win (Rosa)

175Q. Latin American Heroes and Heroines in Film and Literature—
   (S,Sem)
   3-5 units, Win (Raffinelli)

178N. “Del Otro Lado”: Latino/a Performance Art in the U.S.—
   (F,Sem)
   3 units, Win (Moraga)

193Q. Spaces and Voices of Brazil through Films—(S,Sem)
   3-5 units, Spr (Weidemann)

SURGERY

65Q. Current Concepts in Transplantation—(S,Sem)
   3 units, Aut (O. Martinez, Krams)

This file has been excerpted from the Stanford Bulletin, 2001-02,
pages 622-630. Every effort has been made to ensure accuracy; late
changes (after print publication of the bulletin) may have been made
here. Contact the editor of the Stanford Bulletin via email at
arod@stanford.edu with changes, corrections, updates, etc.
Academic Programs and Centers, and Independent Research Laboratories, Centers, and Institutes

Vice Provost and Dean of Research and Graduate Policy and Dean of the Independent Laboratories, Centers, and Institutes: Charles H. Krueger
Associate Dean of Research: Ann M. Arvin
Associate Dean of Graduate Policy: George G. Dekker

Independent Research Laboratories, Centers, and Institutes perform multidisciplinary research that extends beyond the scope of any one of the University’s organized schools.

The following laboratories, centers, and institutes report to the Vice Provost and Dean of Research and Graduate Policy:

- Stanford Institute for Economic Policy Research
- Geballe Laboratory for Advanced Materials
- Edward L. Ginzton Laboratory
- W. W. Hansen Experimental Physics Laboratory
- Stanford Humanities Center
- Institute for International Studies
- Center for the Study of Language and Information
- Stanford Institute for the Quantitative Study of Society
- Institute for Research on Women and Gender

The Hoover Institution on War, Revolution and Peace and the Stanford Linear Accelerator Center (SLAC) report to the President and Provost. SLAC is independently operated under a contract with the Department of Energy.

Following is a description of each organization’s activities, including research activities and, where applicable, courses offered.

CHICANO RESEARCH, STANFORD CENTER FOR

Faculty Executive Committee: Al Camarillo (History, Comparative Studies in Race and Ethnicity), Kenji Hakuta (Education), Jim Leckie (Engineering), Yvonne Maldonado (Medicine)

The Stanford Center for Chicano Research (SCCR) is an affiliated research unit of the Center for Comparative Studies in Race and Ethnicity (CSCRE) and one of the founding member institutions of the Inter-University Program for Latino Research (IUPLR). The objective of the SCCR is to facilitate and develop policy-oriented research on the nation’s second largest ethnic minority group, Mexican Americans. As part of the IUPLR consortium, the SCCR also serves as one of the sites to support research projects involving faculty and graduate students and is currently supported through various grants from government agencies.

The participating faculty of SCCR include professors from several departments in the School of Humanities and Sciences, as well as faculty from Business, Education, Engineering, Law, and Medicine. The SCCR was founded in 1980 and remains the only research center of its kind at a major private university.

STANFORD INSTITUTE FOR ECONOMIC POLICY RESEARCH

Director: John B. Shoven
Deputy Director: Gregory Rosston

The primary mission of the Stanford Institute for Economic Policy Research (SIEPR) is to encourage and support research on economic policy issues in areas such as economic growth, technology policies, environmental and telecommunication regulation, tax reform, international trade, and monetary policy. SIEPR pursues four interrelated goals in support of this mission: (1) stimulating graduate student and faculty research on economic policy issues of continuing importance; (2) communicating its findings broadly; (3) building a community of scholars conducting research on policy issues; and (4) linking the policy community at Stanford with decision makers in business, government, and academia.

SIEPR is a University-wide research center, involving economists from the schools of Business, Engineering, Law, Humanities and Sciences, as well as the Hoover Institution and the Institute for International Studies. Affiliated faculty and students maintain appointments in their home departments while working on SIEPR projects. In addition, scholars visiting from other institutions may apply for affiliation with SIEPR.

Much of the research at SIEPR takes place in research centers or research programs. The Center for Research on Economic Development and Policy Reform (Anne O. Krueger, Director) fosters research on the economic problems of developing economies and economies in transition, as well as analyzing the political aspects of economic policy reform and historical episodes of reform. For more information about this program call (650) 725-8730. The Center for Research on Employment and Economic Growth (Tim Bresnahan, Director) is focusing on the relationship between long-term economic growth, the economic success of individuals and families in their jobs and careers, and the role played by higher education and how it can supply workers and technology in the work force.

Research programs within SIEPR and their directors are Energy, Natural Resources, and the Environment Program (James L. Sweeney); the Finance Program (John B. Shoven); the High Technology Impact Program (Paul A. David); the International Economy Program (Anne O. Krueger); the Program on the Japanese Economy (Masahiko Aoki); the Macroeconomics and Monetary Policy Program (John B. Taylor); the Program in Regulatory Policy (Roger Noll); and the Tax and Budget Policy Program (B. Douglas Bernheim, Michael J. Boskin, and John B. Shoven).

SIEPR does not offer courses for academic credit, admit students, or award degrees. SIEPR is located on the first floor of the Landau Economics Building, 579 Serra Mall, at the corner of Serra and Galvez Streets, telephone (650) 725-1874, or see http://siepr.stanford.edu.

GEBALE LABORATORY FOR ADVANCED MATERIALS

Director: Alexander L. Fetter

The Geballe Laboratory for Advanced Materials (GLAM) supports the research activities of a number of faculty members from the departments of Applied Physics, Chemical Engineering, Chemistry, Electrical Engineering, Materials Science and Engineering, Mechanical Engineering, and Physics. The multidisciplinary foundations of faculty, students, and research provide a dynamic academic environment for a broad spectrum of scientific research areas including high temperature superconducting materials and devices, mesoscopic devices, magnetic recording and storage media materials, electronic materials, opto-electronic materials, nanoscale materials and phenomena, nanoprobe devices, highly correlated electronic systems, computational materials science,
condensed matter theory and physics, polymeric and biological materials, crystal growth, and thin film synthesis of complex oxides.

GLAM also provides advanced materials characterization and synthesis facilities for its members as well as for the Stanford materials research community at large. They include electron microprobe analysis (EMPA), scanning electron microscopy (SEM), scanning probe microscopy (SPM), transmission electron microscopy (TEM), x-ray diffraction analysis, and x-ray photoelectron spectroscopy (XPS) for characterization and thin film deposition capabilities for synthesis of materials. These facilities are managed by professional staff who also conduct research and development of new tools and techniques in areas related to advanced materials synthesis and characterization.

The Geballe Laboratory for Advanced Materials is housed in the new Moore Materials Research Building McCullough Building complex.

**EDWARD L. GINZTON LABORATORY**

*Director:* David A. B. Miller

The Ginzton Laboratory houses the research activities of a number of faculty members from the departments of Applied Physics, Electrical Engineering, and Mechanical Engineering. The multidisciplinary foundations of faculty, students, and research provide a dynamic academic environment for a broad spectrum of scientific research including acoustic and optical techniques for semiconductor measurements, fiber optics, laser physics and applications, mesoscopic devices, microelectromechanical devices and systems, optoelectronic devices and systems, photonics, scanning optical microscopy, solid state physics, squeezed light, tunneling and force microscopy, and ultrafast and nonlinear optics.

**W. W. HANSEN EXPERIMENTAL PHYSICS LABORATORY (HEPL)**

*Director:* Robert L. Byer

HEPL is an independent laboratory celebrating over 50 years of fundamental science and engineering research. HEPL faculty and students are engaged in research in accelerator physics, astrophysics, dark matter in the universe, free electron lasers, fundamental tests of relativity in space, gamma ray observations, gravitational wave detection, quantum condensed matter, and space based solar physics studies. Many of the programs involve satellite-based studies in fundamental physics and engineering.

**HOOVER INSTITUTION ON WAR, REVOLUTION AND PEACE**

*Director:* John Raisian

The Hoover Institution, founded in 1919 by Stanford alumnus Herbert Hoover, is a public policy research center where a distinguished group of scholars analyze, study, refine and disseminate ideas designed to strengthen society within the context of three core values: individual freedom, private enterprise, and limited representative government.

Three thematic areas have been established that focus on the interaction of politics and government. Research centers on three broad programs: American Institutions and Economic Performance, which explores ways to enable the U.S. economy and education, legal, and legislative systems to perform better, thereby providing an ever higher quality of life, increased economic opportunity, and greater economic freedom for all citizens.

Democracy and Free Markets, which seeks to understand and foster both the development of democratic processes and institutions and the shift from state control of economies to greater reliance on free markets.

International Rivalries and Global Cooperation, which examines not only questions of war and peace but all types of rivalries and cooperation (economic, political, religious, and cultural) and focuses on relationships between countries.

Hoover multi-year initiative programs within each of these three areas typically address issues relating to balancing government and private initiatives, promoting individual freedom, and strengthening free market economies and democratic institutions.

**STANFORD HUMANITIES CENTER**

*Director:* John Bender
*Associate Director:* Susan E. Dunn

**External Faculty Fellows:** Anna Maria Busse Berger (Music, University of California, Davis), Paul Berlinger (Music, Northwestern University), Laura Chrisman (English, Ohio State University), Marcel Detienne (Classics, Johns Hopkins University), Mae Henderson (English, University of North Carolina, Chapel Hill), Marc Perlman (Music, Brown University), Kevin Platt (Slavic Languages and Literatures, Pomona College), Michael Saler (History, University of California, Davis), Aladdin Yaqub (Philosophy, University of New Mexico)

**Rockefeller Fellows in Black Performing Arts:** Louise McIntjes (Music, Duke University), Sandra Richards (African American Studies, Northwestern University)

**Internal Faculty Fellows:** David Beaver (Linguistics), Avner Greif (Economics), Agnieszka Jaworska (Philosophy), Gavin Jones (English), Rob Reich (Political Science), Janice Ross (Drama/Dance), Debra Satz (Philosophy), C. P. Haun Saussy (Asian Languages, Comparative Literature), Brent Sockness (Religious Studies)

**Geballe Dissertation Graduate Student Fellows:** Ilias Chrissochoidis (Music), Dawn Coleman (English), Michael Foster (Asian Languages and Literatures), Daphne Kleps (Classics), Arzoo Osanloo (Cultural and Social Anthropology), Molly Schwartzburg (English), Ethan Segal (History), Jason Weems (Art History)

**Pre-doctoral Graduate Student Fellows:** Mia Bruch (History), Robin Valenza (English)

The Stanford Humanities Center promotes humanistic research and education at Stanford and nationwide. In particular, it stresses work of an interdisciplinary nature, accomplished through the following programs: one-year residential fellowships for Stanford faculty, faculty members from other institutions, and Stanford graduate students; public presentations (such as lectures, conferences, and publications); and a research workshop program sponsored by the Mellon Foundation that brings faculty and graduate students together regularly to advance ongoing research on topics of interdisciplinary interest.

Fellows are selected on the basis of an open competition. They pursue their own research and participate in a weekly seminar at the center throughout the year. Faculty fellows also contribute to the intellectual life of the Stanford community through activities such as giving departmental courses, participating in ongoing research workshops, or organizing conferences. The courses given by fellows in 2001-02 are listed below.

**COURSES**

**ASIAN LANGUAGES**

_201. Proseminar_  
5 units, Spr (Saussy)

**DRAM A**

_156R. Performances of Memory in the Black Atlantic_  
4 units, Spr (Richards)
INSTITUTE FOR INTERNATIONAL STUDIES (IIS)

Director: David Holloway  
Deputy Director: Coit Blacker

The Institute for International Studies promotes individual and collaborative research on contemporary, policy-relevant issues that are international and interschool in character. Working in partnership with the seven schools at Stanford (Business, Earth Sciences, Education, Engineering, Humanities and Sciences, Law, and Medicine) and with the Hoover Institution, IIS fosters excellence in research and teaching across disciplinary, school, and national boundaries. The priority areas of research are in the fields of international and regional peace and security; economic development and political change in East and Southeast Asia; the global environment challenge; and the delivery of health care in a comparative perspective.

Opportunities for undergraduate research include the Goldman Interschool Honors Program in Environmental Science, Technology, and Policy and the CISAC Interschool Honors Program in International Security. The institute also manages 10 undergraduate and graduate fellowship programs.

The constituent centers and programs within IIS include the Asia/Pacific Research Center, the Bechtel Initiative for Global Growth and Change, the Center for Environmental Science and Policy, the Center for Health Policy, the Center for International Security and Cooperation, the European Forum, and the Stanford Japan Center—Research.

In the areas of public service and outreach, IIS administers the Stanford Program on International and Cross-Cultural Education (SPICE), which develops internationally-oriented curricula for use by public school teachers.

The IIS central office is located at 100 Encina Hall, telephone (650) 723-4581. For more information about particular IIS programs, contact the programs directly (area code 650):  
Asia/Pacific Research Center (A/PARC), 723-9741, Andrew Walder, Director  
Bechtel Initiative on Global Growth and Change, 723-1737, Coit Blacker, Managing Director  
Center for Environmental Science and Policy (CESP), 725-2606, Walter P. Falcon, Pam Matson, Co-Directors  
Center for Health Policy (CHP), 723-1020, Alan M. Garber, M.D., Director  
Center for International Security and Cooperation (CISAC), 723-9625, Scott Sagan, Christopher Chyba, Co-Directors  
European Forum, 723-4716, Timothy Josling, Convener  
Inter-University Center for Japanese Language Studies, 725-1490  
Stanford Program on International and Cross-Cultural Education (SPICE), 723-1116

Stanford Japan Center-Research, 011 75-752-7073, extension 40

UNDERGRADUATE PROGRAMS

IN TERSCHOOL HONORS PROGRAM IN ENVIRONMENTAL SCIENCE, TECHNOLOGY, AND POLICY

The Center for Environmental Science and Policy (CESP) coordinates a University-wide interschool honors program in environmental science, technology, and policy. Undergraduates planning to participate in the honors program are required to pursue studies in environmental science, technology, and policy, with a concentration in a single discipline. After completion of the prerequisite units, students join small group honors seminars to work with specific faculty members in the environmental field on an honors thesis that incorporates both scientific principles and the policy aspects of selected environmental issues.

Courses in environmental studies appear under the course listings of the schools of Earth Sciences, Engineering, and Humanities and Sciences. Information about and applications to this program may be obtained from CESP, E401 Encina Hall East; telephone (650) 723-5697.

COURSES

195. Interschool Honors Program in Environmental Science, Technology, and Policy—Students from the schools of Humanities and Sciences, Engineering, and Earth Sciences analyze important problems in a year-long small group seminar. Combines research methods, oral presentations, preparation of an honors thesis by each student, and where relevant, field study.

9-15 units, Aut, Win, Spr (Chyba, Fearon, May, Lederberg, Sagan, Stedman)

IN TERSCHOOL HONORS PROGRAM IN INTERNATIONAL SECURITY

The Center for International Security and Cooperation (CISAC) coordinates a University-wide interschool honors program in international security. Students selected for the honors program will fulfill individual department course requirements, attend a year-long seminar on international security research, and produce an honors thesis with policy implications. In order to qualify for the program, students must demonstrate sufficient depth and breadth of international security course work. Ideally, applicants to the program should have taken Management Science and Engineering (MS&E) 190/Political Science 138 (International Security in a Changing World), MS&E 193/Political Science 134P (The Role of Technology in National Security), Political Science 134A (Strategy, War, and Politics), and at least one related course such as Economics 150 (Economics and Public Policy), Science, Technology, and Society 110 (Ethics and Public Policy), Sociology 160 (Formal Organizations), Sociology 166 (Organizations and Public Policy), and Political Science 143S (Major Issues in International Conflict Management).

Information about and applications to this program may be obtained from the Center for International Security and Cooperation, E201 Encina Hall East, telephone (650) 723-1625.

COURSES

199. Interschool Honors Program in International Security—Students from the schools of Humanities and Sciences, Engineering, and Earth Sciences meet in a year-long seminar to discuss, analyze, and conduct research on international security. Combines research methods, policy evaluation, oral presentation, and preparation of an honors thesis by each student.

9-15 units, Aut, Win, Spr (Chyba, Fearon, May, Lederberg, Sagan, Stedman)

CENTER FOR THE STUDY OF LANGUAGE AND INFORMATION (CSLI)

Director: Byron Reeves

CSLI supports research at the intersection of the social and computing sciences. It is an interdisciplinary endeavor, bringing researchers together from academia and industry in the fields of artificial intelligence, computer science, engineering, linguistics, logic, education, philosophy, and psychology. CSLI’s researchers are united by a common interest in communication and information processing that ties together people and interactive technology.
The technologies of interest at CSLI are at the cutting edge of the information revolution. They include natural language processing, voice user interfaces, ubiquitous computing, collaborative work environments, handheld devices, information appliances, automatic language translation, conversational interfaces, machine learning, intelligent agents, electronic customer relationship management, and distance learning applications.

A primary goal of CSLI is to have a substantial and long-term intellectual impact on the academic and business communities involved with interactive technology. Our industry research partners and sponsors have a broad and facilitated access to ideas, faculty, students, and laboratories. Partners can share in the intellectual property of CSLI, and in the governance committees of the Center that establish research directions and funding priorities. CSLI accelerates knowledge transfer to products and services by involving executives and researchers in Stanford classrooms. Via CSLI, our partners meet Stanford students studying in over 20 different degree programs across campus.

Course work related to the research at CSLI can be found in the “Program in Symbolic Systems” section of this bulletin.

CSLI is located at the corner of Campus Drive West and Panama Street, in Ventura Hall and Cordura Hall; telephone (650) 723-3084.

STANFORD INSTITUTE FOR THE
QUANTITATIVE STUDY OF SOCIETY (SIQSS)

Director: Norman H. Nie

The Stanford Institute for the Quantitative Study of Society (SIQSS) is a multidisciplinary research institute. Founded in 1998, the institute is devoted to creating, fostering, and sponsoring significant empirical social science research about the nature of society and social change.

The central mission of SIQSS is to provide social knowledge for the larger society and to contribute to the development of the empirical social sciences as a primary tool for understanding social reality. SIQSS seeks to fulfill this mission by undertaking large-scale, socially relevant, theoretically important, and methodologically sound social research.

Distinguished scholars participating in SIQSS research programs and activities are drawn from diverse disciplines throughout Stanford University and similar academic institutions. They are attracted to the institute by their mutual interest in data-driven research methods and the use of survey data as a tool for understanding how society works. SIQSS provides institute grantees with research support that includes a technologically advanced research infrastructure, facilities organized specifically to support quantitative research, multiple opportunities for debate and discussion with experts in myriad academic fields, and funding for specific research projects.

SIQSS currently supports quantitative research through the following: (1) Long-Term Institute-Initiated Research Programs; (2) Stanford Faculty Research grants and Student Research Assistantships; (3) SIQSS Visiting Scholars Program; (4) Stanford Faculty Fellows; (5) the Future of American Society Workshop; (6) the Don Nickelson Distinguished Lecture series; and (7) the American Empirical Series.

INSTITUTE FOR RESEARCH ON WOMEN AND GENDER

Director: Laura L. Carstensen

During the last decade, research on women and gender has had a profound influence on the social and medical sciences, and the humanities. Since its founding, the Institute for Research on Women and Gender’s primary mission is to support scholarship on subjects related to women and gender and to organize educational programs that communicate these findings to a broader public.

Stanford faculty, staff, graduate students, and members of the community work together to stimulate a more informed analysis of issues concerning gender.

Institute projects span a wide range of disciplines, but rest on certain shared premises: that gender is a vital category of analysis for contemporary scholarship and policymaking and that the experiences of women as individuals and as a group can best be understood within their historical, social, and cultural contexts. The institute sponsors interdisciplinary research seminars and conferences that examine gender issues in areas such as aging, art, education, employment, family structures, healthcare, history, law, literature, and psychology. Many scholarly publications have resulted from these activities.

SOCIAL SCIENCE HISTORY INSTITUTE

The goal of Social Science History Institute is to re-engineer the manner in which students in social science departments learn about historical institutions and data, and the manner in which students in history and related disciplines are trained in social science methods. Historians and social scientists share many of the same substantive interests (the development of economies, political systems, and social structures, for example), but they approach them with different and complimentary methods and bodies of evidence. To address these differences, the Social Science History Institute seeks to realize this potential by transplanting state of the art research methods from classics, economics, history, political science, and sociology across the boundaries of each discipline.

A B.A. degree with an emphasis in History and Social Science is offered through the Department of History. The History degree is an HMIE (History Majors with Interdisciplinary Emphasis) program designed to acquaint students with the application of the analytic and quantitative tools of the social sciences to issues in historical causality and explanation. See the “History” section of this bulletin.

Ph.D. MINOR

The first element of the Ph.D. minor in Social Science History is a methods requirement. This requirement may be fulfilled in one of the following three ways:

1. A one quarter, graduate-level course in quantitative methods
2. A graduate-level course in case study methods
3. History 206/306, The Logic of History

The second element is a requirement that students focus on a substantive area of social science history. Students must take a group of three courses outside their major department with a strong social science history component. These three courses are selected by students with the advice and approval of a Ph.D. minor adviser, who also must be from outside the student’s major department. The courses should be chosen with an eye toward providing a coherent curriculum in a substantive issue that is useful in the development of a dissertation topic. For example, a student might focus on economic history by taking Problems in American Economic History (Economics 226), European Economic History (Economics 227), and Institutions in Economic History (Economics 228).

The final requirement is a capstone course, the Workshop in Comparative Politics and Historical Analysis (History 480/Political Science 313). This is a workshop for students working on or planning dissertations on topics related to social science history.
STANFORD LINEAR ACCELERATOR CENTER (SLAC)

Director: Jonathan Dorfan

The Stanford Linear Accelerator Center is devoted to experimental and theoretical research in elementary particle physics and astrophysics, to the development of theory and new techniques in high energy accelerators, and to research and development in particle detectors. The Stanford Synchrotron Radiation Laboratory (SSRL), a division of SLAC, operates the SPEAR storage ring as a source of intense vacuum ultraviolet and x-ray beams for research in biology, chemistry, material science, and physics. The center is on 425 acres of Stanford property west of the main campus and is operated under a contract with the Department of Energy. In a new initiative, the Pehong and Adele Chen Particle Astrophysics and Cosmology Institute is being established on the SLAC campus.

SLAC is operated by Stanford as a national facility so that qualified scientists from universities and research centers throughout the country and world, as well as those at Stanford, may participate in the high energy physics research program of the center. Stanford graduate students may, with the approval of their departments, carry out research for the Ph.D. degree with members of the SLAC faculty. Graduate students from other universities also participate in the research programs of visiting groups.

Research assistantships are available for qualified students by arrangement with individual faculty members. There are also opportunities for summer employment in the research groups at the center. Interested students should contact Professor Rafe H. Schindler, the Graduate Student Adviser.

STANFORD SYNCHROTRON RADIATION LABORATORY (SSRL)

Director: Keith O. Hodgson

SSRL is a national research facility supported by the Department of Energy for the utilization of synchrotron radiation for research in the natural sciences, medicine, and engineering. SSRL is a division of the Stanford Linear Accelerator Center.

SSRL has research programs in accelerator physics and development of advanced sources of synchrotron radiation, including short-wavelength free electron lasers. The lab is interdisciplinary with students from the following Stanford departments actively pursuing degrees: Applied Physics, Chemical Engineering, Chemistry, Earth Sciences, Electrical Engineering, Materials Science and Engineering, Physics, and Structural Biology.

Students interested in working at the facility should contact a member of the SSRL faculty, one of the assistant directors, or other members of the Stanford faculty who use SSRL in their research programs.

This file has been excerpted from the Stanford Bulletin, 2001-02, pages 680-684. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the Stanford Bulletin via email at arod@stanford.edu with changes, corrections, updates, etc.
Libraries and Computing Resources

STANFORD UNIVERSITY
LIBRARIES AND ACADEMIC INFORMATION RESOURCES

University Librarian and Director of Academic Information Resources:
Michael A. Keller

Stanford University Libraries and Academic Information Resources develops and implements services within the University libraries that support research and instruction including academic computing functions. These services include acquiring and making available library collections in all formats, establishing policies and standards to guide the use of academic information resources, developing training and support programs for academic uses of computers, and maintaining the online library catalog.

In each library unit, reference staff provide general advice on locating and using both print and online information sources. Subject specialists and reference librarians offer assistance in specific disciplines either individually or in groups, by lecture to classes on request, tours, demonstrations, or special workshops.

The Academic Computing group supports and enhances instruction and research by providing computing services and resources. These services include information, advice, and education about academic technology or the use of technology in learning and teaching; operation of the computer clusters and classrooms in Meyer Library; faculty-specific computer resources; and residential computing services.

Information about the scope of collections, physical facilities, and services (such as general borrowing regulations, reserve books, book stack access, interlibrary loans, and photocopies) is available on the web (http://www-sul.stanford.edu) and in printed publications and online guides (http://acomp.stanford.edu/acpubs/briefguide/). Anyone wishing further explanation of library services should consult the Information Center staff in Cecil H. Green Library, or the reference staff in the University Libraries branches.

CENTRAL CAMPUS LIBRARIES

The Cecil H. Green Library (East and Bing Wings) maintains research collections in the humanities, social sciences, area studies, and interdisciplinary areas. These collections number more than 2.5 million volumes. The J. Henry Meyer Memorial Library houses the East Asia Library as well as the Academic Computing group of the Stanford University Libraries and Academic Information Resources (SUL/AIR) and provides instructional support services. In addition, Meyer Library houses the University’s Digital Language Lab, computer clusters, technology enhanced classrooms, an Academic Technology Lab, an Assistive Learning Technology Center, and the central offices of Residential Computing.

During regular academic sessions, both libraries are open Monday through Thursday from 8 a.m. to 12 midnight, Friday from 8 a.m. to 6 p.m., Saturday from 9 a.m. to 9 p.m. (Meyer is open 1 p.m. to 9 p.m. on Saturday), and Sunday from 12 noon to 12 midnight. Library hours information, including hours for holidays, intersessions, and other libraries on campus, is available on the web at http://www-sul.stanford.edu/geninfo/libhours.html.

These libraries can seat more than 2,000 readers at one time in a variety of seating arrangements: carrels, lounge areas, tables, computer workstations, individual studies, and group study rooms. Readers can connect their laptops to the campus network in many library locations.

Major service units housed throughout Green Library include: the Information Center; the Humanities and Area Studies Reading Room, the Social Science and Government Documents Reading Room; Foreign Language and Area Collections; Access Services; Current Periodicals, Newspapers, Media and Microtexts; and the Interlibrary Services Office. Green Library also houses reserves for most graduate and undergraduate courses in the humanities and social sciences, the Department of Special Collections, and the University Archives.

Throughout Green and Meyer, there are computers providing access to the online library catalog, photocopy machines, and courtesy and pay telephones.

BRANCH LIBRARIES

Humanities and Social Sciences Branch Libraries include the Art and Architecture Library, the Cubberley Education Library, and the Music Library (including the Archive of Recorded Sound).


More information about these libraries is on the web at http://www-sul.stanford.edu/geninfo/libraries.html.

COURSES

The following are intended to serve those students for whom a more extended study of bibliographic organization is useful.

ART AND ART HISTORY

600. Art History Bibliography and Library Methods
3 units, Aut (Ross)
LIBRARIES AND COMPUTING RESOURCES

Charles G. Palm
Deputy Director:
SYSTEMS AND SERVICES (ITSS)
INFORMATION TECHNOLOGY
Director:
John Raisian

HOOVER INSTITUTION ON WAR,
REVOLUTION AND PEACE

Director: John Raisian
Deputy Director: Charles G. Palm

Since its founding by Herbert Hoover in 1919 as a special collection dealing with the causes and consequences of World War I, the Hoover Institution has become an international center for documentation, research, and publication on political, economic, social, and educational change in the 20th century.

The Hoover Library and Archive includes one of the largest private archives in the world and has outstanding area collections on Africa, East Asia, Eastern Europe, Russia and the former Soviet Union, Latin America, the Middle East, North America, and Western Europe.

Holdings include government documents, files of newspapers and serials, manuscripts, memoirs, diaries, and personal papers of men and women who have played significant roles in the events of this century, the publications of societies and of resistance and underground movements, and the publications and records of national and international bodies, both official and unofficial, as well as books and pamphlets, many of them rare and irreplaceable. The materials are open to all Stanford students, faculty, and staff, and to scholars from outside the University.

LIBRARIES—COORDINATES

J. Hugh Jackson Library, Graduate School of Business
Director: Shirley Hallblade
Lanee Medical Library
Acting Director: Valerie Su
Crown Law Library
Director: Lance E. Dickson
Stanford Linear Accelerator Center Library
Head Librarian: Patricia Kreitz

VOICE, VIDEO, DATA, AND NETWORKING

ITSS provides telephone, paging, and video conferencing services for Stanford faculty, staff, and students and also runs the paging service for the hospital. The internal network maintained by ITSS allows for high speed access to Stanford networking services and external networks including the Internet. Dial-in service through the modem pool allows remote access to University host computers. ISDN support has recently been added to the range of ITSS services, and an agreement with Internet Service Provider NetCom allows for discounted subscription rates for high-speed dial-in access for Stanford faculty, staff, and students. Additionally, ITSS manages Stanford’s cable television channel, Channel 51, and the STV cable subscription service for students residing on campus.

COURSES

UNIX, Leland, Email—Introductory information about UNIX on the Leland Systems, the EM-ACS text editor, electronic mail, and the Tresidder and Meyer Computer Clusters. Full class descriptions are available on the web at http://consult.stanford.edu/introclasses.shtml.

The Stanford Computer Environment, the Internet, Portfolio, Windows, and Macintosh Applications—Word processing and text formatting, database management, statistical and programming applications, desktop publishing, spreadsheets, html, and communications. Class descriptions, schedules, and registration information are available on the web at http://www.stanford.edu/group/itss-customer/ip/.

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The Continuing Studies Program

Dean and Associate Provost: Charles Junkerman

The Continuing Studies Program provides adult members of the surrounding communities the opportunity to take classes on a part-time basis for intellectual enrichment, both personal and professional. Courses are offered in all four academic quarters, with over 300 courses planned for the 2001-02 academic year.

The faculty are primarily drawn from the ranks of the University’s distinguished professoriate. The program presents a wide variety of courses, with a central concentration in humanities disciplines such as art, literature, history, and music.

Tuition discounts are available to University employees and their spouses/domestic partners, Stanford students and their spouses/domestic partners, Stanford Alumni Association members, teachers (K-12), and those over age 65.

For a course catalogue, contact the Continuing Studies Program, Building 590, Room 103, Stanford, CA 94305; phone (650) 725-2650; fax (650) 725-4248; email continuingstudies@stanford.edu; or visit the web site at http://continuingstudies.stanford.edu.

The Continuing Studies Program also administers The Master of Liberal Arts Program, and Summer Session.

MASTER OF LIBERAL ARTS PROGRAM

Associate Dean: Linda Paulson

Participating Faculty: David Abernethy (Political Science), Marc Bertrand (French, emeritus), Eavan Boland (English), John Bravman (Material Sciences and Engineering), Wanda Corn, (Art and Art History), Gerry Dorfman (Hoover Institute and Political Science), Martin Evans (English), Luis Fraga (Political Science), John Freccero (French and Italian), Larry Friedlander (English), Hester Gelber (Religious Studies), Monika Greenleaf (Slavic Languages), Tom Hare (Asian Languages), Charles Junkerman (Continuing Studies Program), Marsh McCall (Classics), Robert McGinn (Management Science and Engineering, and Science, Technology, and Society), Mark Mancall (History), David Palumbo-Liu (Comparative Literature), Linda Paulson (English), Denis Phillips (Education, and, by courtesy, Philosophy), John Rick (Anthropological Sciences), Paul Robinson (History), Steven Zipperstein (History), Ernél Young (Center for Biomedical Ethics)

Program Description—The Master of Liberal Arts (MLA) Program aims to provide a flexible, interdisciplinary program for returning adult students who seek a broad education in the liberal arts. The underlying premise of the MLA program is that knowledge gained through an interdisciplinary course of study leads to intellectual independence and satisfaction not always found in discipline-based programs of study. The goals of the MLA program are to develop advanced critical thinking, to foster intellectual range and flexibility, and to cultivate an individual’s ability to find the connections among different areas of human thought: art, history, literature, music, philosophy, political science, science, and theology.

The program is designed with part-time students in mind: seminars meet in the evening, and students complete the degree in 4-5 years. All master’s seminars are taught by members of the Stanford faculty who are experienced in working with students at the graduate level. Class size is limited to 20 students.

Degree Requirements—Candidates for the MLA degree must complete a minimum of 50 units of course work. These units must include a two quarter foundation course (equal to 4 units total), two 5-unit core seminars for entering students, at least seven 4-unit MLA seminars, and a 4-unit master’s thesis. The remaining 4 units of required courses may be fulfilled by additional MLA seminars or by relevant Continuing Studies Program course offerings. Students must also fulfill distribution requirements by taking at least 2 units of credit in each of the following areas: humanities; social science or social policy; and science, engineering, or medicine.

Foundation Course—Students who are admitted to the MLA Program in early March begin their program of study almost immediately. During the spring and autumn immediately following admission to the program, there is a two quarter foundation course required of all students. The purpose of this course is to lay the groundwork for the interdisciplinary, intercultural studies the student will shortly undertake. The foundation course will introduce students to the broad framework of history, literature, philosophy, political science, and art.

Core Seminars—The first core seminar for entering students, whose thematic focus may vary from year to year, prepares students to do interdisciplinary graduate work at Stanford. Students concentrate on writing a critical graduate paper, conducting library research, presenting the results of their research, and productively participating in a collaborative seminar. This course is required of entering students in the Winter Quarter of their first year.

The second core seminar explores the history of literary criticism from classical times to the present, while at the same time focusing on such fundamental issues as the nature and formation of the canon, the validity of critical interpretation, and the relationship between literature, philosophy, and history. This course is required of entering students in the Spring Quarter of their first year.

MLA Seminars—To maintain minimum progress toward the degree, students should complete at least two of the required seven seminars per year. Each year, at least nine seminars are offered in the MLA program. Each MLA course requires a substantial seminar paper. Students are encouraged to use these papers as a way to investigate new fields of interest, as well as a way to develop different perspectives on issues in which they have an ongoing interest.

Master’s Thesis—The MLA program culminates in the master’s thesis. Students approaching the end of the program write a thesis, approximately 50-75 pages in length, that evolves out of work they have pursued during their MLA studies. The thesis is undertaken with the prior approval of the MLA program, and under the supervision of a Stanford faculty member. During the process of writing the thesis, students are members of a work-in-progress group, which meets regularly to provide peer critiques, motivation, and advice. Each student presents the penultimate draft of the thesis to a colloquium of MLA faculty and students, in preparation for revising and submitting the final draft to the adviser and to the MLA Program. Additional information can be obtained from the Continuing Studies Program, Building 590, Room 103, Stanford, CA 94305; phone (650) 725-2650; fax (650) 725-4248.

COURSES

1A. Foundations—Required for incoming MLA students

2 units Spr (Steidle)

1B. Foundations—Required for first-year MLA students

2 units, Aut (Steidle)

19. Virginia Woolf’s Foremothers: The Development of a British Woman’s Novel

4 units, Aut (Paulson)

86. Words and Rules: The Ingredients of Language

4 units, Win (Wasow)
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Quarter</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>84</td>
<td>Nietzsche on Culture and Religion</td>
<td>4</td>
<td>Aut</td>
<td>Van Harvey</td>
</tr>
<tr>
<td>85</td>
<td>Clash of the Gods: Jews, Pagans, and Christians in the Late Roman World</td>
<td>4</td>
<td>Aut</td>
<td>Gregg</td>
</tr>
<tr>
<td>87</td>
<td>Classical and Christian Elements in Milton’s Poetry</td>
<td>4</td>
<td>Win</td>
<td>Evans</td>
</tr>
<tr>
<td>88</td>
<td>Russia Encounters Enlightenment: State and Society in the 17th and 18th Centuries</td>
<td>4</td>
<td>Spr</td>
<td>Kollmann</td>
</tr>
<tr>
<td>89</td>
<td>Science, Technology, and Art: The Worlds of Leonardo</td>
<td>4</td>
<td>Spr</td>
<td>Findlen</td>
</tr>
<tr>
<td>90</td>
<td>Shakespeare in Performance IV</td>
<td>4</td>
<td>Sum</td>
<td>Friedlander</td>
</tr>
<tr>
<td>91</td>
<td>Abraham on Trial: the Social Legacy of Biblical Myth</td>
<td>4</td>
<td>Sum</td>
<td>Delaney</td>
</tr>
<tr>
<td>102</td>
<td>The Plague: An Introduction to Interdisciplinary Graduate Study — Required for first-year MLA students only.</td>
<td>5</td>
<td>Win</td>
<td>Paulson</td>
</tr>
<tr>
<td>106</td>
<td>Criticism, Ancient to Modern — Required for first-year MLA students only.</td>
<td>5</td>
<td>Spr</td>
<td>Saldívar</td>
</tr>
</tbody>
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**SUMMER SESSION**

Assistant Dean: Carolyn Faszholz  
Student Services Specialist: Nathan Martell  
Program Assistant: Dan Piro

Students attending Stanford Summer Session are enrolled in either a Regular Degree Program or the Summer Visitor Program. The Regular Degree Program is for students who are candidates for a Stanford degree and who are continuing their academic work in the Summer Quarter. Degree-seeking Stanford students should indicate on Axess (during Spring Quarter) their intention to register for the Summer Quarter. Separate application is not required.

The Summer Visitor Program is for students who are not presently candidates for a Stanford degree. It is open to persons 18 years or older, and high school students who have completed at least their sophomore year. High school students may only attend if admitted to Stanford’s Summer Session through the Summer College for High School Students or Summer Discovery Institutes.

Students in the Summer Visitor Program enjoy all the privileges of students in the Regular Degree Program except that work completed cannot apply toward a Stanford degree or credential until the student has been admitted to regular standing. Admission as a summer visitor does not imply later admission to matriculated status. However, should the visitor matriculate at a later date through normal admission procedures, the summer work may, in most cases, be applied toward the requirements for a Stanford degree or credential.

Students who are interested in Summer Session programs should call (650) 723-3109; email summersession@stanford.edu; fax (650) 725-6080; or write to the Summer Session Office, Building 590, Ground Floor, Stanford, CA 94305-3005. Request a copy of the Stanford University catalogues, Summer Session or Summer College for High School Students. These catalogues include all the pertinent information (including fees, housing, activities, course listings) and application forms. Information listed in both catalogues is also posted on the World Wide Web and is updated each February. The Summer Session web address is [http://summersession.stanford.edu](http://summersession.stanford.edu).
INFORMAL RESOLUTION / SECOND REVIEW

1. Prior to initiating the formal complaint procedure set forth below, and as a prerequisite to it, the student shall contact the Compliance Officer at the Diversity and Access Office for assistance in resolving the matter informally within seven calendar days of the determination communicated by the DRC (if there was such a determination).

2. Second Review Panel: in accordance with the dispute resolution procedures outlined in Section VII of the Stanford University Policy and Procedure for Student Requests for Services and Accommodations, the Compliance Officer will convene an ad-hoc second review panel to review the issue(s) raised. The panel will consist of the following (or their designees): the Compliance Officer reviewing the request, the Director of the DRC, the Dean of Students, and (depending upon the issues) other academic or administrative personnel as may be appropriate. This panel will review the request, investigate, and attempt to resolve the issues within seven calendar days of the request for or initiation of a second review. No formal report need be issued by the panel, but the panel will document the outcome of its review in a letter to the student. If the student is not satisfied with the panel’s disposition of the matter, the student may file a formal complaint in accordance with the procedure described below.

FORMAL COMPLAINT

If the procedure set forth above for informal resolution does not yield a successful resolution, then the student may file a formal complaint in the following manner:

1. When to File Complaint: complaints shall be filed within ten calendar days of the end of the informal resolution process described above.
2. What to File: a complaint must be in writing and include the following:
   a) The grievant’s name, address, email address, and phone number
   b) A full description of the problem
   c) A statement of the remedy requested
   d) A copy of the letter from the Second Review Panel setting forth the outcome of the informal grievance procedure described above
3. Where to File Complaint: the complaint shall be filed with the Compliance Officer at the Diversity and Access Office, Building 310, Main Quad, Mail Code 2100; (650) 723-1791 (Fax).
4. Notice of Receipt: upon receipt of the complaint, the Compliance Officer reviews the complaint for timeliness and appropriateness for this grievance procedure, and provides the grievant with written notice acknowledging its receipt.
5. Investigation: the Compliance Officer or his or her designee (hereafter collectively referred to as the “grievance officer”) shall promptly initiate an investigation. In undertaking the investigation, the grievance officer may interview, consult with and/or request a written response to the issues raised in the grievance from any individual the grievance officer believes to have relevant information, including faculty, staff, and students.
6. Representation: the grievant and the party against whom the grievance is directed shall have the right to have a representative. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.
7. Findings and Notification: upon completion of the investigation, the grievance officer will prepare and transmit to the student, and to the party against whom the grievance is directed, a final report containing a summary of the investigation, written findings, and a proposed disposition. This transmission will be expected within 45 calendar days of the filing of the formal complaint. The deadline may be extended by the Compliance Office for good cause. The final report shall also be provided, where appropriate, to any University officer whose authority will be needed to carry out the proposed disposition or to determine whether any personnel action is appropriate.
8. Final Disposition: the disposition proposed by the grievance officer shall be put into effect promptly. The grievant or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the Provost (as set forth below) will not suspend...
the implementation of the disposition proposed by the grievance officer, except in those circumstances where the Provost decides that good cause exists making the suspension of implementation appropriate.

URGENT MATTERS
Whenever the application of any of the time deadlines or procedures set forth in this grievance procedure creates a problem due to the nature of the complaint, the urgency of the matter, or the proximity of the upcoming event, the Compliance Officer will, at the request of the grievant, determine whether an appropriate expedited procedure can be fashioned.

REM EDIES
Possible remedies under this grievance procedure include corrective steps, actions to reverse the effects of discrimination or to end harassment, and measures to provide a reasonable accommodation or proper ongoing treatment. As stated above, a copy of the grievance officer’s report may, where appropriate, be sent to University officer(s) to determine whether any personnel action should be pursued.

APPEAL
Within ten calendar days of the issuance of the final report, the grievant or the party against whom the grievance is directed may appeal to the Provost the grievance officer’s determination.

An appeal is taken by filing a written request for review with the Compliance Officer at the Diversity and Access Office, Building 310, Main Quad, Mail Code 2100; (650) 723-1791 (Fax).

The written request for review must specify the particular substantive and/or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the proposed disposition. Furthermore, the appeal must be directed only to issues raised in the formal complaint as filed or to procedural errors in the conduct of the grievance procedure itself, and not to new issues.

The Compliance Officer shall forward the appeal to the Provost, and also provide copies to the other party or parties. The review by the Provost or his or her designee normally shall be limited to the following considerations:
1. Were the proper facts and criteria brought to bear on the decision, or, conversely, were improper or extraneous criteria brought to bear on the decision?
2. Were there any procedural irregularities that substantially affected the outcome?
3. Given the proper facts, criteria, and procedure, was the decision a reasonable one?

A copy of the Provost’s written decision will be expected within 30 calendar days of the filing of the appeal and shall be sent to the parties, the Compliance Officer and, if appropriate, to the University officer whose authority will be needed to carry out the disposition. The deadline may be extended by the Provost for good cause. The decision of the Provost on the appeal is final.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972
It is the policy of Stanford University to comply with Title IX of the Education Amendment of 1972 and its regulations, which prohibit discrimination on the basis of sex. The Title IX Compliance Officer is the Vice Provost for Campus Relations and has been appointed to coordinate the University’s efforts to comply with the law. Anyone who believes that, in some respect, Stanford is not in compliance with Title IX and its regulations should contact the Title IX Compliance Officer, Office of Campus Relations, Building 310, Main Quad, Mail Code 2100, (650) 723-3484 (Voice), (650) 723-1216 (TTY), (650) 723-1791 (Fax).

OWNERSHIP AND USE OF STANFORD NAME AND TRADEMARKS
Stanford registered marks, as well as other names, seals, logos, and other symbols and marks that are representative of Stanford, may be used solely with permission of Stanford University. Items offered for sale to the public bearing Stanford’s names and marks must be licensed. For complete text of the currently applicable policy, including the University officers authorized to grant permission to use the Stanford name and marks, see Administrative Guide Memo 15.5, Ownership and Use of Stanford Name and Trademarks at http://www-portfolio.stanford.edu/105433.

COPYING PRINTED MATERIAL FOR TEACHING AND RESEARCH
Federal copyright law governs copying intellectual property such as books and articles, including the making of copies for teaching and research. It is each person’s responsibility to be aware of and abide by the law, and the Provost’s Office periodically issues memoranda reminding faculty and staff members of their responsibilities in this area.

The memoranda, in addition, list those publishers with whom Stanford has an experimental photocopying license that permits Stanford faculty, staff, and students to make as many copies as they need of excerpts of any length (but not an entire book or issue of a periodical) in connection with the educational, research, or administrative functions of the University. For the most current information on this subject, consult the Provost’s Office.

DOMESTIC PARTNERS
In October 1990, Stanford University adopted a domestic partners policy. This policy, which implements the University’s nondiscrimination policy, makes services that have historically been available to married students available on an equal basis to students with same-sex or opposite-sex domestic partners. These services include access to student housing, a courtesy card that provides access to University facilities, and the ability to purchase medical care at Cowell Health Service. A domestic partnership is defined as an established long-term partnership with an exclusive mutual commitment in which the partners share the necessities of life and ongoing responsibility for their common welfare.

SEXUAL HARASSMENT

POLICY
Stanford University strives to provide a place of work and study free of sexual harassment, intimidation, or exploitation. It is expected that students, faculty, and staff will treat one another with respect. All students, faculty, and staff are subject to this policy. Individuals who violate this policy are subject to discipline up to and including discharge, expulsion, or other appropriate sanction.

Reports of sexual harassment are taken seriously and will be dealt with promptly. The specific action taken in any particular case depends on the nature and gravity of the conduct reported, and may include intervention, mediation, investigation, and the initiation of grievance and disciplinary processes as discussed more fully below. Where sexual harassment is found to have occurred, the University will act to stop the harassment, act to prevent its recurrence, and discipline those responsible.

The University recognizes that confidentiality is important. Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment to the extent reasonably possible. Examples of situations where confidentiality cannot be maintained include circumstances when the University is required by law to disclose information (such as in response to legal process) and when disclosure is required by the University’s outweighing interest in protecting the rights of others.

Reprisals against an individual who in good faith reports or provides information in an investigation about behavior that may violate this policy are against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

Stanford is committed to the principles of free inquiry and free expression. Vigorous discussion and debate are fundamental to the University, and this policy is not intended to stifle teaching methods or freedom of expression generally, nor will it be permitted to do so. Sexual harass-
ment, however, is neither legally protected expression nor the proper exercise of academic freedom; it compromises the integrity of the University, its tradition of intellectual freedom and the trust placed in its members.

**WHAT IS SEXUAL HARASSMENT?**

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature constitute sexual harassment when:

1. It is implicitly or explicitly suggested that submission to or rejection of the conduct will be a factor in academic or employment decisions or evaluations, or permission to participate in a University activity; or
2. The conduct has the purpose or effect of unreasonably interfering with an individual’s academic or work performance, or creating an intimidating or hostile academic, work, or student living environment.

Determining what constitutes sexual harassment depends upon the specific facts and the context in which the conduct occurs. Sexual harassment may take many forms—subtle and indirect, or blatant and overt. For example: It may be conduct toward an individual of the opposite sex or the same sex. It may occur between peers or between individuals in a hierarchical relationship. It may be at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or work performance. It may consist of repeated actions or may even arise from a single incident if sufficiently egregious.

The University’s Policy on Sexual Assault (see Stanford Administrative Guide Memo 23.3) may also apply when sexual harassment involves physical contact.

**WHAT TO DO ABOUT SEXUAL HARASSMENT**

The following are the primary methods for dealing with sexual harassment at Stanford. They are not required to be followed in any specific order. However, early informal methods are often effective in correcting questionable behavior.

**CONSULTATION**

Consultation about sexual harassment is available from the Sexual Harassment Advisers (including residence deans), human resources personnel, counselors at Counseling and Psychological Services (CAPS) or the Help Center, chaplains at Memorial Church, ombudspersons, and others. A list of Sexual Harassment Advisers is available in the brochure, *Understanding Stanford’s Sexual Harassment Policy*. The brochure can be obtained from the Sexual Harassment Policy Office, Building 310, Main Quad, Room 201, Stanford, CA 94305, (650) 723-1583. The information contained in the brochure, including an up-to-date list of Sexual Harassment Advisers, is available online at [http://www.stanford.edu/group/SexHarass](http://www.stanford.edu/group/SexHarass). Consultation is available for anyone who wants to discuss issues related to sexual harassment, whether or not “harassment” actually has occurred, and whether the person seeking information is a complainant, a person who believes his or her own actions may be the subject of criticism (even if unwarranted), or a third party.

Often there is a desire that a consultation be confidential or “off the record.” This can usually be achieved when individuals discuss concerns about sexual harassment without identifying the other persons involved, and sometimes even without identifying themselves. Confidential consultations about sexual harassment also may be available from persons who, by law, have special professional status, such as counselors at Counseling and Psychological Services (CAPS) or the Help Center, chaplains at Memorial Church, and University and Medical Center ombudspersons. In these latter cases, the level of confidentiality depends on what legal protections are held by specific persons receiving the information and should be addressed with them before specific facts are disclosed.

**DIRECT COMMUNICATION**

An individual may act on concerns about sexual harassment directly, by addressing the other party in person, or writing a letter describing the unwelcome behavior and its effect, and stating that the behavior must stop. A Sexual Harassment Adviser can help the individual plan what to say or write, and likewise can counsel persons who receive such communications. Reprisals against an individual, who in good faith initiates such a communication, violate this policy.

**THIRD PARTY INTERVENTION**

Depending on the circumstances, third party intervention in the workplace, student residence, or academic setting may be attempted. Third party interveners may be the Sexual Harassment Advisers, human resources professionals, the ombudspersons, other faculty or staff, or sometimes mediators unrelated to the University.

When third party intervention is used, typically the third party will meet privately with each of the persons involved, try to clarify their perceptions, and attempt to develop a mutually acceptable understanding that can assure that the parties are comfortable with their future interactions. Other processes, such as a mediated discussion among the parties or with a supervisor, may also be explored in appropriate cases.

Possible outcomes of third party intervention include explicit agreements about future conduct, changes in workplace assignments, substitution of one class for another, or other relief, where appropriate.

**FORMAL GRIEVANCE AND DISCIPLINARY PROCESSES**

Grievance, appeal, or disciplinary processes may be pursued as applicable. The applicable procedure depends on the circumstances and the status of the person bringing the charge and the person against whom the charge is brought. Generally, the process consists of the individual’s submission of a written statement, a process of fact finding or investigation by a University representative, followed by a decision and, in some cases, the possibility of one or more appeals, usually to Stanford administrative officers at higher levels. The relevant procedure (see below) should be read carefully, since the procedures vary considerably.

If the identified University fact finder or grievance officer has a conflict of interest, an alternate will be arranged, and the Sexual Harassment Policy Office can help assure that this occurs.

In most cases, grievances and appeals must be brought within a specified time after the action complained of. While informal resolution efforts will not automatically extend the time limits for filing a grievance or appeal, in appropriate circumstances the complainant and the other relevant parties may mutually agree in writing to extend the time for filing a grievance or appeal.

Following is a list of the established grievance and appeal procedures. Many of the current versions are most reliably available online. Copies may also be obtained from the Sexual Harassment Policy Office.


Grievance Procedure for Academic Staff—Teaching: *Handbook for Academic Council Faculty, Medical Center Line Faculty, Academic Staff—Teaching and Other Teaching Staff*, Chapter 8; [http://facultyhandbook.stanford.edu/ch8.html#grievance](http://facultyhandbook.stanford.edu/ch8.html#grievance).

Staff, Bargaining Unit: *Collective Bargaining Agreements for unit members, Article 1e* at [http://hrweb.stanford.edu/information/usw.html](http://hrweb.stanford.edu/information/usw.html).


Faculty Appeal Procedures: *Handbook for Academic Council Faculty, Medical Center Line Faculty, Academic Staff—Teaching and Other Teaching Staff*, Chapter 4 [http://facultyhandbook.stanford.edu/ch4.html#statementonfacultyappealsprocedures](http://facultyhandbook.stanford.edu/ch4.html#statementonfacultyappealsprocedures).


Student Non-academic Grievance Procedure pursuant to Title IX: for additional information, consult the Vice Provost for Campus Relations, who serves as the University’s Title IX Officer, [http://www.stanford.edu/dept/ocr](http://www.stanford.edu/dept/ocr).

In appropriate cases, disciplinary procedures may be initiated. The applicable disciplinary procedure depends on the status of the individual
who conduct is in question. For example, faculty are subject to the Statement on Faculty Discipline and students to the Fundamental Standard.

PROCEDURAL MATTERS
INVESTIGATIONS

If significant facts are contested, an investigation may be undertaken. The investigation will be conducted in a way that respects, to the extent possible, the privacy of all of the persons involved. In appropriate cases, professional investigators may be asked to assist in the investigation. The results of the investigation may be used in the third party intervention process or in a grievance or disciplinary action.

RECORD KEEPING

The Sexual Harassment Policy Office will track reports of sexual harassment for statistical purposes and report at least annually to the University President concerning their number, nature, and disposition.

In the other instances (third party intervention, grievances, and disciplinary actions), the Sexual Harassment Policy Office may keep confidential records of reports of sexual harassment and the actions taken in response to those reports, and use them to identify individuals or departments likely to benefit from training so that training priorities can be established. No records will be retained in cases where the individual accused was not informed that there was a complaint.

COSTS

California law provides, in part, “an employer shall indemnify its employee for all that the employee necessarily expends or loses in direct consequence of the discharge of his or her duties as such ….” The issue of indemnification obviously turns on the facts and circumstances of each situation. On the other hand, individuals who violate this policy and/or their schools, institutes, or other units may be required to contribute to any costs and expenses incurred as a result of behavior that is wrongful and/or contrary to the discharge of an employee’s duties.

RESOURCES FOR DEALING WITH SEXUAL HARASSMENT

Persons who have concerns about sexual harassment should contact any Sexual Harassment Adviser listed in the brochure, or the Sexual Harassment Policy Office. Reports should be made as soon as possible: the earlier the report, the easier it is to investigate and take appropriate remedial action. When reports are long delayed, the University will try to act to the extent it is reasonable to do so, but it may be impossible to achieve a satisfactory result after much time has passed.

Likewise, anyone who receives a report or a grievance involving sexual harassment should promptly consult with a Sexual Harassment Adviser.

There are a number of individuals specially trained and charged with specific responsibilities in the area of sexual harassment. In brief:

Sexual Harassment Advisers—Sexual Harassment Advisers serve as resources to individuals who wish to discuss issues of sexual harassment, whether because they have been harassed or because they want information about the University’s policy and procedures. There is usually at least one adviser assigned to each of the schools at the University and to each large work unit; the residence deans also have been appointed as Sexual Harassment Advisers.

Director of the Sexual Harassment Policy Office—He/she is responsible for the implementation of this policy; provides advice to individuals when requested; supervises the other advisers; encourages and assists prevention education for students, faculty, and staff; keeps records showing the disposition of complaints; and generally coordinates matters arising under this policy. Because education and awareness are the best ways to prevent sexual harassment, developing awareness, education and training programs, and publishing informational material are among the most important functions of the Sexual Harassment Policy Office.

As indicated earlier, individuals with concerns about sexual harassment may also discuss their concerns informally with psychological counselors (for example, through CAPS or the HELP Center), chaplains (through the Memorial Chapel), or University or Medical School ombudspersons.

EXTERIOR REPORTING

Sexual harassment is prohibited by state and federal law. In addition to the internal resources described above, individuals may pursue complaints directly with the government agencies that deal with unlawful harassment and discrimination claims, for example, the U.S. Equal Employment Opportunity Commission (EEOC), the Office for Civil Rights (OCR) of the U.S. Department of Education, and the State of California Department of Fair Employment and Housing (DFEH). These agencies are listed in the Government section of the telephone book.

NOTE ON CONSENSUAL RELATIONSHIPS

There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions (such as teacher and student, supervisor and employee, or student resident and the individual who supervises the day-to-day student living environment). Parties in such a relationship assume those risks. Such relationships may undermine the real or perceived integrity of the supervision and evaluation provided, and the trust inherent particularly in the student-faculty relationship. They may, moreover, be less consensual than the individual whose position confers power believes. The relationship is likely to be perceived in different ways by each of the parties to it, especially in retrospect.

Moreover, such relationships may harm or injure others in the academic or work environment. Relationships in which one party is in a position to review the work or influence the career of the other may provide grounds for complaint when that relationship gives undue access or advantage, restricts opportunities, or creates a hostile environment for others. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to a romantic involvement, this past consent does not remove grounds for a charge based upon subsequent unwelcome conduct.

POLICY REVIEW AND EVALUATION

This policy went into effect on October 6, 1993, and was amended on November 30, 1995. It is subject to periodic review, and any comments or suggestions should be forwarded to the Sexual Harassment Policy Office. During academic year 2001-02, the policy (and, in particular, the Note on Consensual Relationships) is in the process of being reviewed for possible modification.

POLICY REFERENCE RESOURCES

A brochure containing the policy, a list of current sexual harassment advisers, confidential resources, and other helpful information is available online at http://www.stanford.edu/group/SexHarass/, and in print form from the Sexual Harassment Policy Office at (650) 723-1583, Building 310, Main Quad, Room 201, MC: 2100. Copies of the University policy on sexual assault, which complements this sexual harassment policy, as well as all other documents mentioned in this section, are also available at the Sexual Harassment Policy Office.

All faculty, staff, and students who have questions regarding this policy and its enforcement can consult with a Sexual Harassment Adviser or be directed to the local Personnel Officer or Regional Human Resources Manager. Faculty members should contact their dean or department chair, and students should contact the Vice Provost and Dean of Student Affairs.

Sexual Harassment Policy Office—telephone: (650) 723-1583; email: Harass@stanford.edu.

Director: Laraine Zappert (Clinical Professor, Psychiatry and Behavioral Sciences)

Assistant Director: Nanette Andrews

SEXUAL ASSAULT


Background—Stanford University’s policy and procedures on sexu-
Information about Options—The University offices responding to charges of sexual assault will inform victims, at a minimum, of the options of: criminal prosecution, civil prosecution, the disciplinary process, the appropriate grievance procedure, the availability of mediation, alternative housing assignments, and academic assistance alternatives.

POLITICAL ACTIVITIES

For the complete text of the currently applicable version of this policy, see Administrative Guide Memo 15.1, Political Activities, available at http://adminguide.stanford.edu/15_1.pdf.

Stanford University, as a charitable entity, is subject to federal, state, and local laws and regulations regarding political activities—campaign activities, lobbying, and the giving of gifts to public officials.

While all members of the University community are naturally free to express their political opinions and engage in political activities to whatever extent they wish, it is very important that they do so only in their individual capacities and avoid even the appearance that they are speaking or acting for the University in political matters.

In the limited circumstances where individuals must speak or act on behalf of the University in the political arena, they must do so in accordance with the provisions of this Guide Memo.

1. Summary of Legal Requirements and Restrictions

   a) Campaign Activities: contributions of money, goods, or services to candidates for political office and in support of or opposition to ballot measure campaigns are subject to a wide variety of political laws. Depending on the jurisdiction and the campaign, political contributions may be prohibited or limited and, in nearly all cases, are subject to a complicated series of disclosure rules. Because of the University’s tax-exempt status, the University is legally prohibited from endorsing candidates for political office or making any contribution of money, goods, or services to candidates. It is important, therefore, that no person inadvertently cause the University to make such a contribution.

   b) Lobbying: lobbying can generally be described as any attempt to influence the action of any legislative body (for example, Congress, state legislatures, county boards, city councils, and their staffs) or any federal, state, or local government agency. Laws regulating lobbying exist at the federal, state, and local levels but can differ widely in scope, depending on the jurisdiction. Some laws, for example, only regulate lobbying of the legislative branch. Others, however, also cover lobbying of administrative agencies and officers in the executive branch (for example, lobbying for federally-funded grants). To one degree or another, however, most lobbying laws require registration and reporting by individuals engaged in attempts to influence governmental action.

Tax-exempt organizations are permitted to lobby, and the University engages in lobbying on a limited number of issues, mostly those affecting education, research, and related activities. There is usually some threshold of time or money spent on lobbying that triggers registration and reporting requirements. Regardless of thresholds, however, no University employee—other than the following individuals, on matters under their jurisdiction—may lobby on behalf of the University without specific authorization:

   President
   Provost
   Deans of the Seven Schools
   Vice Provost and Dean of Research
   Vice President for Business Affairs and Chief Financial Officer
   Vice President for Faculty and Staff Services
   Director of the Stanford Linear Accelerator Center
   Director of the Hoover Institution
   General Counsel
   Director of Government and Community Relations

   The Vice Provost and Dean of Research may grant permission to faculty members to lobby on behalf of the University for specific purposes. The Director of Government and Community Relations may grant permission to staff members to lobby on behalf of the University for...
specific purposes. All lobbying on behalf of the University should be co-
ordinated with the Director of Government and Community Relations.

c) Giving of Gifts to Public Officials and Staff: almost all jurisdictions
have strict rules on the extent to which gifts and honoraria may be
given to public officials (both elected and non-elected officials and,
often, staff). In some cases gifts and honoraria are prohibited; in
others they are limited; and in most cases they are subject to
detailed disclosure. In addition, in some jurisdictions such as
California, gifts to both state and local public officials can result in
a public official’s disqualification from participation in any
governmental action affecting the interests of the donor. Meals,
travel, and entertainment are the most common types of gifts, but
gift rules can also apply in cases where public officials attend a
reception or receive tickets to sporting or other events.

As a non-profit organization, the University generally does not give
gifts to public officials and, in those limited cases where it does give
such gifts, it must do so in accordance with all applicable laws and
regulations. Therefore, any University employee who, on behalf of the
University, wishes to make a gift to a public official must receive pri-
or approval from the Director of Government and Community Rela-
tions before making such a gift.

d) Reporting of Political Activities: the University must report most
of its political activities above certain thresholds. Therefore, any
University employee engaging in such activities on behalf of the
University should carefully review the remainder of this Guide
Memo and should discuss the relevant activities in advance with
the Director of Government and Community Relations.

2. Prohibited and Restricted Political Activities

a) In General:
1) No person may, on behalf of the University, engage in any politi-
cal activity in support of or opposition to any candidate for elective
public office (including giving or receiving funds or endorsements),
nor shall any University resources be used for such purpose.

2) No person may, on behalf of the University, lobby (or use Uni-
versity resources to lobby) any federal, state, or local legislative or
administrative official or staff member unless specifically autho-
ized to do so. Any lobbying activity, even when authorized, must be
conducted in compliance with this Guide Memo, other applicable
University policies, and applicable law.

3) No person may, on behalf of the University, give a gift (or use any
University resources to give a gift) to any federal, state, or local
official or staff member, except in compliance with this Guide
Memo, other applicable University policies, and applicable law.

4) No person supporting candidates for public office or engaging in
other political activities may use University space or facili-
ties or receive University support, except in the limited ways de-
dcribed in section 3A, below.

5) No person may use for lobbying activities federally-funded con-
tract or grant money received by the University.

Even the foregoing activities that are only restricted, rather than
prohibited, may be subject to limitations imposed by law. There-
fore, any person engaging in the activity, or contemplating doing so,
should consult with the Director of Government and Commu-
nity Relations.

b) Guidelines for Avoiding Prohibited Partisan Political Activities:
the following guidelines should assist in preventing the
involvement or apparent involvement of the University in politi-
cal activities in support of or opposition to any candidate
for elective public office, that is, partisan political activities.
Except in the limited circumstances set forth in section 3.b.,
below:

1) Use of Name and Seal: neither the name nor seal of the University
or of any of its schools, departments, or institutions should be used
on letters or other materials intended for partisan political purposes.

2) Use of Address and Telephones: no University office should be used
as a return mailing address for partisan political mailings, and tele-
phone service that is paid by the University, likewise, should not be
used for partisan political purposes. (Obviously, a student’s
donor dormitory room and telephone service that are personal to the stu-
dent may be used for these purposes.)

3) Use of Title: the University title of a faculty or staff member or oth-
er person should be used only for identification and should be ac-
companied by a statement that the person is speaking as an indi-
vidual and not as a representative of the University.

4) Use of Services and Equipment: University services, such as Inter-
departmental Mail; equipment, such as duplicating machines, com-
puters, and telephones; and supplies should not be used for parti-
san political purposes.

5) Use of Personnel: no University employee may, as part of his or her
job, be requested to perform tasks in any way related to partisan
political purposes.

3. Permissible Activities

a) In General: as noted above, the federal, state, and local laws
which limit the partisan political activities that can take place in
University facilities and with University support in no way inhibit
the expression of personal political views by any individual in
the University community. Nor do they forbid faculty, students,
or staff from joining with others in support of candidates for office
or in furtherance of political causes. There is no restriction on
discussion of political issues or teaching of political techniques.
Academic endeavors which address public policy issues are in
no way affected.

Because the University encourages freedom of expression, politi-
cal activities which do not reasonably imply University involvement
or identification may be undertaken so long as regular University pro-
cedures are followed for use of facilities. Examples of permissible
activities are:

1) Use of areas, such as White Plaza, for tables, speeches, and similar
activities.

2) Use of auditoriums for speeches by political candidates, but sub-
ject to rules of the Internal Revenue Service, the Federal Election
Commission, and the California Fair Political Practices Commiss-
ion, and other applicable laws. Arrangements must be made with
University Events and Services. (See also Guide Memo 82.1, Public
Events, for more information.)

To reiterate, because tax and political compliance laws impose
restrictions, and even prohibitions, on certain political activities and
on the use of buildings and equipment at a non-profit institution such
as the University, any such activities must be in compliance with these
legal requirements. Individuals taking political positions for them-
sewrs or groups with which they are associated, but not as repres-
entatives of the University, should clearly indicate, by words and ac-
tions, that their positions are not those of the University and are not
being taken in an official capacity on behalf of the University.

b) Limited University Political Activities: limited activities relating
to specific federal, state, or local legislation or ballot initiatives
are permissible where (1) the subject matter is directly related to
core interests of the University’s activities; (2) the President has
determined that the University should take a position; and (3) the
individuals who speak or write on the University’s behalf are
specifically authorized to do so.

4. Responsibility for Interpretation: the Director of Government and
Community Relations, in consultation with the General Counsel, is
the administrative officer responsible for interpretation and application
of the above guidelines. Questions on whether planned student activities are
consistent with the University’s obligations should be directed to the
Dean of Students, who will consult with the Director of Govern-
ment and Community Relations and/or the General Counsel. All other
questions on whether planned activities are consistent with the Uni-
versity’s obligations should be directed directly to the Director of
Government and Community Relations or the General Counsel.

CAMPUS DISRUPTION

The University’s policy on campus disruption applies to students,
faculty, and staff. It is published in its complete form on the Judicial
Affairs Office web site at http://www.stanford.edu/dept/vpsa/judicialaffairs/index.html. It states:

“Because the rights of free speech and peaceable assembly are fundamental to the democratic process, Stanford firmly supports the rights of all members of the University community to express their views or to protest against actions and opinions with which they disagree.

“All members of the University also share a concurrent obligation to maintain on the campus an atmosphere conducive to scholarly pursuits, to preserve the dignity and seriousness of University ceremonies and public exercises, and to respect the rights of all individuals.

“The following regulations are intended to reconcile these objectives.

“Except for authorized academic purposes, the knowing possession by any student on any Stanford campus of the following is prohibited: firearms, except for authorized academic purposes; and/or use of controlled substances or the unlawful possession, use, or distribution of alcohol is prohibited on the Stanford campus, in the workplace, or as part of any of the University’s activities. The workplace and campus are presumed to include all Stanford premises where the activities of the University are conducted. Violation of this policy may result in disciplinary sanctions up to and including termination of employment or expulsion of students. Violations may also be referred to the appropriate authorities for prosecution. This policy will be reviewed at least biennially.

The University’s policy prohibiting weapons on campus is published in its complete form on the Judicial Affairs Office web site http://stanford.edu/dept/vpsa/judicialaffairs/index.html.


Student conduct is guided by the Fundamental Standard. Implicit in the Standard is the understanding that students are responsible for making their own decisions and accepting the consequences of those decisions.


PO POLICY

It is the policy of the University to maintain a drug-free workplace and campus. The unlawful manufacture, distribution, dispensation, possession, and/or use of controlled substances or the unlawful possession, use, or distribution of alcohol is prohibited on the Stanford campus, in the workplace, or as part of any of the University’s activities. The workplace and campus are presumed to include all Stanford premises where the activities of the University are conducted. Violation of this policy may result in disciplinary sanctions up to and including termination of employment or expulsion of students. Violations may also be referred to the appropriate authorities for prosecution. This policy will be reviewed at least biennially.

The University will continue to comply with all applicable state and federal laws, including the Americans with Disabilities Act.

SOME APPLICATIONS

No University funds or funds collected by the University may be used in a way that violates the alcohol policy. In student residences, house funds (funds collected by the University Bursar or other University offices) may not by used to buy alcohol because the majority of undergraduates are under the legal drinking age of 21. The decision to use student-collected funds to buy alcohol should be made lawfully, thoughtfully, fairly, and in a way that respects the views of all students. Students must not be required to contribute to a student-collected fund for the purposes of purchasing alcohol.
NONACADEMIC REGULATIONS

Party planners are responsible for planning and carrying out events in compliance with this policy. At least one house or organization officer must assume responsibility for an event’s compliance with the policy, and their names must be made available to Stanford’s Department of Public Safety and the University upon request.

CONSEQUENCES OF VIOLATION

Educational and rehabilitative measures will be the preferred response to infractions of the Policy unaccompanied by more egregious misconduct. Penalties are calibrated according to the severity of the violation. Misbehavior associated with drug or alcohol use and abuse may result in one or more of the following University consequences:

- Individuals who violate the University Residence Agreement may lose their University student housing privileges and/or be reported to the Judicial Affairs Office.
- Individuals who violate the University’s terms and conditions for student organization recognition as defined in the Student Organization Handbook may be subject to expulsion from the student organization.
- Student groups which violate the Policy may face suspension of social privileges, as well as the loss of University recognition, meeting space, and housing or other related privileges.
- Students should understand that inebriation is never an excuse for misconduct, that the careless or willful reduction, through the use of alcohol or other intoxicants, of their own ability to think clearly, exercise good judgment, and respond to rational intervention may invoke more stringent penalties than otherwise might be levied.
- Penalties will be imposed according to the facts and circumstances of each case. They can be imposed singly or in combination by the Office of Residential Education/Graduate Residences, the Office of Student Activities, the Dean of Students Office, and the Office of Judicial Affairs.

CIVIL LIABILITY

While the law regarding civil liability is complex, it is important to know that under some circumstances party hosts, sponsors, bartenders, or others might be held legally liable for the consequences of serving alcohol to underage drinkers or to obviously intoxicated persons. Social hosts or party planners could be sued and found personally responsible for damages to the injured party(ies) including:

- Specific damages. These are damages which are measurable. For example, when bodily injury results in medical expenses or lost wages.
- General damages. These are damages which cannot be specifically measured in terms of dollar amount. For example, pain and suffering resulting from bodily injury.
- Punitive damages. These are damages which are intended to serve as an example to others and to discourage behavior which is deemed highly undesirable to society.

CRIMINAL LIABILITY

Stanford University is not a sanctuary from the enforcement of state and local laws. Students and others on campus who violate the law may be and have been arrested and prosecuted. Primary responsibility for law enforcement, including that related to alcohol, rests with law enforcement agencies, primarily the Stanford Police Department. Uniformed officers who patrol the campus and respond to calls are deputized by the Sheriff of Santa Clara County and are fully empowered and authorized to stop vehicles, make arrests, and enforce all laws. Laws are subject to change; consequently, the following information is illustrative but must not be relied on as a complete and current citing of relevant laws. More information is available at the Stanford Department of Public Safety, 711 Serra Street.

Generally, it is a criminal offense:

1. To provide any alcoholic beverage to a person under 21.
2. To provide any alcoholic beverage to an obviously intoxicated person.
3. For any person under age 21 to purchase alcohol.
4. To be under the influence of alcohol or another drug in a public place and unable to exercise care for one’s own safety or that of others.
5. For persons under 21 to possess alcohol in any public place or any place open to the public (for example, public places in student residences).
6. To operate a motor vehicle while under the influence of alcohol or any other drug. Presumed to be driving under the influence (DUI) with a blood alcohol level (BAL) of 0.08% or higher.
7. To ride a bicycle while under the influence of alcohol, drugs, or both.
8. To have an open container of alcohol in a motor vehicle; and, for persons under 21 to drive a vehicle carrying alcohol or to possess alcohol while in a motor vehicle.
9. To have in one’s possession, or to use, false evidence of age and identity to purchase alcohol.
10. To possess an open container of alcohol in a public place or any place open to the public. Applies in Palo Alto jurisdiction.
11. To be in possession of an unregistered keg. All kegs sold must be registered at the time of purchase. Identification tags must be placed on all kegs in order to allow kegs to be traced if the contents are used in violation of the law.

WHERE TO GET HELP

In the event of a life threatening emergency, call 9-911 from on-campus and 911 from off-campus.

Campus Resources—(Area Code 650.) Counseling and Psychological Services, 24 hours (723-3785); The Alcohol and Other Drug Abuse Prevention Program (723-3429); Stanford Alcohol and Drug Treatment Center (723-6682); Cowell Student Health Center’s Medical Advice Line, 24 hours (723-4841); Campus Ministries (723-3114); The Bridge, 24-hour Peer Counseling (723-3392).

The Alcohol and Other Drug Abuse Prevention Program at Cowell provides information and referral, educational trainings and workshops, and non-clinical consultations for groups and individuals. The program utilizes a harm reduction approach to prevent problems associated with the use of alcohol, tobacco, and other drugs (723-3429).

The Office of Student Activities at Tresidder Memorial Union: provides workshops and training, publications, and party planning consultations. Web site: http://www.leland.stanford.edu/dept/OSA/party/ (723-2733).

Community Resources—The National Council for Alcoholism and Drug Dependency, 24-hour hotline (408) 292-9945, Alcoholics Anonymous (650) 573-6811 or (408) 297-3555, Alanon (650) 873-2356 or (408) 379-1 051, Cocaine Anonymous (800) 234-0420 or (408) 374-8009, Narcotics Anonymous (650) 572-3257 or (408) 298-4200.

SMOKE-FREE ENVIRONMENT


Applicability—This policy applies to all academic and administrative units of Stanford University, including SLAC, and all campus student housing. This policy does not supersede more restrictive policies which may be in force in compliance with federal, state, or local laws or ordinances.

Policy—It is the policy of Stanford University that the smoking of tobacco products in enclosed buildings and facilities and during indoor or outdoor events (and the selling of tobacco products) on the campus is prohibited.

Guidelines—Specifically, smoking is prohibited in classrooms and offices, all enclosed buildings and facilities, in covered walkways, in University vehicles, during indoor and outdoor athletic events, and during other University sponsored or designated indoor or outdoor events.

Ashtrays will not be provided in any enclosed University building or facility. “Smoking Prohibited” signs will be posted.

Smoking is permitted in outdoor areas, except during organized events. Outdoor smoking areas should be located far enough away from doorways, open windows, covered walkways, and ventilation systems to prevent smoke from entering enclosed buildings and facilities. To accommodate faculty, staff, and students who smoke, Vice Presidents, Vice Provosts, and Deans may designate certain areas of existing courtyards and patios as smoking areas in which case ashtrays must be pro-
vided. Costs associated with providing designated smoking areas and ashlars will be absorbed by the specific academic or administrative unit(s).

Enforcement—This policy relies on the consideration and cooperation of smokers and non-smokers. It is the responsibility of all members of the University community to observe and follow this policy and its guidelines.

Smoking cessation programs are available for faculty and staff through the Center for Research in Disease Prevention, and the Health Improvement Program (HIP). Students may contact the Health Promotion Program (HPP) through the Student Health Center for smoking cessation information or programs.

Faculty, staff, and students repeatedly violating this policy may be subject to appropriate action to correct any violation(s) and prevent future occurrences.

Implementation and Distribution—Copies of this policy will be disseminated by the Manager of HR Policy/Staff and Labor Relations and the Vice Provost for Student Affairs to all faculty, staff, and students, and to all new members of the University community.

UNIVERSITY STATEMENT ON PRIVACY

Stanford University has an interest in ensuring that the privacy of its students, faculty, and staff is respected, and that no activities interfere with education, research, or residential life.

The University is private property; however, some areas of the campus typically are open to visitors. These areas include White Plaza, public eating areas (such as those at Tresidder Union), outdoor touring areas, and locations to which the public has been invited by advertised notice (such as for public educational, cultural, or athletic events). Even in these locations, visitors must not interfere with the privacy of students, faculty, and staff, or with educational, research, and residential activities. The University may revoke at any time permission to be present in these, or any other areas. Visitors should not be in academic or residential areas unless they have been invited for appropriate business or social purposes by the responsible faculty member, student, or staff member.

No commercial activity, including taking photos or similar audio or visual recordings that are sold to others or otherwise used for commercial purposes, may occur on the campus without the University’s permission. Requests for permission should be submitted to the Director of University Communications or, as appropriate, the Dean of Students, the Department of Athletics, or the Office of Public Events. Recognized student groups and official units of the University will be granted such permission so long as they do not violate privacy or property interests of others; so long as any sale of their products is predominantly on campus to students, faculty, and staff; and so long as they comply with applicable University policies and procedures.

Violators of this policy may be subject to criminal and/or civil liability, as well as University disciplinary action.

COMPUTER AND NETWORK USAGE


Users of Stanford network and computer resources have a responsibility not to abuse the network and resources. This policy provides guidelines for the appropriate and inappropriate use of information technologies. In particular, the policy provides that users of University information resources must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

This policy covers appropriate use of computers, networks, and information contained therein. As to political, personal and commercial use, the University is a non-profit, tax-exempt organization and, as such, is subject to specific federal, state, and local laws regarding sources of income, political activities, use of property, and similar matters. It also is a contractor with government and other entities, and thus must assure proper use of property under its control and allocation of overhead and similar costs. For these reasons, University information resources must not be used for partisan political activities where prohibited by federal, state, or other applicable laws, and may be used for other political activities only when in compliance with federal, state, and other laws, and in compliance with applicable University policies. Similarly, University information resources should not be used for personal activities not related to appropriate University functions, except in a purely incidental manner. In addition, University information resources should not be used for commercial purposes, except in a purely incidental manner or except as permitted under other written policies of the University or with the written approval of a University officer having the authority to give such approval. Any such commercial use should be properly related to University activities, take into account proper cost allocations for government and other overhead determinations, and provide for appropriate reimbursement to the University for taxes and other costs the University may incur by reason of the commercial use. Users also are reminded that the .edu domain on the Internet has rules restricting or prohibiting commercial use, and thus activities not appropriately within the .edu domain and which otherwise are permissible within the University computing resources should use one or more other domains, as appropriate.

CHAT ROOMS AND OTHER FORUMS USING STANFORD DOMAINS OR COMPUTER SERVICES

For a complete text of the currently applicable version of this policy, see Administrative Guide Memo 66, Chat Rooms and Other Forums Using Stanford Domains or Computer Services, available at http://adminguide.stanford.edu/66.pdf.

This Guide Memo was approved by the President and establishes policy for the use of electronic forums at Stanford.

Definition—From time to time, University departments, faculty, students and others may host electronic communication forums, such as chat rooms, newsgroups, bulletin boards, or web sites, whereby various parties may contribute their thoughts on various subjects and where such communication is made available for others to read and comment upon. For purposes of this policy, these sites are collectively referred to as forums.

Establishment of Forums—Forums that either use the Stanford.edu, Stanford.org, or other Stanford domains, or use University computing facilities, should be established only in connection with legitimate activities of the University.

Unless specifically sponsored by an academic administrative unit of the University, the University’s role in connection with these forums will be solely as a passive Internet service provider.

In all cases, as a condition to establishing a forum, forum homepages (where they exist) and each individual forum page should contain a header that states: Subject to Terms of Use and all pages should include a link to the page maintained by the University entitled “Terms of Use.” The URL is http://www.stanford.edu/home/atoz/terms.html.

Operation of Forums—All forums shall be operated in compliance with the Terms of Use, as modified from time to time, and the University’s various policies regarding computer facilities and services.
COURSES CERTIFIED FOR 2001-2002 AS FULFILLING THE UNDERGRADUATE GENERAL EDUCATION REQUIREMENTS

Information regarding the General Education Requirements may be found in the “Undergraduate Degrees” section of this bulletin. The following courses have been certified as fulfilling the General Education Requirements in 2001-2002, although some courses may not be offered this year. Refer to individual department listings in the Bulletin. Certain sequences must be completed in their entirety for General Education Requirement fulfillment, and those sequences are noted below. Courses offered overseas during 2001-2002 which satisfy the General Education Requirements are listed at the end of this section.

GENERAL EDUCATION REQUIREMENTS, 2001-2002

AREA 1

All freshmen entering in Autumn Quarter 1997 and thereafter must satisfy the Area 1 Requirement by completing three courses from among the following options:

INTRODUCTION TO THE HUMANITIES
(Offered Autumn)

Introduction to the Humanities 19; The Self, the Sacred, and the Human Good
Introduction to the Humanities 41; The History of Nature/The Nature of History
Introduction to the Humanities 42; Origins: Contested Identities
Introduction to the Humanities 44; Things of Beauty
Introduction to the Humanities 45; Tradition and Revolution: Rewriting the Classics
Introduction to the Humanities 46; Visions of Mortality
Introduction to the Humanities 47; Citizenship
Introduction to the Humanities 48; The Art of Living
Introduction to the Humanities 49; Finding Voices, Forging Selves
Introduction to the Humanities 50; History and Eternity
(Offered Winter and Spring)

Introduction to the Humanities 2, 3; Great Works: The Hereafter, the Here-and-Now (2 must be taken in conjunction with 3)
Introduction to the Humanities 8A, 9A; Myth and Modernity (8A must be taken in conjunction with 9A)
Introduction to the Humanities 23A, 23B; Reason, Passion, and Reality (23A must be taken in conjunction with 23B)
Introduction to the Humanities 26A, 26B; Democratic Society in Europe and America (26A must be taken in conjunction with 26B)
Introduction to the Humanities 27A, 27B; Encounters and Identities (27A must be taken in conjunction with 27B)
Introduction to the Humanities 28A, 28B; Poetic Justice: Order and Imagination in Russia (28A must be taken in conjunction with 28B)
Introduction to the Humanities 31A, 31B; Ancient Empires (31A must be taken in conjunction with 31B)
Introduction to the Humanities 32A, 32B; Serious Laughter (32A must be taken in conjunction with 32B)
Introduction to the Humanities 33A, 33B; Gender and Genre (33A must be taken in conjunction with 33B)
Introduction to the Humanities 35A, 35B; American Genesis (35A must be taken in conjunction with 35B)
Introduction to the Humanities 36A, 36B; The Rise and Fall of Europe (36A must be taken in conjunction with 36B)
Introduction to the Humanities 37A, 37B; Literature into Life (37A must be taken in conjunction with 37B)
SLE 91, 92, 93; Program in Structured Liberal Education (entire sequence must be completed and thereby also satisfies Area 3a)

AREA 2: NATURAL SCIENCES, APPLIED SCIENCE AND TECHNOLOGY, AND MATHEMATICS

AREA 2A: NATURAL SCIENCES

Anthropological Sciences 5; Biology and Evolution of Language
Anthropological Sciences 6; Human Origins
Anthropological Sciences 8; Introduction to Anthropological Genetics
Biological Sciences 11N; SIS: Biotechnology in Everyday Life
Biological Sciences 12N; SIS: The Origin of Species
Biological Sciences 13N; SIS: Environmental Problems and Solutions
Biological Sciences 14N; SIS: Plants and Civilization
Biological Sciences 15N; SIS: Environmental Literacy
Biological Sciences 16N; SIS: Island Ecology
Biological Sciences 17N; SIS: Assessment of Low Level Environmental Risks
Biological Sciences 18N; SIS: Plant Genetic Engineering
Biological Sciences 24N; SIS: The Brain
Biological Sciences 26N; SIS: Maintenance of the Genome
Biological Sciences 29N; SIS: The Outer Limits of Life
Chemistry 23N; SIS: Chemistry and Biology
Chemistry 24N; SIS: Nutrition and History
Chemistry 26N; SIS: Macromolecules
Chemistry 27N; SIS: Lasers—The Light Fantastic
Chemistry 28N; SIS: Transforming Chemistry
Chemistry 31; Chemical Principles
Chemistry 32; The Frontiers of Chemical Science
Chemistry 33; Structure and Reactivity
Civil & Environmental Engineering 63; Weather and Storms
Civil & Environmental Engineering 64; Air Pollution: From Urban Smog to Global Change
Earth Systems 10; Introduction to Earth Systems
Geological & Environmental Sciences 1; Fundamentals of Geology
Geological & Environmental Sciences 8; The Oceans: An Introduction to the Marine Environment
Geological & Environmental Sciences 39N; The Search for Life in the Solar System
Geological & Environmental Sciences 42N; SIS: Early Life on Earth
Geological & Environmental Sciences 44N; Emerging Issues in Global Environmental Change
Geological & Environmental Sciences 46N; The Beach
Geological & Environmental Sciences 47N; Secrets in the Mud—A Look into the Field of Paleoenecography
Geological & Environmental Sciences 49N; Field Trip to Death Valley
Geological & Environmental Sciences 50Q; SIS: The Coastal Zone Environment
Geological & Environmental Sciences 52Q; Geologic Development of California
Geological & Environmental Sciences 53Q; In the Beginning — Theories of the Origin of the Earth, Solar System, and Universe
Geological & Environmental Sciences 54Q; SIS: California Landforms and Plate Tectonics
Geological & Environmental Sciences 55Q; The California Gold Rush—Geologic Background and Environmental Impact
Geological & Environmental Sciences 57Q; How to Critically Read and Discuss Scientific Literature

Geophysics 4; Natural Hazards and Human Survival
Geophysics 102; Earth, Oceans, and Atmospheres
Human Biology 2A; Genetics, Evolution, and Ecology
Human Biology 3A; Cell and Developmental Biology
Human Biology 4A; The Human Organism
Physics 15; The Nature of the Universe
Physics 16; Cosmic Horizons
Physics 18N; SIS: Revolutions in Concepts of the Cosmos
Physics 19; How Things Work: An Introduction to Physics
Physics 21; Mechanics and Heat
Physics 23; Electricity and Optics
Physics 25; Modern Physics
Physics 27; Evolution of the Cosmos
Physics 28; Mechanics, Heat, Electricity, and Magnetism I
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**American Studies 179:** Introduction to American Law

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**Anthropological Sciences 3:** Introduction to Prehistoric Archaeology

**Anthropological Sciences 7:** Marriage and Kinship

**Anthropological Sciences 103:** Theory and Methods in Cultural Evolution

**Anthropological Sciences 122:** The Ancient Maya

**Anthropological Sciences 125A:** 20th Century Chinese Societies

**Anthropological Sciences 162:** Indigenous Peoples and Environmental Problems

**Anthropological Sciences 170/270:** Medical Anthropology

**Anthropological Sciences 171:** Aging: From Biology to Social Policy

**Anthropological Sciences 190:** History of Theory in Anthropological Sciences

**Civil and Environmental Engineering 45Q:** SIS: Issues in Affordable Housing

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**Classics 101:** Greek History

**Classics 105:** History and Culture of Egypt

**Classics 171:** Age of Alexander and Hellenistic History

**Classics 180:** The Logic of History

**Classics 251:** Ancient Politics: Practices of Citizenship in Greece and Rome

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**Communication 115:** National Mass Media Systems

**Communication 125:** Perspectives on American Journalism

**Communication 133:** Communication and Culture

**Communication 137:** Telecommunication Policy and the Internet

**Communication 141A:** History of Film: The First Fifty Years

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**Communication 169:** Computers and Interfaces

**Communication 170:** Communication and Children

**Communication 172:** Psychological Processing

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**Cultural and Social Anthropology 75:** Modern South Asia: History, Society, Culture

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**Cultural and Social Anthropology 85:** Trials of the 20th Century: Technology, Law and Culture

**Cultural and Social Anthropology 87:** Contemporary China: Social Change—Ruptures of the Everyday

**Cultural and Social Anthropology 88:** Theories of Race and Ethnicity—A Comparative Perspective

**Cultural and Social Anthropology 90:** Theory in Cultural and Social Anthropology

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**Economics 115:** European Economic Theory

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**History 18N:** SIS: Confronting Islam: The United States in the Middle East

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**History 52N:** The Atomic Bomb in Policy and History

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**History 75:** The U.S. and East Asia

**History 80:** Culture, Politics, and Society in Latin America

**History 85S:** SIS: Jews and Muslims

**History 90Q:** SIS: Buddhist Political and Social Theory

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**History 115:** Technology and Culture in 19th Century America

**History 119:** Aristocrats and Absolutism

**History 150B:** The Modern African-American Freedom Struggle

**History 159:** Introduction to Asian American History

**History 165A:** Colonial and Revolutionary America

**History 165B:** Nineteenth-Century America

**History 165C:** The United States in the 20th Century

**History 173C:** Introduction to Feminist Studies

**History 180:** Modern Brazil

**History 186A:** Modern South Asia—History, Society, Culture

**History 187B:** The Middle East in the 20th Century

**History 192C:** Modern and Contemporary Chinese History

**History 194A:** Japan from Earliest Times to 1560

**History 194D:** The Rise of Modern Japan

**History 279:** Latin American Development: Economy and Society

**History 289C:** History of Zionism and the State of Israel

**Human Biology 2B:** Culture, Evolution, and Society

**Human Biology 3B:** Biology and Culture in Human Development

**Human Biology 4B:** The Human Predicament

**International Relations 134A:** Strategy, War and Politics

**International Relations 134B:** America and the World Economy

**Latin American Studies 80:** Culture, Politics and Society in Latin America

**Linguistics 1:** Introduction to Linguistics

**Linguistics 11N:** SIS: Accents of English

**Linguistics 34N:** SIS: Language of Advertising

**Linguistics 35Q:** SIS: Computers and Human Languages

**Linguistics 44N:** SIS: Living with Two Languages

**Linguistics 73:** African-American Vernacular English

**Linguistics 110:** Introduction to Phonetics and Phonology

**Linguistics 120:** Introduction to Syntax

**Linguistics 130B:** Introduction to Semantics

**Linguistics 140:** Language Acquisition I

**Linguistics 146B:** Language and Gender

**Linguistics 150:** Language in Society

**Linguistics 160:** Introduction to Language Change

**Linguistics 189:** Linguistics and the Teaching of English as a Second Language
AREA 4B: AMERICAN CULTURES

African and African American Studies 105; Introduction to African and African American Studies
American Studies 114Q; SIS: Visions of the 1960s
American Studies 214; The American 1960s: Thought, Protest, and Culture
Anthropological Sciences 120; Native American Cultures of North America
Comparative Literature 24Q; SIS: Ethnicity in Literature
Comparative Literature 168; Introduction to Asian American Culture
Comparative Literature 202; Comparative Ethnic Biography
Cultural and Social Anthropology 150C; Introduction to Chicano Life and Culture
Drama 163; Performance and America
Economics 116; American Economic History
Education 156A; Understanding Racial and Ethnic Identity
English 68A/168A; Introduction to Native American Studies
English 126; Twentieth Century American Fictions
History 49; The Slave Trade
History 50N; SIS: The Black Atlantic
History 50S; Race and Popular Culture
History 61; The Constitution and Race
History 65 (same as CSRE 65); Introduction to Comparative Studies in Race and Ethnicity
History 147B; The Idea of Africa among African Americans
History 150A; African American History to the 20th Century
History 150B; Introduction to African American History
History 159; Introduction to Asian American History
History 162; Introduction to Chicano/a History and Culture
History 165A; Colonial and Revolutionary America
History 165B; 19th Century America
History 165C; The U.S. in the 20th Century
History 256; Topics in Mexican-American History
Linguistics 73; African American Vernacular English
Music 8; Rock, Sex, and Rebellion
Music 15Q; Topics in American Music
Music 16Q; SIS: Kī hōʻalu—The New Renaissance of Hawaiian Musical Tradition
Music 17Q; Perspectives of North American Taiko
Philosophy 177; Philosophical Issues Concerning Race and Racism
Political Science 60; The American Dream
Religious Studies 8; Religion in America
Religious Studies 143; Chicana/o Religious Traditions
Religious Studies 163; Religion and Ethnicity/Race
Sociology 138/238; American Indians in Comparative Historical Perspective
Sociology 139/239; American Indians in Contemporary Society
Sociology 145; Race and Ethnic Relations
Spanish and Portuguese 110N; SIS: Introduction to Chicana/o Literature and Visual Art
Spanish and Portuguese 112N; SIS: U.S.-Mexico Border Region in Film and Literature
Spanish and Portuguese 179E; Teatro America Workshop
Spanish and Portuguese 206; Spanish Use in Chicano Communities

OVERSEAS STUDIES

BERLIN

AREA 2: NATURAL SCIENCES, APPLIED SCIENCE AND TECHNOLOGY, AND MATHEMATICS

AREA 2B: APPLIED SCIENCE AND TECHNOLOGY

40B; Introductory Electronics
50B; Introductory Science of Materials

AREA 3: HUMANITIES AND SOCIAL SCIENCES

AREA 3A: HUMANITIES

101A/195; Contemporary Theater
105V/120V; Industry, Technology, and Culture
117V/141Y; The Industrial Revolution and its Impact on Art, Architecture, and Theory
119V/143U; Architecture and the City 1871-1990: Berlin as a Nucleus of Modernity
128B; Siisí Sisí, Lola Runs: Gender Moves in German Movies
141Y; Industrial Revolution and Its Impact on Art, Architecture and Theory
166W; Weimar Berlin (1917-1933): Performing Art in New Cultural/Political Landscape
Appendix

AREA 3: HUMANITIES AND SOCIAL SCIENCES
AREA 3A: HUMANITIES
123Y; French Painting from 1780-1900
186F; Contemporary African Literature in French
107Y; The Age of Cathedrals: Religious Art and Architecture in Medieval France
164F/222P; French Theater: 17th – 20th Centuries
264P; Paris: Lieux de Memoire, Lieux de Pouvoir

AREA 3B: SOCIAL SCIENCES
80/126X; Is French Education Better than American?
81; France During World War II
111/153X; Health Systems and Health Insurance: France and the U.S.
122X; Europe: Integration and Disintegration of States, Politics, and Civil Societies
125X; Globalization and Changing Labor Markets in OECD Countries
211X; Political Attitudes and Behavior in Contemporary France

AREA 4: WORLD CULTURES, AMERICAN CULTURES, AND GENDER STUDIES
AREA 4A: WORLD CULTURES
186F; Contemporary African Literature in French

PUEBLA
AREA 3: HUMANITIES AND SOCIAL SCIENCES
AREA 3A: HUMANITIES
190Y; Popular Mexican Art

AREA 3B: SOCIAL SCIENCES
71X/104X; Cholula: The Workings of a Sacred City
105X; Mexico: Explaining Change in an Era of Globalization
109X; Competitiveness and Corporate Governance of Latin American Firms
114X/118X; Development Macroeconomics: The Mexican Case

SANTIAGO
AREA 2: NATURAL SCIENCES, APPLIED SCIENCE AND TECHNOLOGY, AND MATHEMATICS
AREA 2B: APPLIED SCIENCE AND TECHNOLOGY
106H/106Z/122K; Man-Environment Interactions
171X; Water Resources Development in the U.S. and Latin America

AREA 3: HUMANITIES AND SOCIAL SCIENCES
AREA 3A: HUMANITIES
120X/290Z; Modernization and Culture in Latin America
141X; Politics and Culture in Chile
211; Poetry of Pablo Neruda
225; Major Trends and Developments in Modern Hispanic Poetry

AREA 3B: SOCIAL SCIENCES
119X; The Chilean Economy: History, International Relations and Development Strategies
111/164S; Social Heterogeneity in Latin America
116X/117X; Modernization and its Discontents: Chilean Politics at the Turn of the Century
118X/166S; Cultural Modernization: The Case of Chile
129X/137X; Latin America in the International System
130X/165X; Latin American Economics in Transition
160X/119X; Latin America in the International Economy
221X; Political Transition and Democratic Consolidation: Chile in Comparative Perspective

This file has been excerpted from the Stanford Bulletin, 2001-02, pages 706-714. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the Stanford Bulletin via email at arod@stanford.edu with changes, corrections, updates, etc.
STUDENT AFFAIRS

Student Affairs supports the academic mission of the University by providing a climate conducive to living and learning in a diverse community. The organization encompasses a broad range of programs and services for undergraduate and graduate students in the areas of health services, student life, residential education, advising and tutoring, career services, housing and food services, financial services, and registration. It serves the wider community through the Haas Public Service Center and is responsible for the information systems and institutional reporting on students, courses, and classrooms.

The Vice Provost for Student Affairs provides policy direction, administrative support for budget, personnel, facilities, and development, and has oversight of the efficiency and effectiveness of each of the organization's units. The Vice Provost interacts with the President, the Provost, the University Cabinet, schools, department representatives, and students, and is an ex officio member of the Senate of the Academic Council.

DEAN OF STUDENTS

The Office of the Dean of Students seeks to ensure that the University is sensitive and responsive to the needs of students. The office is responsible for several administrative offices and community centers including the Asian American Activities Center; Bechtel International Center; Black Community Services Center; Disability Resource Center; El Centro Chicano; Judicial Affairs; Lesbian, Gay, Bisexual, and Transgender Community Resource Center; Native American Cultural Center/ American Indian Program Office; New Student Orientation; Office of Multicultural Education; Tresidder Memorial Union; the Office of Student Activities, including Greek Affairs; and the Women’s Community Center. The office also provides consultation and coordination with approximately 450 student organizations, student media, activities, publications, and the Associated Students of Stanford University. The office is located in Tresidder Memorial Union, telephone (650) 723-2733. Students are welcome to visit the Dean of Students to discuss ideas, personal issues, or general concerns about student life.

DISABILITY RESOURCE CENTER (DRC)

The Disability Resource Center is the central administrative office that coordinates a variety of services and resources for undergraduate and graduate students with documented disabilities. The students who use the DRC’s services have a variety of disabilities, including mobility impairments, learning disabilities, chronic illness, psychological disabilities, and sensory disabilities. The mission of the DRC is to provide disabled students with access to all facets of University life: education, housing, recreation, and extracurricular activities. To initiate services, a student contacts the DRC directly and meets with a program coordinator to determine what services and accommodations are available to support the student’s disability related needs. Students who are eligible for services are asked to submit professional documentation of their disabilities to the DRC. Services may include, but are not limited to, books on tape, brailling, a distraction free room for taking examinations, extended time on examinations, notetaking, oral or sign language interpretation, and stenocaptioning. The DRC also has available adaptive computer equipment in a work station in Meyer Library. During the academic year, the DRC runs a golf cart service called DisGo Cart for use by students with temporary and permanent mobility impairments. The DRC is located at 123 Meyer Library; office hours are 9 a.m. to 12 noon and 1 to 5 p.m., Monday through Friday. For more information call the DRC at (650) 723-1066 (voice) or 723-1067 (TDD).

INTERNATIONAL CENTER

The Bechtel International Center (I-Center) is a meeting place for students and senior research scholars at Stanford from throughout the world and for internationally oriented U.S. students, faculty, and short-term visitors on the campus. Through a variety of social, cultural, and educational programs, I-Center facilities are utilized to acquaint students and scholars with the life of the University and the community, and to bring them together in activities of mutual interest.

The I-Center emphasizes the international dimensions of the University through its advising services, through the cultural contributions to campus life by the various nationalities represented, and by bringing to the attention of U.S. students the many overseas opportunities available for study abroad, scholarships for research and study abroad, and short-term work abroad.

I-Center services include advisers, working closely with the University’s academic departments, include advising foreign students and scholars on matters such as immigration, referrals to counselors in personal matters relating to academic performance, psychological and cultural adjustment, promoting cultural exchanges, and advising spouses and families about opportunities and resources in the community.

The Overseas Resources Center, within the I-Center, provides the following travel services: passport photos, international student ID cards, and youth hostel membership cards.

TRESIDDER MEMORIAL UNION

Tresidder Memorial Union (TMU) is a center of community activity on the Stanford campus. It houses a variety of food services; meeting rooms for special occasions; a campus information center; branch offices and ATMs for the Stanford Federal Credit Union, and Wells Fargo; ATMs for Bank of America; a fitness center; and a hairstyling shop. Tresidder Express carries groceries, magazines, and sundries. A full range of food services is provided at TMU.

TMU is also the home of the Associated Students of Stanford University (ASSU), and the Office of the Vice-Provost for Student Affairs and the Office of Student Activities/Dean of Students office.

To learn more about activities in Tresidder Union, as well as events on and off campus and employment opportunities, stop by the Information Center on the first floor, or telephone (650) 723-3384.

VOLUNTARY STUDENT ORGANIZATIONS

At its March 1963 meeting, the Board of Trustees adopted the following policy:

“Students are encouraged to study, discuss, debate, and become knowledgeable about contemporary affairs. Expressing opinions or taking positions with respect to these matters is up to the individual students or to volunteer groups of students so constituted that they are authorized to speak for their members. This is not a function of student government at Stanford.

“All students are required to become members of the Associated Students of Stanford University, which represents them with respect to student affairs on the Stanford campus. The student government, under this policy, is not authorized to speak for students on other matters.

“Under such regulations as may be established from time to time by the President of the University, students may form voluntary organizations constituted to speak for their members with respect to matters outside the scope of student government, provided such organizations clearly identify themselves and, in public statements, make it clear that they do not represent or speak for the University or the Associated Students.

“Any questions concerning the interpretation and application of this policy shall be resolved by the President of the University.”

Voluntary student organizations are those organizations: (1) in which membership is not mandatory and nondiscriminatory, (2) in which membership is both open and limited to current Stanford students registered in a degree-granting program, (3) in which students make all organizational decisions and (4) whose purposes and procedures are consistent with the goals and standards of the University. In order to use University facilities the Stanford name or receive ASSU funding all voluntary stu-
student organizations must register with the University through the Office of Student Activities on the second floor of Tresidder Memorial Union.

As conditions of registration, each voluntary student organization must file and have approved the following:

1. A statement of purpose and organizational constitution.
2. A statement about membership eligibility.
3. Clear procedures for officer elections.
4. Identification of the authorized representative of the group, who must be a currently registered student, and at least five active members in the organization who are currently registered students.

Each voluntary student organization must renew its registration with the University annually, early in Autumn Quarter by submitting new registration materials.

If a voluntary student organization that is registered with the University seeks to use University facilities for meetings open to more than its own members and to specifically invited guests, such meetings shall be subject to the regulations of the Committee on Public Events. All organization events held in University must receive event approval from the Office of Student Activities and Stanford Events.

A voluntary student religious organization may hold open meetings in University facilities only with the approval of the Office of the Dean of the Chapel.

A registered voluntary student organization may advocate publicly a position on a public issue, provided the organization clearly identifies itself, and provided such an organization in any public statement makes clear it does not represent or speak for the University or for the Associated Students.

No student group may use University space or facilities or receive other University support for purposes of supporting candidates for public office. Groups may use public places such as White Plaza for tables, speeches, and similar activities; may have intermittent use of on-campus meeting rooms; and may request to reserve auditoriums and similar space for public events including speeches by political candidates as long as all University guidelines are followed.

Religious Activities—Religious and ethical concerns are shared by a significant number of Stanford undergraduate and graduate students, many of whom are actively involved in a variety of campus religious organizations.

The University’s commitment to the process by which convictions and values are defined and sharpened is manifest in its chaplaincy staff, and its support of the diverse religious groups on campus. Central in Stanford’s history, from its founding, is multifaith exploration and dialogue—a vital part of both ethos and education in this institution. For further information about religious life at Stanford, call Memorial Church (650) 723-1762.

JUDICIAL AFFAIRS AND STUDENT CONDUCT

In March 1996, President Gerhard Casper convened the Committee of 15 and requested a review of the student judicial charter. During the following year, the Committee of 15 conducted an extensive review of the existing judicial charter and process and drafted a new charter to take its place. The Student Judicial Charter of 1997 was approved by the Associated Students of Stanford University, the Senate of the Academic Council, and the President of the University during Spring Quarter 1996-97 and Autumn Quarter 1997-98, and became effective in January 1998. Cases of alleged violations of the Honor Code, Fundamental Standard, and other student conduct policies now proceed through an established student judicial process based upon the Student Judicial Charter of 1997, which can be found in its entirety at the Judicial Affairs Office website http://www.stanford.edu/dept/vpsa/judicialaffairs/index.html. The web site also contains the policies, rules, and interpretations, as well as the penalty code, applicable to those students found responsible for violating such a policy or rule.

When a violation of the Fundamental Standard, Honor Code, or other policy or rule governing student conduct is alleged, or whenever a member of the University community believes such a violation has occurred, he or she should contact the Judicial Affairs Office, Tresidder Memorial Union, 2nd floor, (650) 725-2485.

The primary codes of conduct for students are the Fundamental Standard and Honor Code.

THE FUNDAMENTAL STANDARD

Students are expected to observe the Fundamental Standard of student conduct, which was stated by Stanford’s first President, David Starr Jordan, as follows:

“Students 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.”

Actions which have been found to be in violation of the Fundamental Standard include:

- Physical Assault
- Forgery
- Sexual harassment or other sexual misconduct
- Misrepresentation in seeking financial aid, University housing, University meals, or other University benefits
- Driving on campus while under the influence of alcohol
- Misuse of computer equipment or email

There is no standard penalty which applies to violations of the Fundamental Standard. Penalties range from warning to expulsion. Each case is fact specific; considerations include the nature and seriousness of the offense, the motivation underlying the offense, and precedent in similar cases.

THE HONOR CODE

The Honor Code at Stanford is essentially the application of the Fundamental Standard to academic matters. Provisions of the code date from 1921, when the honor system was established by the Academic Council of the University Faculty at the request of the student body and with the approval of the President.

“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 regrading without the instructor’s knowledge and consent
- 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 those, 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 is a one quarter suspension
from the University and 40 hours of community service. In addition, many faculty members issue a “No Pass” for the course in which the violation occurred. The standard penalty for a multiple violation (for example, cheating more than once in the same course) is a three quarter suspension and 60 hours of community service.

**CAREER DEVELOPMENT CENTER**

The Career Development Center (CDC) is committed to educating the Stanford community about the world of work and helping individuals understand their relationship to it. The CDC encourages both undergraduate and graduate students to consider how their academic course work and other experiences may affect their career decisions. Through a variety of programs and services, the Career Development Center staff helps students and alumni clarify their interests, skills, and values; explore possible career fields; and prepare for the job search in a variety of fields. These programs and services include:

- Cardinal Recruiting Program
- Career counseling
- Career interest, skills, and personality inventories
- Career Resource Center, which includes books, periodicals, and handouts
- Fall Career Fair
- Full-time, part-time, internship, and summer job listings available via the world wide web
- Job Connection Day
- Liberal Arts Career Week including the Career and Internship Fairs
- Reference file service
- Workshops on resume writing, interviewing, and the summer and full-time job search process

Check the CDC web page at www.stanford.edu/dept/CDC/ for up-to-date information on programs and events.

The Career Development Center, located at 355 Galvez (the Bakewell Building) is open Monday through Friday from 8:15 a.m. to 4:30 p.m.; telephone (650) 723-3963.

**COWELL STUDENT HEALTH SERVICE**

**Medical Services**—(650) 724-CARE, 724-2273. Cowell offers comprehensive health care to Stanford students, including diagnosis and treatment of acute illness, injury and chronic conditions, and prevention. Medical appointments are available in general medicine, women’s health, gynecology, orthopedics, and sports medicine. Same-Day Care is open for acute illness or injury on a walk-in basis. If consultation with a specialist is needed, students are referred to the appropriate clinic at the Stanford Medical Center.

A nurse is available during office hours to answer routine medical questions by phone. Advice for urgent conditions is provided 24 hours a day by Cowell’s on-call physician. Additional services include pharmacy, physical therapy, Allergy, Injection, and Immunization Clinic; Travel Clinic; physical exams for employment or scholarships; HIV testing; laboratory; and x-ray.

**Counseling and Psychological Services (CAPS)**—(650) 723-3785. CAPS provides individual, couples, and group psychological counseling for students who experience a wide variety of personal, academic, and relationship concerns.

CAPS offers evaluations and brief counseling for registered students without charge. Students requesting or requiring longer, ongoing therapy incur fees. A CAPS on-call clinician may be contacted for urgent situations at any time.

CAPS strictly protects the confidentiality of information shared in counseling.

A team of specially-trained staff is available at (650) 725-9955 to meet the needs of student survivors of sexual assault. CAPS offers workshops and groups that focus on the students’ social, personal, and academic effectiveness. Consultation and outreach services are provided for Stanford’s faculty, staff, and student organizations.

**Health Promotion Services**—(650) 723-0821. Cowell assists students in their pursuit of optimal health, focusing on the positive lifestyle choices that can enhance their lives and contribute to their academic success. Health education workshops and seminars, community events, health advising, academic courses, student projects and internships, and a Health Library address the following issues: alcohol and other drug abuse prevention, nutrition counseling and education, sexual assault and harassment prevention, sexual health education, health enhancement, and self-care.

**Student Health Insurance**—(650) 723-2135. All registered students are required to have health insurance. Cowell offers a comprehensive and affordable University-sponsored insurance plan, Cardinal Care, which is administered and insured by Health Net. Health insurance policies for spouses, domestic partners, children of students, and visiting scholars are available. Voluntary dental insurance is also offered.

**HAAS CENTER FOR PUBLIC SERVICE**

The Haas Center for Public Service serves as a focal point for students, faculty, and staff interested in public and community service. The Haas Center maintains and coordinates volunteer, internship, and community research opportunities for undergraduate and graduate students in the San Francisco Bay Area, nationally and internationally. Through public service education initiatives, the staff assists students and faculty seeking to integrate service-based learning with academic study and administers a Public Service Scholars honors research program.

The Haas Center is the campus base for Stanford in Washington, an academic program that combines seminars, tutorials, and internships in the nation’s capital. The Center also serves as the university partner for the One East Palo Alto Neighborhood Improvement Initiative, a resident-driven community revitalization project (1999-2006). The Center houses various student organizations including Stanford in Government, the East Palo Alto Stanford Academy (EPASA), and Students for Environmental Action at Stanford. It administers numerous fellowship programs that provide financial support to students undertaking public and community service work during the summer and post-graduation. Through the Center’s K-12 school programs, Stanford students serve as tutors, mentors, teaching assistants, and after school recreation leaders in the surrounding communities.

Students interested in public and community service internships, integration of academics and service, community research, volunteer work, and fellowships should visit the Haas Center, see http://haas.stanford.edu, or call (650) 723-0992.

**BOOKSTORE**

Organized in 1897, Stanford Bookstore, (650) 329-1217, located at 519 Lasuen Mall, provides a diverse and necessary selection of books, course materials, and supplies to the students, faculty, staff, and community in and surrounding Stanford. The newly remodeled bookstore carries over 130,000 titles, including a wide selection of books written by Stanford authors, as well as Stanford logo apparel, gifts and souvenirs, periodicals, Photo Express, and a café, making it one of the largest bookstores in the nation. The Computer Store, in the main branch, sells computer hardware and software. Other services include shipping of purchases, gift certificates, book buyback, fax service, postage stamp sales, an ATM machine, and Enterprise Rent-A-Car hotline. There are five branches in addition to the Stanford Bookstore that also serve the community. They are the Stanford Medical/Technical Bookstore Palo Alto, (650) 614-0280, which carries medical and technical books, supplies, stationery, medical instruments, bestsellers, and clothing, The Track House Sports Shop, (650) 327-8870, at the corner of Campus Drive and Galvez Street, Tresidder Express convenience store in Tresidder Union, the Stanford Shop, (650) 614-0295, at the Stanford Shopping Center, and the Bookshop, (650) 725-2775, at the Cantor Center for the Arts. Visit our web site at http://www.stanfordbookstore.com.
CONFERENCES SERVICES

A “conference” is any student or adult group that is not a part of a regular or summer academic session for registered students, whether convening for only part of a day (including a luncheon), overnight, or for several days.

Arrangements for conferences are the responsibility of the Director of Conferences. Summer Conference Services, (650) 723-3126, coordinates conferences from June 23 through September 15. Non-academic Facilities Scheduling in the Registrar’s Office, (650) 723-6755, coordinates conferences September 16 through June 22. Policies concerning conferences are the responsibility of the President’s and Provost’s Offices.

Outside organizations wishing to meet at Stanford must have the sponsorship of a University department. Conferences initiated by organizations within or outside the University must be closely related to the academic program of the University. The sponsoring department submits its proposal to the Director of Conferences for review in terms of available facilities and for approval of the President’s Office.

Arrangements for campus housing and/or meeting room facilities are made with the Director of Conferences.

Housing and dining service accommodations in campus residences usually are available on the Sunday following Commencement until August 31. Assistance with arrangements for tables, chairs, audiovisual aids, signs, and other equipment may be made with Summer Conference Services. For more information, see http://www.stanford.edu/dept/hds/ses/.

OMBUS

The charge to the Ombuds office at Stanford is: “The Ombudsman’s task is to protect the interests and rights of members of the Stanford community from injustices or abuses of discretion, from gross inefficiency, from unnecessary delay and complication in the administration of University rules and regulations, and from inconsistency, unfairness, unre sponsiveness, and prejudice in the individual’s experience with University activities. The Ombudsman’s office exists to receive, examine, and channel the complaints and grievances of members of the Stanford community, and to secure expeditious and impartial redress.”

Any troublesome matter in the University community may be discussed in confidence with the University Ombuds. Services of the office are available to students, staff, and faculty.

Although possessing no decision making authority, the Ombudsperson has wide powers of inquiry. The Ombudsperson will refer matters to the proper person or office expeditiously and, where appropriate, assist in negotiations or provide access to mediation through the Stanford Mediation Center. (For the role of the office of the Ombuds in cases of sexual harassment, see the “Non-Academic Regulations” section of this bulletin.) The Stanford University Ombuds is Ellen Waxman. She can be reached at (650) 723-3682, or ombudsman@stanford.edu. The office is located in Building 310, Room 101, Main Quad. The web site for the office is http://www.stanford.edu/dept/ocr/ombudsperson. The Ombuds for the Medical School is Martha McKee, she can be reached at martha.mckee@stanford.edu.

POLICE SERVICES

The Stanford Department of Public Safety, (650) 723-9633, is located at the corner of Campus Drive and Serra Street. It is composed of several divisions:

Deputized Patrol Officers: uniformed officers patrol the campus and respond to calls. They are fully empowered by Santa Clara County and have authority to stop vehicles, make arrests, and enforce all laws. Plainclothes detectives follow up on cases as necessary.

Community Service Officers: CSOs enforce parking regulations. The http://police.stanford.edu/ citations they issue for parking violations are payable to Santa Clara County and go to warrant if not paid. The night CSOs check on dorm security and provide a uniformed presence.

The Special Services Unit: SSU is a campus resource center providing crime prevention and safety awareness programs to the Stanford community. Its services include pamphlets, videos, and presentations about bicycle safety, earthquake preparedness (earthquake information, 723-0569), personal safety, and property protection. Call 723-0806 to reach the SSU.

For police, fire, or ambulance response at any time, dial 9-1-1, a free call from all pay phones. From University phones (723-, 725-, 497-, or 498-prefix), dial 9-911. Blue Emergency Phone Towers are now in place across campus for emergency assistance.

For additional safety information, see the Stanford Safety and Security Almanac, which is available from the Special Services Unit of the Stanford Department of Public Safety (723-0806). See the Public Safety’s web site (http://police.stanford.edu/) for important crime statistics and security information.

STANFORD EVENTS

Stanford Events is responsible for the production of all official University ceremonies, including New Student Orientation Convocation, Founders’ Day, Commencement, and other ceremonies or events designated by the President’s Office. Stanford Events also communicates University policies that govern events to campus organizations that request to host an event on or off campus. In addition, the Visitor Information Services, Stanford Ticket Office, and the Lively Arts at Stanford function within Stanford Events.

Organizations that may request use of University facilities for public events include academic departments, administrative offices, official organizations of the Association Students of Stanford University (ASSU), and voluntary student organizations registered with the Office of Student Activities (OSA). Voluntary student organizations sponsoring programs must have the approval of the ASSU student financial manager and the OSA before their requests are presented to the Registrar’s Office for scheduling.

Copies of the Public Events Policy Manual, which sets forth University policies and procedures for events, are available from Stanford Events, 537 Lomita Mall, Stanford, CA 94305-2250, or at http://stanfordevents.stanford.edu.

Stanford Ticket Office—The Stanford Ticket Office provides ticketing services including printing, sales, and box office staffing to Stanford University events, except athletics. The Ticket Office handles sales for Stanford Lively Arts, the Department of Music, and various campus organizations. BASS sales are also available through the Ticket Office for events in the greater Bay Area. The Ticket Office is centrally located in the Tresidder Student Union and may be reached by phone at (650) 725-ARTS.

Stanford Lively Arts—Stanford Lively Arts presents a full season of professional, world-class music, dance, and theater performances from around the globe. Venues include Memorial Auditorium, Dinkelspiel Auditorium, Memorial Church, and Frost Amphitheater. For more information about Stanford Lively Arts and coming performances, telephone (650) 725-ARTS, or visit the Lively Arts web site at http://livelyarts.stanford.edu.

Stanford Visitor Information Services—Visitor Information Services provides information about the University and the surrounding area. Services include campus tours, prearranged tours for special areas of interest, and escorted visits to the Hoover Tower Observations Platform. Other services include answering visitor questions, providing directions to various campus locations, and providing parking permits and campus maps. Visitor Information Services operates from three locations on campus: Memorial Auditorium, Hoover Tower, and Tresidder Union.
AWARDS AND HONORS

FACULTY AND STAFF

K N E N N E T H M . C U T H B E R T S O N A W A R D

The Kenneth M. Cuthbertson Award was established in 1981 for recognition of exceptional service to Stanford University. It was established by members of the faculty who wish to remain anonymous. All members of the Stanford community are eligible for the award; the sole criterion is the quality of the contribution that the recipients have made to the University. The award provides a way of honoring the members of the faculty and staff for their efforts on behalf of the University.

Ordinarily, one award is made each year. The award was first presented in 1981 to the person for whom it is named. Kenneth M. Cuthbertson was one of the early architects of Stanford’s long-term financial planning and fundraising program. His service to Stanford has set an enduring standard for those who will come after him. The award is made annually at the University Commencement Ceremony.

LLO Y D W . D IN K E L S P I E L A W A R D S

The Lloyd W. Dinkelspiel Awards recognize distinctive and exceptional contributions to undergraduate education at Stanford University. The two principal awards are made to the faculty or staff members adjudged to have made the most distinctive contribution to the development and enrichment of undergraduate education in its broadest sense. Two awards are also made to graduating seniors who combine academic achievement with effective contributions to undergraduate student life. Preference is given to service in the School of Humanities and Sciences in the area of liberal education. The awards are made from an endowment fund established in memory of Lloyd W. Dinkelspiel, a Stanford alumnus and trustee. The awards are made annually at the University Commencement Ceremony.

W A L T E R J. G O R E S A W A R D S

The Walter J. Gores Faculty Achievement Awards for excellence in teaching were established by bequest of Walter J. Gores, Stanford Alumnus of the Class of 1917 and a professor at the University of Michigan for 30 years. Teaching is understood in its broadest sense and includes, in particular, lecturing, leading discussions, tutoring, and advising at the undergraduate or professional levels. Any member of the teaching staff of the University is eligible for an award, including all faculty of professorial rank, instructors, lecturers, teaching fellows, and teaching and course assistants. Ordinarily, awards are made to a senior faculty member (associate or full professor) or senior lecturer; a junior faculty member or member of the teaching staff; and a teaching assistant (graduate or undergraduate student). The awards are made annually at the University Commencement Ceremony.


The Allan Cox Medal for Faculty Excellence Fostering Undergraduate Research is awarded annually to a faculty member who has established a record of excellence directing undergraduate research over a number of years. It may also go to a faculty member who has done an especially outstanding job with just one or two undergraduates who demonstrated superior work. The medal was established in memory of the former professor of Geophysics and Dean of the School of Earth Sciences, a strong supporter of faculty-student research collaboration.


David Starr Jordan’s firm belief that every academic degree should represent work actually done in or under the direction of the institution granting it has meant that, since its founding, Stanford has awarded no honorary degrees. As a means of recognizing extraordinary individuals who deserve special acknowledgment, the Stanford Alumni Association in 1962 voted to establish the Herbert Hoover Medal for Distinguished Service. The name pays tribute to the former President’s example of service to his University, to his country, and to the cause of world humanitarianism. Indeed, Mr. Hoover was the first award recipient. The gold medal is presented following selection by an anonymous committee appointed by the Chair of the Board of Directors of the Alumni Association. There have been 11 honorees.

S T U D E N T

B O O T H E P R I Z E F O R E X C E L L E N C E I N W R I T I N G

Awarded during the freshman year, the Boothe Prize recognizes excellence in writing. Students are selected for this honor on the basis of essays written for courses fulfilling the Introduction to the Humanities or Writing and Rhetoric requirements. The prize is named for Mr. and Mrs. D. Power Boothe, whose gifts to the University reflect their interest in the humanities.

P R E S I D E N T ’ S A W A R D F O R A C A D E M I C E X C E L L E N C E I N T H E F R E S H M A N Y E A R

The President’s Award honors students who have exceptionally distinguished academic records that exemplify a strong program of study in the freshman year. Students eligible for the award normally have completed Writing and Rhetoric and Introduction to the Humanities requirements during their first year at Stanford.

D E A N S ’ A W A R D F O R A C A D E M I C A C H I E V E M E N T

The deans of Earth Sciences, Engineering, and Humanities and Sciences recognize from five to ten undergraduate students each year for their academic endeavors. Honorees are cited for noteworthy accomplishments which represent more than a high grade point average or success in course work. Faculty nominate students who have exceptional tangible achievements in classes or independent research, national academic competitions, a presentation or publication for a regional or national audience, or exceptional performance in the creative arts.

F I R E S T O N E M E D A L F O R R E S E A R C H

The Firestone Medal is awarded to seniors in recognition of excellence in undergraduate research. Departments in the School of Humanities and Sciences nominate students who have completed outstanding honors projects in the social, physical, and natural sciences.


The Golden Medal recognizes outstanding achievement in the humanities and the creative arts. Seniors receive these medals upon nomination by their major department.


The Hoefer Prize recognizes students and faculty for their work in courses that meet the University Writing Requirement for writing in the major. Prizes are awarded in each of the five areas of the undergraduate curriculum: humanities, social sciences, natural sciences, engineering, and earth sciences.


The School of Engineering annually presents the Terman Award to seniors for outstanding academic achievement. The awardees share their award with a high school teacher of their nomination.
EXCHANGE PROGRAMS AND CROSS-ENROLLMENT AGREEMENTS

Stanford has exchange programs and cross-enrollment agreements with a number of other colleges and universities. The purpose of these programs and agreements is to offer Stanford students courses and training that are not available in the Stanford curriculum.

EXCHANGE PROGRAMS

Stanford has exchange programs with four colleges and universities that allow students to exchange schools for a quarter/semester or for a year, depending on the school. These programs are best suited to students in their junior year, when the major area of study has been determined. Stanford students register for zero units at Stanford during the quarter(s) in which they are attending another college or university and pay the regular Stanford tuition. Courses taken at the other institution are treated as transfer credit back to Stanford. Students should contact the Transfer Credit Evaluator in the Academic Standing Office to determine whether the courses taken through an exchange program may qualify for credit toward a Stanford degree. Only the number of units accepted in transfer, not the course titles or the grades received, are recorded on the Stanford transcript.

Exchange programs are currently available at three historically black institutions: Howard University in Washington D.C.; and Morehouse College and Spelman College in Atlanta, Georgia. The exchange program at Dartmouth College in Hanover, New Hampshire, focuses on Native American Studies. Further information is available at the Undergraduate Advising Center.

GRADUATE

The Exchange Scholar Program is open to doctoral students in the fields of humanities, social sciences, and sciences who have completed one full year of study at one of the participating institutions. These students may apply to study at Stanford for a maximum of one academic year to take advantage of particular educational opportunities not available on the home campus. The participating institutions are Brown University, University of Chicago, Columbia University, Cornell University, Harvard University, Massachusetts Institute of Technology, Princeton University, University of Pennsylvania, and Yale University. Further information on the program may be obtained from the Degree Progress Office, Old Union, or from the graduate dean’s office at participating institutions. Some institutions may place restrictions on specific departments.

Stanford also has separate exchange programs with the University of California, Berkeley and the University of California, San Francisco. Further information may be obtained at the Registrar’s Office.

CROSS-ENROLLMENT AGREEMENTS FOR ROTC

Stanford has cross-enrollment agreements for the Reserve Officers’ Training Corps (ROTC) with the Navy and the Marine Corps ROTC program at the University of California at Berkeley, the Army ROTC program at Santa Clara University, and the Air Force ROTC program at San Jose State University. The purpose of these agreements is to allow Stanford students to engage in military training while working on their degrees from Stanford. Courses taken in ROTC programs are offered by and through UC Berkeley, Santa Clara, and San Jose State. The courses do not qualify to be used towards the 12 unit requirement for full-time registration status or satisfactory academic progress requirements for Stanford undergraduates. Certain ROTC courses may be eligible to be used as transfer credit if they qualify under Stanford’s transfer credit practices.

Normally, students who participate in ROTC training complete a four-year course of instruction at the respective institution that consists of two years of basic courses during the freshmen and sophomore years, and an advanced course of instruction during the junior and senior years. Students who accept ROTC scholarships are generally subject to a service obligation, depending on the regulation of the particular service.

Stanford students who are enrolled in ROTC programs under the cross-enrollment agreements are eligible to compete for scholarships to include full tuition and a monthly stipend (Navy and Air Force), or other varying amounts (Army). Students normally compete for national scholarships as high school seniors, although current Stanford students may be eligible to enroll in ROTC on a non-scholarship basis. Non-scholarship ROTC students are eligible to compete for scholarships, and individual services may offer additional scholarship programs to current qualifying undergraduate and graduate students. Interested students should contact the appropriate military professor at the host institution to obtain information on these programs and to initiate application procedures (see below).

Students who satisfactorily complete an ROTC program and are awarded a Stanford degree qualify for a commission as a Second Lieutenant in the U.S. Army, an Ensign in the U.S. Navy, a Second Lieutenant in the U.S. Marines, or a Second Lieutenant in the U.S. Air Force.

For questions concerning the ROTC programs, Stanford students should consult one of the following: Naval ROTC, 152 Hearst Gym, University of California, Berkeley, CA 94720-3640, telephone (800) 430-3014; Army ROTC, Department of Military Science, Santa Clara University, Santa Clara, CA 95053, telephone (800) 227-7682; Air Force ROTC, San Jose State University, San Jose, CA 95192-0051, telephone (408) 924-2960.
The Evolution of the United States Air Force Air and Space Power
—The Foundations of the United States Air Force
—Freshman year.

Field Training—Sophomore year.

Air Force Leadership Studies—Junior year.

National Security Affairs/Preparation for Active Duty—Senior year.

Leadership Laboratory—Mandatory and complements the list above. During freshman and sophomore years, includes the study of Air Force customs and courtesies, drill and ceremonies, and military commands. During junior and senior year, it consists of advanced leadership experiences involving the planning and controlling of military activities of the cadet corps, the preparation and presentation of briefings, and other oral and written communications.

ARMY ROTC

The following are offered by Santa Clara University:

Fundamentals of Leadership and Management—Basic course. First and second year are designed for beginning students who want to qualify for entry into the Advanced Course in a normal progression. Introduces key terms needed to address the leadership challenges and problem solving methods used in the Advanced Course. Communication skills are taught, practiced, and mastered, ensuring that students entering the Advanced Course are prepared to take charge of groups and organize the activities of the group in problem solving exercises and labs. Associated extracurricular activities are: the leadership reaction course; a physically challenging confidence course; rappelling, marksmanship, and competitive orienteering.

The following are offered for the Army ROTC Basic Course:

Basic Leadership Development and Communicative Skills—Freshman year.

History of the U.S. Army Military Profession—Freshman year.

Applied Leadership Development—Freshman year.

Organizational Leadership Theory—Freshman year.

Team Development—Sophomore year.

Troop Leading Procedures/U.S. Army—Sophomore year.

Advanced Leadership and Management—Advanced sophomores. This sequence is open to students who have completed the Basic Course or earned placement credit for it. Placement credit can be achieved through prior military training or completion of the six-week summer course known as Camp Challenge at Fort Knox, Kentucky. Students who want to qualify for the Advanced Course, via Camp Challenge, should plan to attend the camp as early as the summer before their junior year at Stanford. Students must complete the Advanced Course in the sequence prescribed by the Department of Military Science at Santa Clara University.

The following are offered for the Army ROTC Advanced Course:

Leading Small Organizations I—Junior year.

Leading Small Organizations II—Junior year.

Advanced Tactics—Junior year.

ROTC Advanced Camp—Junior year. Six-week summer camp. Open only to contracted students who have completed junior year courses and who are seeking a commission in the U.S. Army.

Leadership Challenges and Goal Setting—Senior year.

Transition to Lieutenant—Senior year.

Precommissioning Seminar—Senior year.

NAVAL ROTC

The Department of Naval Science at UC Berkeley offers programs of instruction for men and women leading to active duty reserve commissions in the U.S. Navy or U.S. Marine Corps. Navy option students enrolled in one of the four-year programs normally complete the following courses during the first two years.

NS1. Introduction to Naval Science—Freshman year.

NS2. Sea Power and Maritime Affairs—Freshman year.

NS3. Leadership and Management—Sophomore year.

NA10. Ship Systems—Sophomore year.

Navy option students enrolled in either the four- or two-year program normally complete the following courses during their junior and senior years.

NS12A. Navigation and Naval Operations I—Junior year.

NS12B. Navigation and Naval Operations II—Junior year.

NS401. Naval Ship Systems—Senior year.

NS412. Leadership and Ethics—Senior year.

In addition to the above courses, Navy option ROTC students are required to participate in weekly professional development laboratories (drill) at UC Berkeley and complete a number of other courses at Stanford including one year of calculus, physics, and English, and one quarter of computer science, leadership and management, and military history or national security policy.

In lieu of NS401, NA10, and NS12B, Marine option students may participate in Marine Seminars and complete MA154, History of Littoral Warfare and MA20, Evolution of American Warfare (or a designated equivalent course). Marine option students also participate in the weekly professional development laboratories.

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