Welcome to Stanford

On October 1, 1891, more than 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 AND JANE STANFORD

Although he was educated as a lawyer, Leland Stanford came to California in 1852 to join his five brothers in their mercantile business in the gold fields; Jane Stanford followed in 1855. 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 technically 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 Stock 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 Francisquito 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, who performed heroically in keeping the University functioning during difficult times following Leland Senior’s death in 1893, turned over control to the Board of Trustees. The founding gift has been estimated at $25 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 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 Iris and B. Gerald Cantor Center for Visual Arts at Stanford University’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 Leland Stanford Junior 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 Australia, Berlin, Florence, Kyoto, Moscow, Oxford, Paris, and Santiago.

STANFORD PEOPLE

By any measure, Stanford’s faculty, which numbers approximately 1,700, is one of the most distinguished in the nation. It includes 17 Nobel laureates, 4 Pulitzer Prize winners, 21 National Medal of Science winners, 135 members of the National Academy of Sciences, 225 members of the American Academy of Arts and Sciences, 82 members of the National Academy of Engineering, and 25 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 freshman, sophomore, and advanced seminars.

Enrollment in Autumn Quarter 2002 totaled 14,339, of whom 6,731 were undergraduates and 7,608 were graduate students. Like the faculty, the Stanford student body is distinguished. Approximately 12 students apply to Stanford for every place in the freshman class. 81 Stanford students have been named Rhodes Scholars and 59 have been named Marshall Scholars. The six-year graduation rate for students who entered Stanford University full-time in 1996 was 92.53 percent. Stanford awarded 4,469 degrees in 2002, of which 1,692 were baccalaureate and 2,777 were advanced degrees.

Stanford students also shine in an 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 34 Division I varsity sports. Of Stanford’s 95 NCAA team titles, 68 have been captured since 1980, placing Stanford at the top among the nation’s most title-winning schools during that time. In 2002-03, Stanford won 2 NCAA team titles in men’s water polo, and men’s cross-country, and won the Director’s Cup, emblematic of the top overall athletic program in the country, for the ninth consecutive year. 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 34 Stanford athletes and coaches taking part in the 2000 Olympics in Sydney. Over the last three summer Olympics, Stanford athletes and coaches have won a combined 47 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 (Carly Fiorina, ’76, heads Hewlett-Packard, Scott McNealy, ’80, founded Sun Microsystems, and Chih-yuan (Jerry) Yang, ’84, 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 Stanford President John Hennessy, who said in his message in the 2002 Annual Report, “Our bold entrepreneurial spirit has its roots in the founders and our location in the pioneering West. In 1904, Jane Stanford defined the challenge for the young University ... Each generation at Stanford has taken this to heart and boldly launched new efforts, from the classroom to the laboratory ... We will continue to innovate and invest in the future ... The pioneering spirit that led the founders and early leaders to ‘dare to think on new lines’ continues to guide us.”
University Governance and Organization

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ORGANIZATION

BOARD OF TRUSTEES

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 elected. They serve a five-year term.

Officers of the Board—The officers of the board are a chair, one or more vice chairs, a secretary, and an assistant 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 and Compliance; 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, Chief Executive Officer of Stanford Management Company, President of Stanford Alumni Association, Vice President for Development, Vice President for Public Affairs, and Vice President 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 University Committees, as follows:

Advisory Panel on Investment Responsibility and Licensing (AP-IR)
Committee on Athletics, Physical Education, and Recreation (C-APER)
Committee on Environmental Health and Safety (C-EH&S)
Committee on Faculty Staff Human Resources (C-FSHR)
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 Policy, 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 Computing and Information Systems (C-ACIS)
Committee on Graduate Studies (C-GS)
Committee on Libraries (C-Lib)
Committee on Research (C-Res)
Committee on Review of Undergraduate Majors (C-RUM)
Committee on Undergraduate Admissions and Financial Aid (C-UAFA)
Committee on Undergraduate Standards and Policy (C-USP)

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, participates in recommending 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

UNDERGRADUATE

MATRICULATED STUDY

Stanford’s undergraduate community is drawn from throughout the United States and many other countries. It includes students 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, natural sciences, social 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. 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 financial status, except in the case of international students (students who are neither U.S. citizens nor permanent residents).

Stanford welcomes 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.

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. Some 75-100 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 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 who they believe will benefit most from the University’s resources, contribute energetically to its community and to the education of their classmates, and go on to lead lives of intellectual, personal, and societal accomplishment and fulfillment.

Because application procedures, requirements, and deadlines vary from year to year, specific information regarding application for admission as either a freshman or transfer student should be obtained by contacting the Office of Undergraduate Admission, Stanford University, 520 Lasuen Mall, Old Union Building, Room 232, Stanford, CA 94305-3005; admission@stanford.edu; or http://admission.stanford.edu.

NONMATRICULATED STUDY

Permission to enroll at Stanford as a nonmatriculated student during Autumn, Winter, and Spring Quarters is not routinely approved except under extenuating circumstances. Nonmatriculated students authorized to enroll at Stanford University are not admitted to any Stanford degree program and are permitted to register for a specific period, usually one, two, or three quarters. Financial assistance from Stanford University is not available. Permission to enroll as a nonmatriculated student does not imply subsequent admission as a matriculated student. Students interested in nonmatriculated status during the Autumn, Winter, and Spring quarters should contact the Office of the University Registrar, not the Office of Undergraduate Admission.

High School Nonmatriculated Students—Local high school students are eligible to be considered to attend Stanford as nonmatriculated students on a limited basis when they have exhausted all of the courses in a given discipline offered by their high school. Nonmatriculated high school students are permitted to enroll in one course per quarter and are required to pay the applicable tuition. Permission from the academic department and the Registrar is required.

Summer Session—Students wishing to enroll as nonmatriculated students during Summer Quarter should contact the Summer Session Office for more information about the Summer Visitor Program. Admission to the Summer Visitor Program does not imply regular admission to Stanford for subsequent quarters or to one of Stanford’s regular degree programs.

GRADUATE

MATRICULATED STUDY

Applicants from colleges and universities of recognized standing who hold a U.S. bachelor’s degree or its equivalent are eligible to be considered for admission for graduate study. Details regarding degrees offered in specific departments are given in the Guide to Graduate Admission. The number of applicants who can be admitted for work in a particular field of study at any time is limited by the facilities and programs of the school or department and by the number of matriculated students who continue their work in that field.

The Coterminal Degree Program—This program permits matriculated Stanford undergraduates to study for bachelor’s and master’s degrees simultaneously in the same or different departments. Application policies and procedures are established by each master’s department. Applications must be submitted no earlier than the student’s completion of 105 units, or eighth quarter of undergraduate study. Stanford quarters and transfer quarters are included (calculated by dividing the total allowable transferred units by 15). Applications must be submitted and approved no later than the eleventh quarter of undergraduate study. Applications must be submitted and approved no later than the eleventh quarter of undergraduate study. (Stanford quarters and transfer quarters included and calculated as above.) Students who decide to apply for admission to master’s programs after these deadlines are not eligible for the coterminal program and must apply through the regular graduate admission process.

APPLICATION PROCESS

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 www.stanford.edu/dept/registrar. The Guide to Graduate Admission may be obtained from Graduate Admissions, Office of the University Registrar, 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, Office of the University Registrar, Old Union, Stanford University, Stanford, CA 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, CA 94305-5015 for information and application forms.
ADMISSION AND FINANCIAL AID

Law—Applicants should write to Director of Admissions, School of Law, Stanford University, Stanford, CA 94305-8610. The Law School Admissions Test is required.

M.D. Program—Applicants should write to Admissions Committee, School of Medicine, 251 Campus Drive, MSOB X341, Stanford, CA 94305-5404 for an AMCAS (American Medical College Application Service) application request card and information about the M.D. program. Applications and transcripts must be received by AMCAS by November 1. The Medical College Admissions Test is required.

Coterminal Master’s Program—Interested Stanford undergraduate students should contact directly the department in which they wish to pursue a master’s degree and must adhere to the application deadlines described in the “Coterminal Degree Program” above.

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 Director of Graduate Admissions on the basis of relevant factors, including a 3.0 GPA and positive letters of recommendation.

Applicants who graduated from other universities are not eligible to take the prerequisites for Medical School at Stanford.

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 Office of the University Registrar.

Students who are granted nonmatriculated status may register for a maximum of one academic year. Nonmatriculated status is a privilege and not a right; the nonmatriculated status may be revoked at the University’s discretion and after consideration of such factors as the University considers relevant in the particular case at the end of any quarter of enrollment.

Nonmatriculated students are not permitted to enroll in certain courses, as those in the following departments or programs: film and broadcasting, 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 a maximum of 15 units of nonmatriculated study toward the residency requirement for a master’s degree and 30 units for the Engineer or Ph.D. degree.

Application forms for nonmatriculated status during the regular academic year are available from Graduate Admissions, Office of the University Registrar, 520 Lasuen Mall, Old Union Building, Stanford, CA 94305-3005. Deadlines for applying are included with the forms and are generally required two months before the start of the quarter.

Applicants interested in nonmatriculated student status for the Summer Quarter only should contact the Summer Session Office, 482 Galvez Mall, Stanford, CA 94305-3005.

POSTDOCTORAL SCHOLARS

Postdoctoral scholars are trainees in residence at Stanford University pursuing advanced studies beyond the doctoral level in preparation for an independent career. Postdoctoral scholars are appointed for a limited period of time and may participate on Stanford research projects and/or may be supported by external awards or fellowships. In all cases, their appointment at Stanford is for the purpose of advanced studies and training under the sponsorship of a Stanford faculty member.

Postdoctoral appointments are generally restricted to those who have earned their Ph.D. within the last three years or their M.D. within the last six years. Postdoctoral scholars are appointed at Stanford for fixed terms (preferably of one year’s duration each) that may total up to four years.

All postdoctoral scholars appointed at Stanford must be supported by either Stanford grants and contracts, training grants, departmental or school fellowship funds, or external fellowships, or by a combination of these sources. In addition, all postdoctoral scholars also receive a benefits package including medical, dental, life, and disability insurance. Scholars are normally appointed for 100% time.

All postdoctoral scholars must be registered at Stanford during every academic quarter of their appointment. Registration entails payment of a quarterly postdoctoral fee, which is paid by the academic department or school appointing the scholar.

Prospective postdoctoral scholars should write directly to the department in which they wish to study.

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 available only at Stanford.

In these instances, since the person is not eligible for Visiting Scholar status, they may be eligible to register as nonmatriculated graduate students in the Visiting Researcher category for a maximum of one year. Invited persons must be qualified to conduct research at a level comparable to that of other Stanford graduate students, and the research must be of benefit to Stanford as well as to the visitor. Admission forms for visiting researchers are submitted to the Registrar’s Office by the department issuing the invitation.

Visiting researchers are charged the TGR (Terminal Graduate Registration) 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 a DS 2019 for a J-1 visa issued by the Bechtel International Center and must register each quarter, including Summer Quarter, to maintain their visa status.

VISAS FOR FOREIGN STUDENTS

Stanford is authorized under federal law to enroll nonimmigrant 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 a DS 2019 Certificate of Eligibility issued by Stanford University or a sponsoring agency. This visa is required for graduate students sponsored by certain agencies, foundations, and governments. In some cases, Exchange-Visitors must leave the United States at the conclusion of their programs, may not change visa status, and may not apply for permanent residency in the United States until they have returned to their home countries for at least two years. The spouse of an Exchange-Visitor enters on a J-2 visa and may, in some cases, obtain permission to work.

The certificate of eligibility is issued to a student accepted for admission only upon receipt of evidence of satisfactory proficiency in the English language and certification of adequate financial support. A student transferring from another school must obtain a new visa with a Stanford certificate of eligibility.

Information on visas is sent to admitted graduate students from the Graduate Admissions Office. Information on visas for postdoctoral scholars and visiting researchers may be obtained from the Bechtel International Center.

The University requires that all students who are not U.S. citizens or permanent residents maintain a visa status that allows registration as students.

FINANCIAL AID

UNDERGRADUATE

The University has a comprehensive need-based financial aid program for its undergraduate students (except some international students) who meet various conditions required 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 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 who bring diversity to the Stanford student body. If the University-determined need is greater than the self-help expectation, Stanford awards scholarship or grant funds to meet the remaining need.

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 PROCESS

FILING DEADLINES

Prospective freshmen  Single Choice-Early Action, November 1, 2003
Prospective freshmen  Regular Review, February 1, 2004
Prospective transfers  March 15, 2004
Returning students  April 15, 2004

APPLICANT DOCUMENTS

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 should submit the following documents. Canadians file the following except the FAFSA.

1. Free Application for Student Aid (FASFA), 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, 2004, for Cal Grant consideration.
2. The PROFILE processed by the College Scholarship Service (CSS).

A complete application for U.S. citizens and permanent residents applying for Stafford loan consideration only includes:

1. Free Application For Federal Student Aid (FAFSA), which must be processed by the federal processor.

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 funds withheld 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 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 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.

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 the 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.
VETERANS' BENEFITS

Undergraduate students who have been admitted to candidacy, completed all required courses and degree requirements other than the University oral exam and dissertation, accrued 10.5 quarters of residency, or completed 135 units (if

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 cotermination students, but some departments may award research and teaching assistantships as part of the educational program to certain cotermination 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

The Honors Cooperative Program (HCP) is the only part-time graduate program offered by Stanford University. It allows working professionals, who may be eligible for tuition reimbursement through their employer, an opportunity to earn a graduate degree in engineering, computer science, or biomedical informatics on a part-time basis.

Prospective HCP students apply to the department in which they would like to pursue a graduate degree through the normal graduate admissions process, and compete with all other applicants for admission to the program. Once admitted, HCP students implement degree study through the Stanford Center for Professional Development (SCPD). Courses are delivered online and broadcast locally. HCP students are also welcome to attend classes on campus, and some on-campus attendance may be required depending on the degree track.

To participate, industry students must have the support of their employer as a member company of the Stanford Center for Professional Development. This employment requirement is waived for Stanford University alumni and for members of the military on active duty. For more information, see http://scpd.stanford.edu, or call (650) 725-3000.

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 University 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. In addition, students must have their department approve their study lists as meeting graduation requirements before the Office of the University Registrar can certify the courses for Veterans Affairs.
under new residency policy), and submitted a Doctoral Dissertation Reading Committee form may request Terminal Graduate Registration status to complete their dissertations. Students pursuing Engineer degrees may apply for TGR status after admission to candidacy, completion of all required courses, and six quarters of residency, or completion of 90 units (if under new residency policy). Students enrolled in master’s programs with a required project or thesis may apply for TGR status upon completion of all required courses and completion of 45 units.

TGR status may also be granted for one quarter only to a graduate student who is returning after a leave of absence or after reinstatement, or to graduate students who register for one final term to take a University Oral Examination, submit a thesis or dissertation, or file an Application to Graduate. Doctoral students applying 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 for master’s and Engineer students are as above.

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. TGR students register at a special tuition rate: $1,650 in 2003-04. 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 Office of the University Registrar in the Old Union Building.

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 School of Engineering may register at the 8-, 9-, or 10-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. 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.

INTERNATIONAL STUDENTS

F-1 or J-1 visas are required by the U.S. Department of Homeland Security. International students must be registered as full-time students during the academic year. Summer Quarter registration is not required. International graduate students comply with immigration regulations while enrolled for partial tuition if their Stanford fellowships or assistantships require part-time enrollment, if they are in TGR status, or if they are in the final quarter of a degree program. Nonmatriculated international students must register for at least 8 units.

FEES

APPLICATION FEE

Contact the Undergraduate Admissions Office for information about the undergraduate application fee and the Graduate Admissions section of the Registrar’s Office for the current graduate application fee. Application fees for the School of Law, the School of Medicine, and the Graduate School of Business vary by program. Fees are payable at the time of application and are not refundable.

ASSU FEES

The Associated Students of Stanford University (ASSU) fees are established by student vote in Spring Quarter. Fees directly fund activities of student organizations and not operations of ASSU. The 2003-04 fees are:

Undergraduates—Autumn, $88; Winter, $92; Spring, $89
Graduates—Autumn, $34; Winter, $33; Spring, $34
Law—Autumn, $34; Spring, $67

Fees are assessed each term. All fees are refundable. Refunds can be requested during the first three weeks of each quarter on the ASSU web site at http://assu.stanford.edu. Those eligible are mailed refund checks by the eighth week of the quarter.

DOCUMENT FEE

Stanford charges a one-time Document Fee to all students admitted to new degree or non-degree programs in 1993 or later. The fee is paid once only, regardless of the number of degrees a student may ultimately pursue. It covers the cost of a variety of University administrative services such as enrollment and degree certification, course drops and adds done before published deadlines, diplomas, and official transcripts and their production.

HEALTH INSURANCE FEE

The University requires all registered students to carry medical insurance to provide coverage for services not provided by Vaden Health Service. Students are enrolled in and charged for the Stanford student health insurance plan, unless they have completed waiver procedures by the second day of instruction. Those who carry medical insurance through an alternate carrier are generally eligible for waiver of the health insurance fee.

SPECIAL FEES

New Student Orientation Fee—A fee is charged to all entering undergraduates for the costs of orientation, including room and board, and for the cost of class dues to provide funds for later activities of the class.

School of Law Course Materials Fee—A fee is charged each semester to School of Law students for supplementary course materials.

Late Fees—Charges are imposed for late submission of study lists and any changes to the study list after published deadlines. Amounts are listed in the quarterly Time Schedule.

Laboratory Fee—Students in chemistry laboratory courses are charged a nonrefundable fee.

Music Practice; Athletics, Physical Education, Recreation; and Dance—Courses for which special fees are charged are indicated in the Time Schedule.

Dissertation Fee—Each Ph.D., D.M.A., and Ed.D. candidate is charged a fee to cover the cost of microfilming and binding the dissertation and the cost of publishing the abstract.

International Scholar Service Fee—A one-time fee for Visa authorization documents is charged to international postdoctoral and visiting scholars.
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 2003-04 academic year are as follows:

<table>
<thead>
<tr>
<th>Residences</th>
<th>Aut</th>
<th>Win</th>
<th>Spr</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Single Student Residences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence Halls and</td>
<td>$1,669</td>
<td>$1,548</td>
<td>$1,508</td>
<td>$4,275</td>
</tr>
<tr>
<td>University-operated houses</td>
<td>$2,051</td>
<td>$1,858</td>
<td>$1,810</td>
<td>$5,719</td>
</tr>
<tr>
<td>Theme or self-operated houses</td>
<td>$2,003</td>
<td>$1,858</td>
<td>$1,810</td>
<td>$5,671</td>
</tr>
<tr>
<td>Theme house, non-Raw (East)</td>
<td>$1,830</td>
<td>$1,658</td>
<td>$1,615</td>
<td>$5,103</td>
</tr>
<tr>
<td>Chain, Fraternity, Sorority, or</td>
<td>$1,887</td>
<td>$1,750</td>
<td>$1,705</td>
<td>$5,342</td>
</tr>
<tr>
<td>student-cleaned houses with</td>
<td>$1,867</td>
<td>$1,732</td>
<td>$1,687</td>
<td>$5,285</td>
</tr>
<tr>
<td>professional cooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mirrielee (apartments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rains Houses (double occupancy)</td>
<td>$1,967</td>
<td>$1,761</td>
<td>$1,738</td>
<td>$5,466</td>
</tr>
<tr>
<td>Richard W. Lyman (apartments)</td>
<td>$1,967</td>
<td>$1,761</td>
<td>$1,758</td>
<td>$5,466</td>
</tr>
<tr>
<td>Residences:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Single Student</td>
<td>Dormitories (single occupancy)</td>
<td>$1,595</td>
<td>$1,428</td>
<td>$1,410</td>
</tr>
<tr>
<td>Rains Houses (double occupancy)</td>
<td>$1,126</td>
<td>$1,008</td>
<td>$995</td>
<td>$3,129</td>
</tr>
<tr>
<td>(apartments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard W. Lyman (apartments)</td>
<td>$1,967</td>
<td>$1,761</td>
<td>$1,738</td>
<td>$5,466</td>
</tr>
<tr>
<td>Schwab Residential (apartments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schwab Residential Center</td>
<td>$1,444</td>
<td>$1,329</td>
<td>$3,025</td>
<td>$10,361</td>
</tr>
<tr>
<td>Escondido Village (single stude</td>
<td>Studio (single occupancy)</td>
<td>$2,476</td>
<td>$2,217</td>
<td>$2,188</td>
</tr>
<tr>
<td>1 bedroom (double occupancy)</td>
<td>$1,335</td>
<td>$1,195</td>
<td>$1,180</td>
<td>$3,710</td>
</tr>
<tr>
<td>2 bedroom (double occupancy)</td>
<td>$1,967</td>
<td>$1,761</td>
<td>$1,738</td>
<td>$5,466</td>
</tr>
<tr>
<td>2 bedroom (triple occupancy)</td>
<td>$1,335</td>
<td>$1,195</td>
<td>$1,180</td>
<td>$3,710</td>
</tr>
<tr>
<td>3 bedroom</td>
<td>$1,778</td>
<td>$1,592</td>
<td>$1,572</td>
<td>$4,942</td>
</tr>
<tr>
<td>Couples without Children:</td>
<td>1 bedroom</td>
<td>$3,351</td>
<td>$3,000</td>
<td>$2,961</td>
</tr>
<tr>
<td>2 bedroom loft</td>
<td>$3,812</td>
<td>$3,413</td>
<td>$3,368</td>
<td>$10,593</td>
</tr>
<tr>
<td>Students with Children:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escondido Village</td>
<td>1 bedroom</td>
<td>$1,035</td>
<td>$1,035</td>
<td>$1,035</td>
</tr>
<tr>
<td>1 bedroom</td>
<td>$1,187</td>
<td>$1,187</td>
<td>$1,187</td>
<td>$3,561</td>
</tr>
<tr>
<td>3 bedroom</td>
<td>$1,433</td>
<td>$1,433</td>
<td>$1,433</td>
<td>$4,300</td>
</tr>
<tr>
<td>4 bedroom</td>
<td>$1,703</td>
<td>$1,703</td>
<td>$1,703</td>
<td>$5,110</td>
</tr>
</tbody>
</table>

* All rates are approximate and subject to change.

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 Student Financial Services office, Old Union, Room 105, Stanford University, Stanford, CA 94305-3025.

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

Residential Education promotes the idea that living and learning are integrated, not separate and that formal teaching, informal learning, and personal support in residences is integral to a Stanford education. Meals play a key role in this mission of community building, leading, and learning. Therefore, residents of University-managed housing with a Stanford Dining facility (Branner, Florence Moore, Lakeside, Manzanita, Murray, Ricker, Stern, Wilbur, and Yost) are required to purchase meal plans.

Stanford Dining is committed to providing Meal Plans for every appetite as well as offering maximum flexibility of dining locations across campus.

Residential and Dining Enterprises provides three types of dining services: All-You-Care-to-Eat, A la Carte, and Open Kitchen. Costs range from $3,949 to $4,648 for the academic year, and are billed on a quarterly basis. Costs for each plan are listed in the table of student meal plan rates at http://dining.stanford.edu/residential/mealplanrates.htm.

All-You-Care-to-Eat Meal Plans—when students enter the dining hall, their ID cards are swiped once. During the visit, they may make have unlimited trips through the food service lines, eating as much as they want.

A la Carte Meal Plans—students may use meal plan points however they choose. In the dining hall, they can choose what they want to eat and pay via points.

Yost and Murray Open Op—Yost and Murray each offer a unique meal plan customized to the house’s specific configuration and needs.

A complete description of these plans is included in the Residential Dining section at http://dining.stanford.edu.

Cardinal Dollars

Cardinal Dollars allow increased dining flexibility along with a meal plan by providing dining facility choices outside of a student’s residence. Cardinal Dollars can be used in all residence dining halls, Stanford Dining’s late night eateries, and all cafes on campus operated by Stanford Dining.

Students can purchase meal plans with Cardinal Dollars attached or, if they do not have a Stanford Dining Meal Plan, they can also purchase Cardinal Dollars, putting them on their Stanford ID card.

One Cardinal Dollar is equivalent to $1.00. With Cardinal Dollars, students receive a 10% bonus. To purchase or renew, call, email, or visit Stanford Dining’s office. Cardinal Dollar purchases can be charged to a credit card or to a SUNet ID.

All Cardinal Dollars roll over from quarter to quarter within the academic year without expiring. Unused Cardinal Dollars expire at the close of Summer Quarter.

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 key-changing 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-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.

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.
Tuition

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

Annulled Registration

Students who take a leave of absence 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 Interruption 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 takes a leave of absence 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 Office of the University Registrar. 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 (for a maximum of two years) while in good standing may enroll in the University for a subsequent quarter with 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.

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.

Refunds

For example: you are an undergraduate who was charged the tuition rate of $9,521 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 $119.01 per day) or $2,023.17.

Separate schedules exist for 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 last attended classes.

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).

Per Diem Tuition Charges for Students Who Take a Leave of Absence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Undergraduate Tuition</th>
<th>Graduate Full Tuition</th>
<th>Graduate 8-9-10 Engr. Tuition</th>
<th>Graduate Engr. 8-9-10 Unit Rate</th>
<th>Last Date for Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>$119.01</td>
<td>$126.89</td>
<td>$127.18</td>
<td>$82.50</td>
<td>Nov. 10</td>
</tr>
<tr>
<td>Winter</td>
<td>$128.66</td>
<td>$137.18</td>
<td>$137.49</td>
<td>$89.19</td>
<td>Feb. 19</td>
</tr>
<tr>
<td>Spring</td>
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<td>$140.99</td>
<td>$141.16</td>
<td>$91.67</td>
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</tr>
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<td>Summer</td>
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<td>$187.98</td>
<td>$189.36</td>
<td>$122.22</td>
<td>July 23</td>
</tr>
</tbody>
</table>

Students who take a leave of absence 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, or on some other appropriate basis.
University housing is available to enrolled 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://www.stanford.edu/dept/resed/, 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, custodial services and maintenance are provided by Residential and Dining Enterprises (see http://www.stanford.edu/dept/hds/ 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 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
RESIDENTIAL EDUCATION 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 and quarterly waiting lists. Undergraduates who enter Stanford as freshmen are guaranteed four years of University housing if they apply by the appropriate Draw deadline. 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.

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 Building, Room 214, Stanford University, Stanford, CA 94305-3012, or telephone (650) 723-3906. During early September, temporary accommodations are available in student residence halls 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.

ASSIGNMENT TO GRADUATE RESIDENCES

Approximately 64 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 University housing while enrolled, and new matriculated doctoral students with children who apply by the Lottery deadline are assured six years of University housing while enrolled. 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 residence halls, 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.

ASSIGNMENT TO GRADUATE RESIDENCES

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.
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 Undergraduate Standards and Policy (C-USP), 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 and credit/no credit basis cannot be counted towards the 180-unit 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 as freshmen prior to Autumn Quarter 2001 and students admitted as transfers.) A minimum of 90 units (including the last 15) at Stanford. In special cases, students who have earned at least 90 units in resident work and who have completed the General Education, Writing, and Language Requirements, as well as all major/minor requirements, may petition for a waiver of the last 15 units-in-residence requirement.
5. (Students admitted as freshmen Autumn Quarter 2001 and 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 General Education, Writing, and Language Requirements, as well as all major/minor 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 Individually 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-USP, and have fulfilled requirements 1, 2, and 4/5 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 and credit/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. (Students admitted as freshmen prior to Autumn Quarter 2001 and students admitted as transfers.) 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 General Education, Writing, and Language Requirements, as well as all major/minor requirements, may petition for a waiver of the last 15 units-in-residence requirement.
5. (Students admitted as freshmen Autumn Quarter 2001 and thereafter.) A minimum of 180 units (including the last 15) at Stanford. In special cases, students who have earned at least 180 units in resident work and who have completed the General Education, Writing, and Language Requirements, as well as all major/minor requirements, may petition for a waiver of the last 15 units-in-residence requirement.

A student interested in dual bachelor’s degrees should file a “Statement of Intention to Declare Dual Degrees” with the University Registrar’s Office no later than two quarters in advance of completing the program. The statement is submitted on a standard petition form along with recommendations of appropriate representatives of 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.

SECOND 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 Subcommitte on Academic Standing 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. The Subcommitte on Academic Standing may determine whether the application for a second degree will be approved and/or the conditions a student must meet in order to be allowed to earn a second degree. A recommendation of the major department for the second bachelor’s degree must accompany the application.

Generally, a holder of a B.A. or B.S. degree may not apply for the Bachelor of Arts and Sciences degree, although a student may submit a petition for exception. The Office of the University Registrar’s Academic Standing section in Old Union reviews these petitions. A student approved for this program may register as an undergraduate and is subject to the current 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 the 11th quarter of undergraduate study. Full-time enrollment during Summer Quarters, as well as allowable 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 12 full-time undergraduate quarters is identified as the first graduate quarter for tuition assessment. Beginning with this quarter, coterminal students are subject to graduate student policies and procedures (including those described in the “Graduate Degrees” section of this bulletin) in addition to undergraduate minimum progress standards. These policies include continuous registration or leaves of absence for quarters not enrolled and minimal progress guidelines.

In the first graduate quarter, a coterminal student is assigned an advisor in the master’s department for assistance in planning a program of study to meet the requirements for the master’s degree. The plan is outlined on the Program Proposal for a Master’s Degree, which is approved by the master’s department by the end of the first graduate quarter. Authorizations for master’s programs expire three calendar years from the first graduate quarter. An extension requires review of academic performance by the department.

The specific University residency, unit requirement, and additional policies for a bachelor’s/master’s program are described under Residency and Unit Requirements in Coterminal Programs in the “Graduate Degrees” section of this bulletin.

Conferral of each degree is applied for separately by the deadlines given in the University Time Schedule. The master’s degree must be conferred simultaneously with, or after, the bachelor’s degree.

DEGREE REQUIREMENTS

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 inter-disciplinary 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 GENERAL EDUCATION REQUIREMENTS

PURPOSE

The General Education Requirements are an integral part of undergraduate education at Stanford. Their purpose is two-fold: 1) 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 2) 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 University 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 University 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.

AREA REQUIREMENTS

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 I 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—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

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 University Registrar’s External Credit Evaluation staff determines, after appropriate faculty consultation, whether the work is comparable to any of the specifically certified courses or course sequences.

THE WRITING AND RHETORIC REQUIREMENT

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

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

The current Writing and Rhetoric requirement, effective in 2003, includes courses at three levels. The first two levels are described in more detail below. Writing-intensive courses that fulfill the third level, the Writing in the Major (WIM) requirement, are designated under individual department listings.

All undergraduates must satisfy the first level Writing and Rhetoric requirement (WR 1) in one of three ways:

1. PWR 1: a course emphasizing writing and research-based argument.
2. Writing instruction in connection with the Structured Liberal Education (SLE) program.
3. Transfer credit approved by the Registrar’s External Credit Evaluation office for this purpose.

All undergraduates must satisfy the second-level Writing and Rhetoric Requirement (WR 2) in one of three ways:

1. PWR 2, a course emphasizing writing, research, and oral presentation.
2. A course offered through a department or program certified as meeting the WR 2 requirement by the Writing and Rhetoric Governance Board. These courses will be designated as DWR 2.
3. Transfer credit approved by the Office of the University Registrar’s External Credit Evaluation section for this purpose.

A complete listing of PWR 1 courses is available on the PWR web site at http://pwr.stanford.edu, and at the PWR office, Building 460, Room 223. Complete listings of PWR 2 and DWR 2 courses will be available to students on the PWR web site the quarter before they are scheduled to complete the WR 2 requirement. Certification of these courses will begin in Autumn 2003.

For a full description of the Program in Writing and Rhetoric (PWR), see “Writing and Rhetoric, Program in” section of this bulletin under the School of Humanities and Sciences.

Students who matriculated prior to Autumn 2003 should consult previous issues of the Stanford Bulletin and the “Writing and Rhetoric, Program in” section of this bulletin under the School of Humanities and Sciences to determine what requirements apply.

THE LANGUAGE REQUIREMENT

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, 4-5 units language course at Stanford or the equivalent at another recognized post-secondary institution subject to current University transfer credit policies.
2. Score 4 or 5 on the Advanced Placement (AP) test in the following languages: French, German, Latin, and Spanish.
3. Achieve a satisfactory score on the SAT II Subject Tests in the following languages taken prior to college matriculation:
   - Chinese 630
   - Italian 630
   - French 640
   - Japanese 620
   - German 630
   - Korean 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 determines 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 University Registrar’s External Credit Evaluation section.

AP SCORES AND PLACEMENT

<table>
<thead>
<tr>
<th>Test Subject</th>
<th>Score</th>
<th>Placement</th>
<th>Quarter Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History*</td>
<td>4, 5</td>
<td>Not applicable</td>
<td>10</td>
</tr>
<tr>
<td>Art (Studio)*</td>
<td>4, 5</td>
<td>Not applicable</td>
<td>10</td>
</tr>
<tr>
<td>Biology*</td>
<td>4, 5</td>
<td>Not applicable</td>
<td>10</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>CHEM 32 or above</td>
<td>4</td>
</tr>
<tr>
<td>Comparative Gov. and Politics</td>
<td>4, 5</td>
<td>Not applicable</td>
<td>5</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4, 5</td>
<td>CS 106X</td>
<td>5</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>CS 106X</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Macro and Micro)</td>
<td>8, 9, 10</td>
<td>ECON 50</td>
<td>5</td>
</tr>
<tr>
<td>English (Language or Literature)*</td>
<td>4, 5</td>
<td>Not applicable</td>
<td>6</td>
</tr>
<tr>
<td>Environmental Science*</td>
<td>4, 5</td>
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<td>5</td>
</tr>
<tr>
<td>European History*</td>
<td>4, 5</td>
<td>Not applicable</td>
<td>5</td>
</tr>
<tr>
<td>(or higher by placement exam only)</td>
<td></td>
<td></td>
<td>101</td>
</tr>
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<td>German (Language or Literature)*</td>
<td>4, 5</td>
<td>Not applicable</td>
<td>7</td>
</tr>
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<td>Human Geography*</td>
<td>4, 5</td>
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<td>10</td>
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<tr>
<td>Latin (Vergil or Literature)*</td>
<td>4, 5</td>
<td>CLASSLAT 101</td>
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<td></td>
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<tr>
<td>Math AB</td>
<td>5</td>
<td>MATH 51</td>
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<tr>
<td>Math BC</td>
<td>4, 5</td>
<td>MATH 51</td>
<td>10</td>
</tr>
<tr>
<td>Math AB subscore</td>
<td>3</td>
<td>MATH 51</td>
<td>10</td>
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<tr>
<td>Music*</td>
<td>4, 5</td>
<td>Not applicable</td>
<td>10</td>
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<tr>
<td>Physics B</td>
<td>5</td>
<td>PHYSICS 25, 51, or 61</td>
<td>10</td>
</tr>
<tr>
<td>(or higher by placement exam only)</td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

* Credit for this exam will not be awarded effective with students matriculating Autumn Quarter 2004-05 and thereafter.

1 Stanford CEEB Advanced Placement (AP) policies are subject to review and change.

2 A maximum of 45 quarter units of AP and/or transfer credit and/or other external credit combined may be applied toward the undergraduate degree.

3 Students may choose to skip CS 106A, 106B, and 106X and successfully complete CS 103, 107, or 109 to receive an additional 5 quarter units.

4 A minimum score of 4 on both tests will receive 5 quarter units.

5 Students may receive a maximum of 20 quarter units for European History, U.S. History, and/or World History combined.

6 Take PHYSICS 25 (placing out of 21 and 23); or take 51 then 55 (placing out of 53); or take 61 (with strong math background) then 63 and 65.

7 Take PHYSICS 23 then 25 (placing out of 21); or take 51 then 55 (placing out of 53); or take 61 (with strong math background) then 63 and 65.

8 Take PHYSICS 23 then 25 (placing out of 21); or take 51 then 53 then 55; or take 61 (with strong math background) then 63 and 65.

9 Take PHYSICS 21 then 25 (placing out of 23); or take 51 then 53 then 55; or take 61 (with strong math background) then 63 and 65.

10 Take PHYSICS 21 then 25 (placing out of 23); or take 51 then 53 then 55; or take 61 (with strong math background) then 63 and 65.

11 Take PHYSICS 25 (placing out of 21 and 23); or take 51 (placing out of 53 and 55); or take 61 (with strong math background) then 63 and 65.

12 Take PHYSICS 25 (placing out of 21 and 23); or take 51 then 53 then 55.

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 (including activity courses) 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.

INTERNSHIP 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.
UNDERGRADUATE DEGREES AND PROGRAMS

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.
7. Credit is allowed at Stanford for work graded ‘A,’ ‘B,’ ‘C,’ or ‘Pass,’ but not for work graded ‘D’ or below.
8. No more than 45 (90 for transfer students) 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.

CONCURRENT ENROLLMENT

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 quarter units between both schools. This is the same unit maximum for undergraduate students at Stanford. (One semester credit or hour equals 1.5 quarter units.)
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 Transfer/External Credit Evaluation (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.

REQUIREMENTS

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 coterminal students must use printed forms to select or change a major. Students requiring assistance should contact the Office of the University Registrar, Old Union, room 141.

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 advisor.

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 Office of the University Registrar. To be awarded a bachelor’s degree with multiple majors, the student must fulfill the following requirements:
1. Formally declare all majors to the Office of the University Registrar.
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 form 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 forms are available at any time from http://registrar.stanford.edu. This must be submitted to the Office of the University Registrar by the application to graduate deadline for the term in which the student intends to graduate.

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
## UNDERGRADUATE MAJOR UNIT REQUIREMENTS

<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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Earth Sciences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Earth Systems</td>
<td>84-100</td>
<td>28</td>
<td>130</td>
<td>Internship/Senior Seminar</td>
<td>EARTHSYS 210</td>
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<tr>
<td>Geological &amp; Environmental Sciences</td>
<td>25-29</td>
<td>52-62</td>
<td>79-91</td>
<td>advanced summer field experience</td>
<td>GES 54Q, 55Q, 110,131, 151,152,185,190</td>
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<td>Engr. Geol. &amp; Hydrogeology</td>
<td>54-62</td>
<td>34-37</td>
<td>88-99</td>
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<tr>
<td>Geophysics</td>
<td>43-45</td>
<td>15</td>
<td>min. 58</td>
<td></td>
<td>see adviser</td>
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<tr>
<td>Petroleum Engineering</td>
<td>72</td>
<td>39-40</td>
<td>111-112</td>
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<td>PETENG 180</td>
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<td><strong>School of Engineering</strong></td>
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<tr>
<td>Chemical Engineering</td>
<td>min. 59</td>
<td>min. 58</td>
<td>min. 117</td>
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<td>CHEMENG 185A, 185B</td>
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<td>min. 52-55</td>
<td>min. 116</td>
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<td>CEE 100</td>
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<td>Environmental Engineering</td>
<td>min. 57</td>
<td>min. 52</td>
<td>min. 116</td>
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<tr>
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<td>33-57</td>
<td>47-71</td>
<td>97-112</td>
<td>Senior Project</td>
<td>CS 191W, 194, 201</td>
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<td>Computer Systems Engineering</td>
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<td>25-42</td>
<td>104-111</td>
<td>Senior Project</td>
<td>CS 191W, 194, 201</td>
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<td>68</td>
<td>113</td>
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<td>ENGR 102E and EE 108A</td>
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<td>min. 41</td>
<td>40</td>
<td>90-107</td>
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<td>see adviser</td>
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<tr>
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<td>51</td>
<td>104-110</td>
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<td>MATSCI 162</td>
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<tr>
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<td>56</td>
<td>125-135</td>
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<td>ENGR 102M and ME 203</td>
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<tr>
<td>Product Design</td>
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<td>31</td>
<td>103-105</td>
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<td>ENGR 102M and ME 203</td>
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<tr>
<td><strong>School of Humanities and Sciences</strong></td>
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<tr>
<td>African and African American Studies</td>
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<td>approx. 65</td>
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<td>50</td>
<td>50</td>
<td>library orientation</td>
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<tr>
<td>Studio</td>
<td>—</td>
<td>65</td>
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<td>library orientation</td>
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<tr>
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<td>55</td>
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<td>60</td>
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<td>Asian Languages</td>
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<tr>
<td>Chinese</td>
<td>0-16</td>
<td>27-43</td>
<td>min. 43</td>
<td></td>
<td>CHINGEN 133</td>
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<tr>
<td>Japanese</td>
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<td>23-43</td>
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<td>74-76</td>
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<td>BIOSCI 44X, 44Y, 54, 55, 145, 165H, 175H, 176H</td>
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<td>Classics</td>
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<td>5</td>
<td>min. 60</td>
<td>65</td>
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<td>COMPLIT 101</td>
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<td>Comparative Studies in Race &amp; Ethnicity</td>
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<td>5</td>
<td>60</td>
<td>CSRE Senior Sem.</td>
<td>CSRE 200X</td>
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<td>Cultural and Social Anthropology</td>
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<td>65</td>
<td>Foreign language 2nd-year level</td>
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<td>Notes/Special Requirements</td>
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<td>Drama</td>
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<td>65</td>
<td>65</td>
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<td>DRAMA 161,162,163,164</td>
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<td>75</td>
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<td>75</td>
<td>senior essay; seminar</td>
<td>CHINGEN 133; JAPANGEN 138; POLISCI 243</td>
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<td>ENGLISH 60/160</td>
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<td>w/ Interdisciplinary Emphasis</td>
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<td>w/ Interdepartmental Emphasis</td>
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<td>20</td>
<td>45</td>
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<tr>
<td>Feminist Studies</td>
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<td>15 core</td>
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<td>FEMST 102L</td>
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<tr>
<td>French and Italian</td>
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<tr>
<td>French</td>
<td>max. 24</td>
<td>32 above #100</td>
<td>56 above #100</td>
<td>4 Eng. Lit. courses</td>
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<td>max. 24</td>
<td>32 above #100</td>
<td>56 above #100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French and Italian Literatures</td>
<td>max. 24</td>
<td>32 above #100</td>
<td>56 above #100</td>
<td>4 Ital. Lit. courses</td>
<td>ITALLIT 114,115</td>
</tr>
<tr>
<td>Italian</td>
<td>max. 28</td>
<td>32 above #100</td>
<td>60 above #100</td>
<td>4 Eng. Lit. courses</td>
<td></td>
</tr>
<tr>
<td>Italian and English Literatures</td>
<td>max. 28</td>
<td>32 above #100</td>
<td>60 above #100</td>
<td>4 Ital. Lit. courses</td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>German Studies</td>
<td>0-25</td>
<td>35-60</td>
<td>60</td>
<td>3 above #130</td>
<td>GERLIT 122Q,123N, 126Q,131</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td>3 above #130</td>
<td></td>
</tr>
<tr>
<td>International Relations</td>
<td>55-65</td>
<td>0-10</td>
<td>65</td>
<td>2 yr. foreign lang.; INTNLREL 130,131,134,163 Overseas studies 1 qtr.</td>
<td></td>
</tr>
<tr>
<td>Jewish Studies (Individually Designed)</td>
<td>75-77</td>
<td>—</td>
<td>75-77</td>
<td>See CSRE</td>
<td></td>
</tr>
<tr>
<td>Linguistics</td>
<td></td>
<td></td>
<td></td>
<td>foreign lang. @ 6th-quarter level</td>
<td>LINGUISTIC 150</td>
</tr>
<tr>
<td>Mathematical &amp; Computational Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MATH 109,110,120 STATS 166</td>
</tr>
<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>
</tr>
<tr>
<td>Music</td>
<td>—</td>
<td>67-68</td>
<td>62-72</td>
<td>piano-proficiency &amp; ear-training exam</td>
<td>MUSIC 140-145, 148,151</td>
</tr>
<tr>
<td>Music, Science, &amp; Technology</td>
<td>—</td>
<td>62</td>
<td>62-72</td>
<td>piano-proficiency &amp; 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></td>
<td>CSRE Senior Sem.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>—</td>
<td>55</td>
<td>55</td>
<td>course in 194 series</td>
<td>PHIL 80</td>
</tr>
<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 from both depts.</td>
<td>PHIL 80 or RELIGST 290</td>
</tr>
<tr>
<td>Physics</td>
<td>21-22</td>
<td>56-57</td>
<td>77-79</td>
<td></td>
<td>PHYSICS 107</td>
</tr>
</tbody>
</table>
plan in which courses requisite for one major overlap with requirements for another. In these cases, the student may declare a secondary major 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.

### DEGREES, HONORS, AND MINORS

#### 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 Undergraduate Standards and Policy, degrees are awarded four times each year, at the conclusion of Autumn, Winter, Spring, and Summer quarters. 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 by the deadline for each term. The deadlines are published in the Time Schedule of Classes. 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 Office of the University Registrar 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 Student Financial Services.

Students who wish to withdraw a request for conferral or make changes to the Application to Graduate should notify the Office of the
University Registrar in writing. Students who withdraw their graduation applications or fail to meet degree requirements must reapply to graduate for a subsequent term.

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 application(s) 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 or more units to a maximum of 36 units of letter-graded work, except where letter grades 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 may not overlap (“double-count”) 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 Office of the University Registrar, 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. Distinction is awarded to 15% of the graduating class based on cumulative grade point averages. Distinction is calculated at the end of the Winter Quarter for each 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 may recommend their students for honors in the major. 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
- International Security Studies
- Humanities
- Jewish Studies
- Latin American Studies
- 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

Interim Director: Chip Goldstein
Associate Director for Professional Advising Services: Kathy Wright
Associate Director for Freshman and Volunteer Advising: Dandre Sandies
Associate Director for Peer and Academic Support: Diann McCants
Associate Director for Expanded Advising Programs: Randall Williams

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. Many freshmen receive enhanced academic support through participation in Expanded Advising Programs (EAP). 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, staff, and students (peer advisors and mentors) 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 supplement 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 adviser is 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 (IDM); academic and personal counseling related to academic performance; advice regarding plans to attend graduate or professional school; peer tutoring for subject areas; and learning skills classes. Reference guides to graduate and professional schools are available. The Undergraduate Advising Center is located on the first floor of Sweet Hall. For detailed information, see the UAC web site at http://uac.stanford.edu or phone (650) 723-2426.

UNDERGRADUATE RESEARCH PROGRAMS

Director: Susie Brubaker-Cole
Associate Director for Student Services: Laura Selznick
Associate Director for Honors Writing Programs: Hilton Obeninger
Assistant Director for Program Management: Marcia Keating

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
that encourage undergraduates to work closely and individually with faculty on research, 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; or see http://urp.stanford.edu.

STUDENT GRANT PROGRAMS

URP administers research grants directly to Stanford undergraduates. 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. Samples of previous successful grant applications are available at 414 Sweet Hall. Advice on writing grant applications and adhering to University research policies is available both in person and on the URP web pages at http://urp.stanford.edu.

The most popular student grants awarded by URP are the URO major and small grants. Small and major grants are restricted to supplies and expenses associated with research, and they are available to students in all fields of study. Major grants are awarded once a year, during Spring Quarter, to as many as 150 students, and priority is granted to students pursuing honors. The deadlines for major grants for 2003-04 are Friday, April 2, 2004 for projects in social sciences, natural sciences, and engineering, and Friday, April 16, 2004 for projects in the humanities and creative arts. Students with interdisciplinary projects are encouraged to apply for the earlier deadline. Small grants are awarded each quarter. The deadlines are October 24, 2003, February 6, 2004, and April 16, 2004.

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 by Friday, December 5, 2003.

The Future Faculty Incentives Program encourages URP grant recipients from all categories to consider a career in college or university teaching. The award provides undergraduate loan repayment up to $10,000 for graduate work toward a Ph.D. Preference is given to students from cultural, disadvantaged, or other backgrounds who would add diversity to the professoriate in their field of study. Financial need is 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.

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 event to which students invite their research advisors. Students participating in Honors College receive a research stipend, room and board, and special access to computers. 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, Udall, 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**

**Associate Vice Provost and Director:** Michele Marincovich  
**Senior Associate Director (Science and Engineering):** Robyn Wright Dunbar  
**Associate Director (Humanities):** Valerie Ross  
**Associate Director (Social Sciences and Technology):** Marcelo Clerici-Arias  
**Academic Technology Specialist:** Jeremy Sabol  
**Administrators:** Linda Salser, Cristy Osborne  
**Lecturers:** Doree Allen, John Bilderbeck, Thomas Freeland, James Milojkovic, Joyce Moser, Anne Pasley, James Wagstaffe  
**Oral Communication Program Director:** Doree Allen  
**Department Offices:** Sweet Hall, 4th floor  
**Mail Code:** 94305-3087  
**Department Phone:** (650) 723-1326  
**Email:** TeachingCenter@stanford.edu  
**Web site:** http://ctl.stanford.edu

The Center for Teaching and Learning is a university-wide resource on effective teaching and public speaking.

**SERVICES TO FACULTY, LECTURERS, AND TEACHING ASSISTANTS**

CTL provides the Stanford community with services and resources on effective teaching.

Our goals are: to identify and involve successful teachers who are willing to share their talents with others; to provide those who are seeking to improve their teaching with the means to do so; to acquaint the Stanford community with important innovations and new technologies for teaching; to prepare inexperienced teachers for their responsibilities; to contribute to the professional development of teaching assistants; to expand awareness of the role of teaching at research universities; and to increase the rewards for superior teaching.

CTL also has responsibility for helping teaching assistants (TAs) with their preparation for and effectiveness in teaching, and for helping departments with designing effective TA training programs. Goals are realized through continuing programs such as: microteaching and consultation; small group evaluation; workshops and lectures; a handbook on teaching and a library of teaching materials; quarterly teaching orientations; an informative quarterly newsletter; and work with individuals, groups, and departments on their specific needs. CTL offices are on the fourth floor of Sweet Hall. For further details, see CTL’s teaching handbook or the CTL brochure, both available by calling (650) 723-1326, or see http://ctl.stanford.edu.

Send email with questions or requests to TeachingCenter@stanford.edu.

**ORAL COMMUNICATION PROGRAM**

The Oral Communication Program at CTL provides opportunities for undergraduates and graduate students to develop or improve their oral communication skills. Courses and workshops offer a comprehensive approach to speech communication, including training in the fundamental principles of public speaking and the effective delivery of oral presentations. The goal is to enhance students’ general facility and confidence in oral expression. The program also provides innovative, discipline-based instruction to help students refine their personal speaking styles in small groups and classroom settings. Those interested in individualized instruction or independent study are invited to visit the program’s Speaking Center in Sweet Hall, where trained student tutors, multimedia, and instructional resource materials are available on an ongoing basis. For further details, call (650) 725-4149 or 723-1326 or consult our web site at http://ctl.stanford.edu.

**COURSES**

All courses listed with CTL promote acquisition of strong public speaking skills and/or teaching excellence.

**CTL 60/160. Investigating Stanford’s Treasures—**Private tours of some of Stanford’s greatest resources led by Stanford experts; students interview the experts and introduce them to the class at the site. One hour of class discussion a week. Treasures may include Jasper Ridge Biological Reserve, Memorial Church, Special Collections, and the Martin Luther King, Jr., Papers Project.

1-2 units, Aut (Moser)

**CTL 115/215. Voice Workshop—**Innovative workshop focusing on breath, voice production, expansion of vocal range and stamina, and clarity of articulation. Geared toward public speaking generally including presentations, lectures, and job talks. Can be taken in conjunction with CTL 117.

1-2 units, Aut, Win, Sum (Freeland)

**CTL 116A. Film Noir—**The language of film noir. From Bogart to Pulp Fiction. The quintessential American film genre which combined femmes fatales, anti-heroes, lost dreams, violence, and a distinct style of expression. Film viewings, student oral presentations, and analyses of films.

1-2 units, Win (Moser)

**CTL 116B. Screwballs and the Language of Laughter: American Comic Film from Chaplin to Present—**A sampling of American comic masterpieces including silent movies, 30s screwball films, and works by Billy Wilder, Woody Allen, and contemporary film makers. Film viewings, student oral presentations, and analyses of films.

1-2 units, Win (Moser)

**CTL 117/217. The Art of Effective Speaking—**Introduction to the principles and practice of effective oral communication. Through formal and informal speaking activities, students develop skills in framing and articulating ideas through speech. Strategies are presented for speaking extemporaneously, preparing and delivering multimedia 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)

ITAL 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, Pasley)

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

3 units, Aut (Allen, Bilderbeck)

ITAL 125. Making Words Come Alive: The Oral Experience of Literature—Introduction to the oral interpretation of literature, including prose, poetry, drama, and public speeches, with the goal of developing speaking skills. Emphasis is on textual analysis, audience response, and delivery style. No previous performance experience required.

2-3 units, Spr (Allen)

ITAL 177. Performance of Power: Oratory and Authority from the Ancient World to the Postmodern—Speech as action has long been seen as essential to leadership. This course examines theories and examples of oratory, from Aristotle to Margaret Thatcher, assessing each as model of voice-activated authority. The impact of mass media technologies as they transform the public space of oratory.

2-3 units, Spr (Freeland)

ITAL 199. Independent Study—Special study under lecturer direction, usually leading to a written report or an oral presentation. Register with lecturer’s permission using the section number associated with the instructor.

1-3 units, Aut, Win, Spr, Sum (Staff)

ITAL 201. Science Course Design—(Same as GES 201.) For students interested in an academic career and who anticipate designing science courses at the undergraduate or graduate level. Goal is to apply research on science learning to the design of effective course materials. Topics include syllabus design, course content and format decisions, assessment planning and grading, and strategies for teaching improvement.

2-3 units, Aut (Wright-Dunbar)

ITAL 219. Oral Communication for Graduate Students—Addresses graduate student speaking activities such as teaching (delivering lectures, guiding discussion, and facilitating small groups), giving professional presentations and conference papers, and preparing 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, Freeland)

FRESHMAN AND SOPHOMORE PROGRAMS

Assistant Vice Provost and Program Director: Sharon Palmer
Academic Technology Specialists: Carlos Seligo, Dena Slothower
Oral Communication Lecturer: Joyce Moser
Administrators: Gari Gene, Mona Kitasoe, Jasmine Lu

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

Stanford Introductory Seminars (SIS) 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 in the field. Some also fulfill General Education Requirements (GERs).

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 year.

FRESHMAN SEMINARS AND SOPHOMORE SEMINARS AND DIALOGUES

Freshman Seminars and Sophomore Seminars and Dialogues are offered in a variety of disciplines throughout the academic year. Freshman preference seminars are typically given for 3-4 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 and 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 and with the consent of the instructor. Sophomore preference seminars are given for 3-5 units to a maximum of fourteen 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. For a list of introductory seminars offered in 2003-04, please see the “Stanford Introductory Seminars” section of this bulletin. See the SIS annual course catalogue, published each September, or web site, http://introsemss.stanford.edu/, for an application or more information.

SOPHOMORE COLLEGE

Sophomore College offers sophomores 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. At its best, Sophomore College is characterized by an atmosphere of intense academic exploration. Each Sophomore College course enrolls twelve to fourteen 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 sophomores in the Autumn Quarter of 2004; 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. Transfer students are not eligible. Admitted students who are found to have academic standing problems after the completion of Spring Quarter may have their admission revoked. Tuition, room, the remainder of board costs, and class-required travel are covered by Sophomore College. Each student pays a $400 fee toward the cost of board; this fee is included in the Autumn Quarter University bill. Students are also responsible for travel to campus, phone, network activation one-time fee, and other personal expenses. Courses are announced in March, and applications are due in April. For a list of Sophomore College Seminars offered, please see the SIS section in this Bulletin. For more information or to apply, see the Sophomore College web site at http://soco.stanford.edu/.
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 unless and 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. International students may be subject to additional course enrollment requirements in order to retain their student visas.

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.
5. For international students, in any term of the academic year for which they have non-immigrant status (for example, a J-1 or F-1 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 Office of the University Registrar.

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 foreign student visa, by the Bechtel International Center. The granting of a leave of absence is at the discretion of the department and subject to review by the Office of the University Registrar.

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 from the department.

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, 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 maximum one-year time limit for resolving incompletes; a leave of absence does not stop the clock on the time limit for resolving incompletes.

REINSTATEMENT

Students who fail to be either enrolled by the study list deadline 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 reenrollment is requested if the student is registering for courses.

RESIDENCY POLICY FOR GRADUATE STUDENTS

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 School of Medicine and the Graduate School of Business may establish residency requirements based on the number of quarters of full-time registration in which students are 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 are 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 duplicat- 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, in progress, or failing grades do not count toward the residency requirement.
Terminal Graduate Registration (TGR) is available to graduate students who have met all of the following criteria: (1) completion of the University’s residency requirement; (2) completion of all course work required for the degree with grades recorded in all courses; (3) completion of any qualifying examinations or research work required by the school or department; (4) establishment of a reading committee for the dissertation; and (5) completion of any other requirements stipulated by the students’ academic department.

This policy is effective for students who enter graduate programs beginning in the Autumn Quarter of the 2001-02 academic year. (For information about the residency policy in effect for students who entered prior to Autumn Quarter 2001, see the Stanford Bulletin 2000-01.)

**UNIVERSITY MINIMUM RESIDENCY REQUIREMENTS FOR GRADUATE DEGREES**

<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>100</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>0</td>
</tr>
<tr>
<td>J.D.</td>
<td>86 (semester)</td>
<td>50</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)</td>
<td>0</td>
</tr>
<tr>
<td>J.S.D.</td>
<td>26 (semester)</td>
<td>0</td>
</tr>
<tr>
<td>J.L.M.</td>
<td>26 (semester)</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 Engineer degree.
† Students in the Ph.D. programs in the Biomedical Sciences usually require substantially more than 135 units.
** Up to 45 units completed at Stanford toward a master’s degree may be used toward the 135 required for the doctoral degree. At least 90 units of work at Stanford are necessary to complete the 135 units.

**RESIDENCY REQUIREMENT IN COTERMINAL PROGRAMS**

The University minimum requirements for the 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 225 units for the two bachelor’s degrees, and 45 units for the master’s degree. For 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 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 after 12 full-tuition undergraduate quarters.

Coterminal students in the School of Engineering, with two undergraduate degrees, are assessed the graduate Engineering tuition rate in the quarter after they have been enrolled for 15 full-tuition 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’s program, see Coterminal Bachelor’s and Master’s Degrees in the “Undergraduate Degrees” section of this bulletin.

**TRANSFER CREDIT FOR GRADUATE WORK DONE ELSEWHERE**

After at least one quarter of enrollment, students pursuing an Engineer, 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. (One semester unit or hour equals 1.5 quarter units.)

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 Office of the University Registrar.

**GRADUATE UNITS 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 at or above the 100 level and at least 50 percent of those must be courses designated primarily for graduate students (typically at least 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 PROGRESS REQUIREMENTS FOR GRADUATE STUDENTS**

The academic requirements for graduate students include timely completion of University, department, and program requirements, such as admission to candidacy, successful 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 degree programs except the School of Business Ph.D., and the M.B.A., M.L.S., J.D., L.L.M., J.S.M., J.S.D., and M.D., which follow guidelines issued by the respective schools and are described in their respective school bulletins.)

Graduate students enrolled for 11 or more units 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 3.0(B) 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 signifies 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 will normally cause the department to deny the student further registration until a written plan for completion of degree requirements 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 schools.

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”), whether the department’s committee of the faculty or 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.)

Additional 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 by the deadline for each term. The deadlines are published in the Time Schedule of Classes. 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 Office of the University Registrar, 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 Office of Student Financial Services.

Students are typically expected to apply to graduate during the term in which they expect to be awarded a degree. The University, however, reserves the right to confer a degree on a student who has completed all of the requirements for a degree even though the student has not applied
to graduate; such an individual would then be subject to the University’s usual rules and restrictions regarding future enrollment or registration.

Students who wish to withdraw a request for conferral or make changes to the Application to Graduate should notify the Office of the University Registrar in writing. Students who withdraw their graduation applications or fail to meet degree requirements must reapply to graduate for a subsequent term.

CHANGES OF DEGREE PROGRAMS

Graduate students are admitted to Stanford for a specific degree program. 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. Coterminnal 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 Admission must be submitted and an application fee paid. The Graduate Program 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. Decisions on the petitions are made by the programs or departments to which they are directed, and are at the discretion of those programs or departments.

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 thereafter, 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 REQUIREMENTS

MASTER OF ARTS AND MASTER OF SCIENCE

In addition to completing the general requirements for advanced degrees and the requirements specified by their department, candidates for a Master of Arts (M.A.) or Master of Science (M.S.) degree must complete 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 PROPOSAL

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. Coterminnal 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 student fulfills all department course requirements (for example, requirements 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 language 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 coterminal 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 obliged to grant an extension. The maximum extension granted is one additional year. Extensions 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 conferred on candidates who have satisfied the requirements established by the faculty of the Graduate School of Business and the general requirements for advanced degrees. Full particulars concerning the school requirements 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 departments participating jointly in the program, M.A.T. candidates must fulfill 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 degrees and the program requirements specified in the “Art and Art History” 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 proposal and complete their degrees within the time limit for completion of the master’s degree, as specified above.

ENGINEER

In addition to completing the general requirements for advanced degrees 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 agreement 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 Committee on Graduate Studies and are detailed in Directions for Preparing Theses for Engineer Degrees, available from the Office of the University Registrar, 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, bearing the approval of the adviser under whose supervision it was prepared, must be submitted to the Office of the University Registrar 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.

MASTER OF LAWS
The degree of Master of Laws (L.L.M.) is conferred upon candidates who have completed one academic year (26 semester units) in residence in accordance with the rules of the University and the School of Law. The degree is designed for foreign graduate students trained in law and is available only to students with a primary law degree earned outside the United States. The L.L.M. program offers students a choice of two areas of specialization: Corporate Governance and Practice, or Law, Science, and Technology.

DOCTOR OF THE SCIENCE OF LAW
The degree of Master of the Science of Law (J.S.M.) is conferred upon candidates who have completed one academic year (26 term-units) with distinction in accordance with the rules of the University and the School of Law.

The degree is primarily designed for those qualified students who hold a J.D. or its equivalent and who are at the Stanford School of Law for independent reasons (for example, as teaching fellows) and who wish to combine work toward the degree with their primary academic activities. Specially qualified lawyers, public officials, academics, and other professionals who have worked outside the United States may apply for the degree through the Stanford Program in International Legal Studies (SPILS). Full particulars concerning requirements may be found in the Stanford University handbook School of Law.

TIMING REQUIREMENTS FOR THE DOCTOR OF JURISPRUDENCE

The degree is primarily designed for those qualified students who hold a J.D. or its equivalent and who are at the Stanford School of Law for independent reasons (for example, as teaching fellows) and who wish to combine work toward the degree with their primary academic activities. Specially qualified lawyers, public officials, academics, and other professionals who have worked outside the United States may apply for the degree through the Stanford Program in International Legal Studies (SPILS). Full particulars concerning requirements may be found in the Stanford University handbook School of Law.

DOCTOR OF MUSIC
The degree of Doctor of Music (M.M.) is conferred on candidates who have satisfactorily completed the required curriculum in music. The requirements for the M.M. degree are detailed in the Stanford University School of Music Catalog.

DOCTOR OF PHILOSOPHY
The degree of Doctor of Philosophy (Ph.D.) is conferred on candidates who have demonstrated the satisfaction of their department or school substantial scholarship, high attainment in a particular field of knowledge, and ability to do independent investigation and present the results of such research. They must satisfy the general requirements for advanced degrees, the program requirements specified by their departments, and the doctoral requirements described below. The option for a Ph.D. minor is also described below, though it is not a Ph.D. requirement.

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 obligated 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 REQUIREMENT

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.

UNIVERSITY ORAL EXAMINATION

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 is judged to meet 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 Office of the University Registrar, Old Union. The signed dissertation copies and accompanying documents must be submitted to the Office of the University Registrar 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, 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 course work 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 course work 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, every effort must be made to appoint a new adviser, 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 is accredited by the California Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education and is authorized to recommend candidates for credentials. The University offers complete training programs for the Single Subject Teaching Credential and the Preliminary Administrative Services Credential for both elementary and secondary education. Upon completion of a Stanford approved program, the credentials will allow teachers or administrators to serve in California public schools.

Stanford undergraduates wishing to complete the requirements for a teaching credential should apply to the coterminal program at the School of Education. All other applicants should apply directly to the STEP program at the School of Education.
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

As early as possible, but no later than the second Sunday of the quarter, students (including those with TGR status) must submit to the Office of the University Registrar, 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 or units 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’ (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 for that course. Students who do not officially withdraw from a class by the end of the eighth week of each quarter. In this case, a grade notation of ‘W’ (withdraw) is automatically recorded on the student's transcript. When a student enrolls in a course for the third time, grades and units for both the second and third enrollments in a course will count in the cumulative grade point average.

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

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 any course on his or her transcript, regardless of grade earned, and have the original grade 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. When the grade for the second enrollment in the course has been reported, the units and grade points for the second course will count in the cumulative grade point average in place of the grade and units for the first enrollment in the course.

2. A student may not retake the same course 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. When a student enrolls in a course for the third time, grades and units for both the second and third enrollments in a course will count in the cumulative grade point average.

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 (225 for dual degree students) 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 by seniors only once 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 the University Registrar, Old Union, room 141. For additional information regarding satisfactory academic progress, refer to the “Academic Standing” section of this bulletin.

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 Bulletin, 2004.

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 systematic outside reading or experiment under the direction of the instructor, a reduction may be made in the actual studio, 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. Students who have been suspended are not permitted to audit.

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

LEAVES OF ABSENCE AND REINSTATEMENT (UNDERGRADUATE)

Undergraduates are admitted to Stanford University with the expectation that they will complete their degree programs in a reasonable amount of time, usually within four years. Students have the option of taking a leave of absence for one year upon filing a petition to do so with the Office of the University Registrar and receiving approval. The leave may be extended for one additional year provided the student files (before the end of the initial one year leave) a petition for the leave extension with the Office of the University Registrar and receives approval. Undergraduates who take an approved leave of absence while in good standing may enroll in the University for a subsequent quarter with the privileges of a returning student.

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 Office of the University Registrar. More information is available in the “Refunds” section of this bulletin.

Students who have not enrolled at Stanford for more than two years must apply for reinstatement. The University is not obliged to approve reinstatements of students. Applications for reinstatement will be reviewed by the University Registrar and are subject to the approval of the Faculty Senate Committee on Undergraduate Standards and Policy or its designees. The Committee or its designees may determine whether the application for reinstatement will be approved or not, and/or the conditions a student must meet in order to be reinstated. Reinstatement decisions may be based on the applicant’s status when last enrolled, activities while away from campus, the length of the absence, the perceived potential for successful completion of the program, as well as any other factors or considerations regarded as relevant to the University Registrar or the Committee.

Applications for reinstatement must be submitted to the Office of the University Registrar no later than four weeks prior to the start of the term in which the student seeks to enroll in classes. Petition information and instructions may be obtained by contacting the Office of the University Registrar.

Leaves of absence for and reinstatements of graduate students are addressed in the “Graduate Degrees” section of this bulletin.

RECORDS

TRANSCRIPTS

Transcripts of Stanford records are issued by the Office of the University Registrar 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 Office of the University Registrar 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 Office of the University Registrar on the next business day. Certification of full- or part-time enrollment cannot be provided until after the first day of the term and the 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 Office of the University Registrar for an official transcript, a certification form, or the National Student Clearinghouse. 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. During Summer Quarter, all graduate students who hold appointments as research or teaching assistants are considered to be enrolled on at least a half-time basis.

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 (in units) to certify the enrollment status of graduate and professional students each quarter:

<table>
<thead>
<tr>
<th>Graduation</th>
<th>Business (M.B.A., Sloan)</th>
<th>Law</th>
<th>Medicine (M.D.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time:</td>
<td>8 or more</td>
<td>11 or more</td>
<td>10 or more</td>
</tr>
<tr>
<td>Half-time:</td>
<td>6 or 7</td>
<td>6-10</td>
<td>6-9</td>
</tr>
<tr>
<td>Part-time:</td>
<td>5 or fewer</td>
<td>5 or fewer</td>
<td>5 or fewer</td>
</tr>
</tbody>
</table>

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 STUDENTS RECORDS

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act of 1974 (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.

2. 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:


**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
- 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 Office of the University Registrar.

**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 University agrees to respect such a request.

**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 Office of the University Registrar 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 ID Card Office, Old Union, Room 100. 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 ID 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 Office of the University Registrar. 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**

**MIDTERMS**

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 what-
ever 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 Undergraduate Standards and Policy (C-USP). 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 Office of the University Registrar.

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 (for example, athletic championships) approved as exceptions by the Committee on Undergraduate Standards and Policy (C-USP).

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 conferment of the first bachelor’s degree. This information is used for internal purposes only and is not displayed on the official transcript which is sent outside the University. Most courses are graded according to the general University grading system. However, courses offered through Law, Business, and Medicine are graded according to those schools’ grading systems, even in cases where students in other programs are enrolled in their classes. 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**: Withdraw
- **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.
- **S**: For an activity course or in 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 (including activity courses) 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.

- **L**: 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.’
- **N**: 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.

- **R**: The ‘R’ grade indicates unsatisfactory progress in a continuing course. The first ‘R’ grade constitutes a warning. The adviser, department chair, and students should discuss the deficiencies and agree on the steps necessary to correct them. A second consecutive ‘R’ 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 ‘R’ grades are grounds for dismissal from the program.

- **I**: 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 in 1994-95 or later, ‘I’ grades must be changed to a permanent notation or grade within a maximum of one year. If an incomplete grade is not cleared at the end of one year, it is changed automatically by the Office of the University Registrar to an ‘NP’ (not passed) or ‘NC’ (no credit) as appropriate for the grading method of the course. Students must request an incomplete grade before the last class meeting. Faculty may determine whether to grant the request or not. Faculty are free to determine the conditions under which the incomplete is made up, including setting a deadline of less than one year.

- **RP**: The notation ‘RP’ (meaning Repeated Course) replaces the original grade recorded for a course when a student retakes a course. (See repeated courses above.)
- **W**: The notation ‘W’ (meaning Withdraw) is recorded when a student withdraws from a course.

* The ‘*’ symbol appears when no grade has been reported to the Registrar for courses taken prior to 2001-02. The ‘*’ symbol remains on the transcript until a grade has been reported.

**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 by noon of the day following the end of the final examination period.

**REVISION OF END-QUARTER GRADES**

When duly filed with the Office of the University Registrar, 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 end of the quarter). Changes may be made at any time to correct an actual error in computation or transcription, 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 transcription, 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.
U Unsatisfactory. A failing 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. Prior to 2001-02, an asterisk (*) notation was placed when no grade was reported.

SCHOOL OF LAW

The two grading systems previously employed at the School of Law were revised effective September 2001. Under the numerical system (with letter equivalents), the range of satisfactory grades runs from 4.3 to 2.5 as outlined in the following distribution. Below the grade of 2.5 is one level of restricted credit (2.2) and one level of failure (2.1). The number grades with letter equivalents are as follows:

4.3, 4.2 .................. A+ 3.4, 3.3, 3.2 .......... B+ 2.2 . Restricted Credit
4.1, 4.0, 3.9 ............ A 3.1, 3.0, 2.9 ............. B 2.1 . Failure
3.8, 3.7, 3.6, 3.5 ....... A- 2.8, 2.7, 2.6, 2.5 ... B-

Students may elect to take a limited number of courses on a credit/ restricted credit/no credit system (K/KR/NK). ’K’ will be awarded for work that is comparable to numerical grades 4.3 to 2.5, ‘KR’ for Restricted Credit-level work (2.2), and ‘NK’ for Failure-level work (2.1). A limited number of courses are offered on a mandatory credit (KM)/no credit (NK) basis. ’N’ is a temporary notation used in a continuing course; it is replaced with a final grade upon completion of the course series. Prior to 2001-02 an asterisk (*) notation was placed when no grade has been reported.

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 specified 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 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 conferral of 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 undergraduates are expected to register for a minimum of 12 units, they are required to complete at least 9 units each quarter (by the end of the final exam period) and at least 36 units in their most recent three quarters of Stanford enrollment (by the end of the third final exam period).

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 complete a minimum of 12 units per quarter (by the end of the final quarter examination period for each quarter) for each quarter 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 ‘*’ until the course is completed satisfactorily and the final grade reported. (See “Grading Systems” above.)

**PROBATION**

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 consecutive 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 after the suspension period has been completed.

**PROVISIONAL REGISTRATION**

A student who, while on provisional registration, fails to complete a minimum of 12 units of new course work by the end of the final examination period, or who fails to maintain a cumulative grade point average of at least 2.0, 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.

**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.

**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.

**PETITIONING**

Specific instructions including deadlines for requesting provisional registration or an early return from suspension should be obtained from the Office of the University Registrar’s Academic Standing section, Old Union, room 141. The Faculty Senate Subcommittee on Academic Standing, or those designated by the subcommittee, shall act upon all requests concerning academic standing, including requests for provisional registration. Questions concerning academic standing or the petitioning process should be directed to the Office of the University Registrar’s Academic Standing section.

Late petitions to return from suspension, appeal a suspension, or return early from suspension will not be considered. Students are strongly encouraged to submit petitions as early as possible.

Students applying for financial aid and/or on-campus housing should be aware of the deadlines and procedures for those offices.

**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.
Academic Policies and Statements

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 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 as an individual in his or her academic capacity.
   b) Grievance procedures apply only in those cases involving a perceived academic impropriety arising from a 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, 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 first should discuss the matter, orally or in writing, with the individual(s) most directly responsible. If no resolution results, the student 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 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. The grievance should include an allegation of any adverse effects on the grievant, known to the grievant at the time of filing.
   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 timeframe 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 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 2 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 22 (Mon) First day of quarter
23 (Tue) University fees, last day to pay
24 (Wed) Instruction begins
25 (Thu) Conferral of degrees, Summer Quarter

Oct 5 (Sun) Study list deadline
12 (Sun) Add deadline (courses or units)
19 (Sun) Drop deadline (courses or units)

Nov 2 (Sun) Change of grading basis deadline
16 (Sun) Last day to withdraw from a course; application deadline for Autumn Quarter degree conferral
27-28 (Thu-Fri) Thanksgiving recess (holiday, no classes)
30-Dec 7 (Sun-Sat) Last opportunity to arrange Incomplete in a course, at last class

WINTER QUARTER

Jan 5 (Mon) First day of quarter. Last day to pay University fees
6 (Tue) Instruction begins
8 (Thu) Conferral of degrees, Autumn Quarter
19 (Mon) Martin Luther King Day (holiday, no classes); Study list deadline
25 (Sun) Add deadline (courses or units)

Feb 1 (Sun) Drop deadline (courses or units)
16 (Mon) Presidents’ Day (holiday, no classes); change of grading basis deadline
29 (Sun) Last day to withdraw from a course; application deadline for Winter Quarter degree conferral

MAR 7-13 (Sun-Sat) Last opportunity to arrange Incomplete in a course, at last class
8-14 (Mon-Sun) End-Quarter Period
12 (Fri) Last day of classes (unless class meets Saturday); last day to submit University thesis, D.M.A. final project, or Ph.D. dissertation
15-19 (Mon-Fri) End-Quarter examinations

SPRING QUARTER

Mar 29 (Mon) First day of quarter; last day to pay University fees
30 (Tue) Instruction begins

Apr 1 (Thu) Conferral of degrees, Winter Quarter
11 (Sun) Study list deadline; application deadline for Spring Quarter degree conferral
15 (Thu) Matriculated undergraduate financial aid application, deadline to file
18 (Sun) Add deadline (courses or units)
25 (Sun) Drop deadline (courses or units)

May 9 (Sun) Change of grading basis deadline
27-June 2 (Sun-Wed) Last opportunity to arrange Incomplete in a course, at last class
28-June 3 (Fri-Thu) End-Quarter Period
31 (Mon) Memorial Day (holiday, no classes)

June 2 (Wed) Last day of classes; last day to submit University thesis, D.M.A. final project, or Ph.D. dissertation
3 (Thu) Day before finals, no classes
4-9 (Fri-Wed) End-Quarter examinations
12 (Sat) Baccalaureate Saturday and Senior Class Day
13 (Sun) Commencement

SUMMER QUARTER

June 21 (Mon) First day of quarter; last day to pay University fees
22 (Tue) Instruction begins
27 (Sun) Study list deadline

July 5 (Mon) Independence Day observance (holiday, no classes)
5 (Mon) Add deadline (courses or units)
11 (Sun) Drop deadline (courses or units)
25 (Sun) Change of grading basis deadline

Aug 6-12 (Fri-Thu) Last opportunity to arrange Incomplete in a course, at last class
7-12 (Sat-Thu) End-Quarter Period
12 (Thu) Last day of classes
13-14 (Fri-Sat) Eight-week session examinations
23 (Mon) Last day to submit University thesis, D.M.A. final project, or Ph.D. dissertation
31 (Tue) Summer Quarter closes
Welcome to Stanford

On October 1, 1891, more than 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 LEELAND AND JANE STANFORD

Although he was educated as a lawyer, Leland Stanford came to California in 1852 to join his five brothers in their mercantile business in the gold fields; Jane Stanford followed in 1855. 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 technically 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 Stock 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 Francisquito 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, who performed heroically in keeping the University functioning during difficult times following Leland Senior’s death in 1893, turned over control to the Board of Trustees. The founding gift has been estimated at $25 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 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 Iris and B. Gerald Cantor Center for Visual Arts at Stanford University’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 Leland Stanford Junior Museum building, the Rodin Sculpture Garden and a new wing with spacious galleries, auditorium, cafe, and bookstore. 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 Australia, Berlin, Florence, Kyoto, Moscow, Oxford, Paris, and Santiago.

STANFORD PEOPLE

By any measure, Stanford’s faculty, which numbers approximately 1,700, is one of the most distinguished in the nation. It includes 17 Nobel laureates, 4 Pulitzer Prize winners, 21 National Medal of Science winners, 135 members of the National Academy of Sciences, 225 members of the American Academy of Arts and Sciences, 82 members of the National Academy of Engineering, and 25 members of the National Academy of Medicine, 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 Iris and B. Gerald Cantor Center for Visual Arts at Stanford University’s extensive collection of sculpture by Auguste Rodin, is placed throughout the campus, providing unexpected pleasures at many turns.

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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 freshman, sophomore, and advanced seminars.

Enrollment in Autumn Quarter 2002 totaled 14,339, of whom 6,731 were undergraduates and 7,608 were graduate students. Like the faculty, the Stanford student body is distinguished. Approximately 12 students apply to Stanford for every place in the freshman class. 81 Stanford students have been named Rhodes Scholars and 59 have been named Marshall Scholars. The six-year graduation rate for students who entered Stanford University full-time in 1996 was 92.53 percent. Stanford awarded 4,469 degrees in 2002, of which 1,692 were baccalaureate and 2,777 were advanced degrees.

Stanford students also shine in an 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 34 Division I varsity sports. Of Stanford’s 95 NCAA team titles, 68 have been captured since 1980, placing Stanford at the top among the nation’s most title-winning schools during that time. In 2002-03, Stanford won 2 NCAA team titles in men’s water polo, and men’s cross-country, and won the Director’s Cup, emblematic of the top overall athletic program in the country, for the ninth consecutive year. 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 34 Stanford athletes and coaches taking part in the 2000 Olympics in Sydney. Over the last three summer Olympiads, Stanford athletes and coaches have won a combined 47 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 (Carly Fiorina, ’76, heads Hewlett-Packard, 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 Stanford President John Hennessy, who said in his message in the 2002 Annual Report, “Our bold entrepreneurial spirit has its roots in the founders and our location in the pioneering West. In 1904, Jane Stanford defined the challenge for the young University ... Each generation at Stanford has taken this to heart and boldly launched new efforts, from the classroom to the laboratory ... We will continue to innovate and invest in the future ... The pioneering spirit that led the founders and early leaders to ‘dare to think on new lines’ continues to guide us.”
University Governance and Organization

DIRECTORY

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Ward W. Woods, Jr., Bessemer Holdings, 630 Fifth Avenue, New York, NY 10111

ADMINISTRATIVE ORGANIZATION

EXECUTIVE OFFICERS, 2003-2004

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Vice President for Business Affairs and Chief Financial Officer: Randall S. Livingston
Vice President for Development: John B. Ford
Vice President for Public Affairs: Gordon W. Earle
Vice President and General Counsel: Debra Zumwalt
Vice Provost and Dean of Research and Graduate Policy: Arthur Bienenstock
Vice Provost for Faculty Development: Patricia P. Jones
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Dean of School of Medicine: Philip A. Pizzo
Director of Hoover Institution: John Raisian
Director of Stanford Linear Accelerator Center: Jonathan Dorfan

ORGANIZATION

BOARD OF TRUSTEES

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 of
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, a secretary, and an assistant 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 and Compliance; 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, Chief Executive Officer of Stanford Management Company, President of Stanford Alumni Association, Vice President for Development, Vice President for Public Affairs, and Vice President 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 University Committees, as follows:

Advisory Panel on Investment Responsibility and Licensing (AP-IR)
Committee on Athletics, Physical Education, and Recreation (C-APER)
Committee on Environmental Health and Safety (C-EH&S)
Committee on Faculty Staff Human Resources (C-FSHR)
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 Policy, 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-02
Administrative Panel on Human Subjects in Medical Research-03
Administrative Panel on Human Subjects in Medical Research-04
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 of 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 Computing and Information Systems (C-ACIS)
Committee on Graduate Studies (C-GS)
Committee on Libraries (C-Lib)
Committee on Research (C-Res)
Committee on Review of Undergraduate Majors (C-RUM)
Committee on Undergraduate Admissions and Financial Aid (C-UAFA)
Committee on Undergraduate Standards and Policy (C-USP)
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, participates in recommending 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

Stanford’s undergraduate community is drawn from throughout the United States and many other countries. It includes students 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, natural sciences, social 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. 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 financial status, except in the case of international students (students who are neither U.S. citizens nor permanent residents).

Stanford welcomes 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.

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. Some 75-100 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 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 who they believe will benefit most from the University’s resources, contribute energetically to its community and to the education of their classmates, and go on to lead lives of intellectual, personal, and societal accomplishment and fulfillment.

Because application procedures, requirements, and deadlines vary from year to year, specific information regarding application for admission as either a freshman or transfer student should be obtained by contacting the Office of Undergraduate Admission, Stanford University, 520 Lasuen Mall, Old Union Building, Room 232, Stanford, CA 94305-3005; admission@stanford.edu; or http://admission.stanford.edu.

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 international students (students who are neither U.S. citizens nor permanent residents).

Nonmatriculated students are eligible to be considered to attend Stanford as nonmatriculated students on a limited basis when they have exhausted all of the courses in a given discipline offered by their high school. Nonmatriculated high school students are permitted to enroll in one course per quarter and are required to pay the applicable tuition. Permission from the academic department and the Registrar is required.

Summer Session—Students wishing to enroll as nonmatriculated students during Summer Quarter should contact the Summer Session Office for more information about the Summer Visitor Program. Admission to the Summer Visitor Program does not imply regular admission to Stanford for subsequent quarters or to one of Stanford’s regular degree programs.

GRADUATE MATRICULATED STUDY

Applicants from colleges and universities of recognized standing who hold a U.S. bachelor’s degree or its equivalent are eligible to be considered for admission for graduate study. Details regarding degrees offered in specific departments are given in the Guide to Graduate Admission. The number of applicants who can be admitted for work in a particular field of study at any time is limited by the facilities and programs of the school or department and by the number of matriculated students who continue their work in that field.

The Coterminal Degree Program—This program permits matriculated Stanford undergraduates to study for bachelor’s and master’s degrees simultaneously in the same or different departments. Application procedures and procedures are established by each master’s department. Applications must be submitted no earlier than the student’s completion of 105 units, or eighth quarter of undergraduate study. Stanford quarters and transfer quarters are included (calculated by dividing the total allowable transferred units by 15). Applications must be submitted and approved no later than the eleventh quarter of undergraduate study. (Stanford quarters and transfer quarters included and calculated as above.) Students who decide to apply for admission to master’s programs after these deadlines are not eligible for the coterminal program and must apply through the regular graduate admission process.

APPLICATION PROCESS

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 www.stanford.edu/dept/registrar.

The Guide to Graduate Admission may be obtained from Graduate Admissions, Office of the University Registrar, 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, Office of the University Registrar, Old Union, Stanford University, Stanford, CA 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:
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 Director of Graduate Admissions in the individual case at the end of any quarter of enrollment.

Students who are granted nonmatriculated status may register for a maximum of one academic year. Nonmatriculated status is a privilege and not a right; the nonmatriculated status may be revoked at the University’s discretion and after consideration of such factors as the University considers relevant in the particular case at the end of any quarter of enrollment.

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 a maximum of 15 units of nonmatriculated study toward the residency requirement for a master’s degree and 30 units for the Engineer or Ph.D. degree.

Application forms for nonmatriculated status during the regular academic year are available from Graduate Admissions, Office of the University Registrar, 520 Lasuen Mall, Old Union Building, Stanford, CA 94305-3005. Deadlines for applying are included with the forms and are generally required two months before the start of the quarter.

Applicants interested in nonmatriculated student status for the Summer Quarter only should contact the Summer Session Office, 482 Galvez Mall, Stanford, CA 94305-3005.

POSTDOCTORAL SCHOLARS

Postdoctoral scholars are trainees in residence at Stanford University pursuing advanced studies beyond the doctoral level in preparation for an independent career. Postdoctoral scholars are appointed for a limited period of time and may participate on Stanford research projects and/or may be supported by external awards or fellowships. In all cases, their appointment at Stanford is for the purpose of advanced studies and training under the sponsorship of a Stanford faculty member.

Postdoctoral appointments are generally restricted to those who have earned their Ph.D. within the last three years or their M.D. within the last six years. Postdoctoral scholars are appointed at Stanford for fixed terms (preferably of one year’s duration each) that may total up to four years.

All postdoctoral scholars appointed at Stanford must be supported by either Stanford grants and contracts, training grants, departmental or school fellowship funds, or external fellowships, or by a combination of these sources. In addition, all postdoctoral scholars also receive a benefits package including medical, dental, life, and disability insurance. Scholars are normally appointed for 100% time.

All postdoctoral scholars must be registered at Stanford during every academic quarter of their appointment. Registration entails payment of a quarterly postdoctoral fee, which is paid by the academic department or school appointing the scholar.

Prospective postdoctoral scholars should write directly to the department in which they wish to study.

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 available only at Stanford.

In these instances, since the person is not eligible for Visiting Scholar status, they may be eligible to register as nonmatriculated graduate students in the Visiting Researcher category for a maximum of one year. invitation. Admission forms for visiting researchers are submitted to the Registrar’s Office by the department issuing the invitation.

Visiting researchers are charged the TGR (Terminal Graduate Registration) 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 a DS 2019 for a J-1 visa issued.
by the Bechtel International Center and must register each quarter, including Summer Quarter, to maintain their visa status.

**VISAS FOR FOREIGN STUDENTS**

Stanford is authorized under federal law to enroll nonimmigrant 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 a DS 2019 Certificate of Eligibility issued by Stanford University or a sponsoring agency. This visa is required for graduate students sponsored by certain agencies, foundations, and governments. In some cases, Exchange-Visitors must leave the United States at the conclusion of their programs, may not change visa status, and may not apply for permanent residency in the United States until they have returned to their home countries for at least two years. The spouse of an Exchange-Visitor enters on a J-2 visa and may, in some cases, obtain permission to work.

The certificate of eligibility is issued to a student accepted for admission only upon receipt of evidence of satisfactory proficiency in the English language and certification of adequate financial support. A student transferring from another school must obtain a new visa with a Stanford certificate of eligibility.

Information on visas is sent to admitted graduate students from the Graduate Admissions Office. Information on visas for postdoctoral scholars and visiting researchers may be obtained from the Bechtel International Center.

The University requires that all students who are not U.S. citizens or permanent residents maintain a visa status that allows registration as students.

**FINANCIAL AID**

**UNDERGRADUATE**

The University has a comprehensive need-based financial aid program for its undergraduate students (except some international students) who meet various conditions required 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 who bring diversity to the Stanford student body. If the University-determined need is greater than the self-help expectation, Stanford awards scholarship or grant funds to meet the remaining need.

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 PROCESS**

**FILING DEADLINES**

Prospective freshmen Single Choice-Early Action, November 1, 2003
Prospective freshmen Regular Review, February 1, 2004
Prospective transfers March 15, 2004
Returning students April 15, 2004

**APPLICANT DOCUMENTS**

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 should submit the following documents. Canadians file the following except the FAFSA.

1. Free Application for 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, 2004, for Cal Grant consideration.
2. The PROFILE processed by the College Scholarship Service (CSS).

A complete application for U.S. citizens and permanent residents applying for Stafford loan consideration only includes:

1. Free Application For Federal Student Aid (FAFSA), which must be processed by the federal processor.

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 funds withheld 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 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 fellowships and assistantship appointments. Academic program, academic merit, and availability of funds are the primary considerations in the awarding of 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 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.

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 the 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 coterminous students, but some departments may award research and teaching assistantships as part of the educational program to certain coterminous 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
The Honors Cooperative Program (HCP) is the only part-time graduate program offered by Stanford University. It allows working profes-
sionals, who may be eligible for tuition reimbursement through their employer, an opportunity to earn a graduate degree in engineering, computer science, or biomedical informatics on a part-time basis.

Prospective HCP students apply to the department in which they would like to pursue a graduate degree through the normal graduate admissions process, and compete with all other applicants for admission to the program. Once admitted, HCP students implement degree study through the Stanford Center for Professional Development (SCPD). Courses are delivered online and broadcast locally. HCP students are also welcome to attend classes on campus, and some on-campus attendance may be required depending on the degree track.

To participate, industry students must have the support of their employer as a member company of the Stanford Center for Professional Development. This employment requirement is waived for Stanford University alumni and for members of the military on active duty. For more information, see http://scpd.stanford.edu, or call (650) 725-3000.

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 University 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. In addition, students must have their department approve their study lists as meeting graduation requirements before the Office of the University Registrar can certify the courses for Veterans Affairs.
Tuition, Fees, and Housing

ASSESSMENTS

TUITION

Regular tuition for the 2003-04 academic year, payable Autumn, Winter, and Spring quarters, is as follows:

- All departments and schools (except those below) $ 9,521
- Graduate Division in Engineering 10,151
- Graduate School of Business 12,084
- School of Medicine (M.D. Program) 11,572
- School of Law (payable Autumn and Spring semesters) 16,212
- J.D./M.B.A. Program (payable Autumn and Spring semesters) 16,785

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 2003.

A coterminal student is subject to graduate tuition assessment and adjustment policies once graduate standing is reached. Coterminal students should see the student policies and procedures for tuition assessment, 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.

All students are strongly advised, before registering at less than the regular full-tuition rate, to consider the effects of that registration on their degree progress and on their eligibility for financial aid and awards, visas, deferment of student loans, and residency requirements.

The University reserves the right to change at any time, without prior notice, tuition, room fees, board fees, or other charges.

UNDERGRADUATES

During Autumn, Winter, and Spring quarters, undergraduates 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 in their final quarter.

Permission to Attend status can be granted for one quarter on a one-time basis to those for whom it is academically appropriate. The Permission to Attend rate is $2,363 per quarter in 2003-04. Undergraduates in the terminal quarter who are completing honors theses or clearing incomplete grades may petition, on a one-time basis, for Permission to Attend for Services Only (PSO) registration. That rate is $1,650 per quarter in 2003-04 and does not permit any course enrollment or auditing. Further information about the Permission to Attend status is available from the Registrar’s Office.

During Summer Quarter, all Stanford undergraduates may register on a unit-basis (minimum 3 units).

GRADUATE STUDENTS

Matriculated graduate students are expected to enroll for at least eight units. Schools and departments may set a higher minimum.

The following reduced-tuition categories can be requested by matriculated graduate students in the final stages of their degree programs:

1. Terminal Graduate Registration (TGR): doctoral students who have been admitted to candidacy, completed all required courses and degree requirements other than the University oral exam and dissertation, accrued 10.5 quarters of residency, or completed 135 units (if under new residency policy), and submitted a Doctoral Dissertation Reading Committee form may request Terminal Graduate Registration status to complete their dissertations. Students pursuing Engineering degrees may apply for TGR status after admission to candidacy, completion of all required courses, and six quarters of residency, or completion of 90 units (if under new residency policy). Students enrolled in master’s programs with a required project or thesis may apply for TGR status upon completion of all required courses and completion of 45 units.

TGR status may also be granted for one quarter only to a graduate student who is returning after a leave of absence or after reinstatement, or to graduate students who register for one final term to take a University Oral Examination, submit a thesis or dissertation, or file an Application to Graduate. Doctoral students applying 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 for master’s and Engineering students are as above.

Each quarter, all TGR students must enroll in the 801 (for master’s and Engineering students) or 802 (for doctoral students) course in their department for zero units, in the appropriate section for their adviser. TGR students register at a special tuition rate: $1,650 in 2003-04. 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 Office of the University Registrar in the Old Union Building.

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 School of Engineering may register at the 8-, 9-, or 10-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. 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.

INTERNATIONAL STUDENTS

F-1 or J-1 visas are required by the U.S. Department of Homeland Security. International students must be registered as full-time students during the academic year. Summer Quarter registration is not required. International graduate students comply with immigration regulations while enrolled for partial tuition if their Stanford fellowships or assistantships require part-time enrollment, if they are in TGR status, or if they are in the final quarter of a degree program. Nonmatriculated international students must register for at least 8 units.
FEES

APPLICATION FEE

Contact the Undergraduate Admissions Office for information about the undergraduate application fee and the Graduate Admissions section of the Registrar’s Office for the current graduate application fee. Application fees for the School of Law, the School of Medicine, and the Graduate School of Business vary by program. Fees are payable at the time of application and are not refundable.

ASSU FEES

The Associated Students of Stanford University (ASSU) fees are established by student vote in Spring Quarter. Fees directly fund activities of student organizations and not operations of ASSU. The 2003-04 fees are:

- Undergraduates—Autumn, $88; Winter, $92; Spring, $89
- Graduates—Autumn, $34; Winter, $33; Spring, $34

Late Fees—Charges are imposed for late submission of study lists and any changes to the study list after published deadlines. Amounts are listed in the quarterly Time Schedule.

SPECIAL FEES

New Student Orientation Fee—A fee is charged to all entering undergraduates for costs of orientation, including room and board, and for the cost of class dues to provide funds for later activities of the class.

School of Law Course Materials Fee—A fee is charged each semester to School of Law students for supplementary course materials.

Late Fees—Charges are imposed for late submission of study lists and any changes to the study list after published deadlines. Amounts are listed in the quarterly Time Schedule.

Laboratory Fee—Students in chemistry laboratory courses are charged a nonrefundable fee.

Music Practice: Athletics, Physical Education, Recreation; and Dance—Courses for which special fees are charged are indicated in the Time Schedule.

Dissertation Fee—Each Ph.D., D.M.A., and Ed.D. candidate is charged a fee to cover the cost of microfilming and binding the dissertation and the cost of publishing the abstract.

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

DOCUMENT FEE

Stanford charges a one-time Document Fee to all students admitted to new degree or non-degree programs in 1993 or later. The fee is paid once only, regardless of the number of degrees a student may ultimately pursue. It covers the cost of University administrative services such as enrollment and degree certification, course drops and adds done before published deadlines, diplomas, and official transcripts and their production.

HEALTH INSURANCE FEE

The University requires all registered students to carry medical insurance to provide coverage for services not provided by Vaden Health Service. Students are enrolled in and charged for the Stanford student health insurance plan, unless they have completed waiver procedures by the second day of instruction. Those who carry medical insurance through an alternate carrier are generally eligible for waiver of the health insurance fee.

SPECIAL FEES

MEAL PLANS

Residential Education promotes the idea that living and learning are integrated, not separate and that formal teaching, informal learning, and personal support in residences are integral to a Stanford education. Meals play a key role in this mission of community building, leading, and learning. Therefore, residents of University-managed housing with a Stanford Dining facility (Braner, Florence Moore, Lakeside, Manzanita, Murray, Ricker, Stern, Wilbur, and Yost) are required to purchase meal plans. Stanford Dining is committed to providing Meal Plans for every appetite as well as offering maximum flexibility of dining locations across campus.

Residential and Dining Enterprises provides three types of dining services: All-You-Care-to-Eat, A la Carte, and Open Kitchen. Costs range from $3,949 to $4,648 for the academic year, and are billed on a quarterly basis. Costs for each plan are listed in the table of student meal plan rates at http://dining.stanford.edu/resdining/mealplanrates.htm.

Housing

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

Campus housing rates are generally below local area market rents. The approximate room rates for the 2003-04 academic year are as follows:

<table>
<thead>
<tr>
<th>Residence</th>
<th>Total Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Single Student</td>
<td></td>
</tr>
<tr>
<td>Residence Halls and</td>
<td></td>
</tr>
<tr>
<td>University-operated halls</td>
<td>$1,669</td>
</tr>
<tr>
<td>Theme or self-operated halls</td>
<td>2,051</td>
</tr>
<tr>
<td>Theme house, non-Row (EAST)</td>
<td>2,003</td>
</tr>
<tr>
<td>Co-ops, Fraternity, Sorority, or student-cleaned houses with professional cooks</td>
<td>1,830</td>
</tr>
<tr>
<td>Mirrieles (apartments)</td>
<td>1,887</td>
</tr>
<tr>
<td>Suites</td>
<td>1,867</td>
</tr>
<tr>
<td>Graduate Single Student</td>
<td></td>
</tr>
<tr>
<td>Dormitories (single occupancy)</td>
<td>1,595</td>
</tr>
<tr>
<td>Dormitories (double occupancy)</td>
<td>1,126</td>
</tr>
<tr>
<td>Rains Houses (apartments)</td>
<td>1,967</td>
</tr>
<tr>
<td>Richard W. Lyman (apartments)</td>
<td>1,967</td>
</tr>
<tr>
<td>Schwab Residential Center (apartments)</td>
<td>4,144</td>
</tr>
<tr>
<td>Escondido Village (single student apartments)</td>
<td>2,476</td>
</tr>
<tr>
<td>Studio (single occupancy)</td>
<td>1,335</td>
</tr>
<tr>
<td>1 bedroom (double occupancy)</td>
<td>1,967</td>
</tr>
<tr>
<td>2 bedroom (double occupancy)</td>
<td>1,335</td>
</tr>
<tr>
<td>2 bedroom (triple occupancy)</td>
<td>1,778</td>
</tr>
<tr>
<td>Couples without Children:</td>
<td></td>
</tr>
<tr>
<td>Escondido Village 1 bedroom</td>
<td>3,351</td>
</tr>
<tr>
<td>2 bedroom loft</td>
<td>3,812</td>
</tr>
</tbody>
</table>

* All rates are approximate and subject to change.

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 Student Financial Services office, Old Union, Room 105, Stanford University, Stanford, CA 94305-3025.

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.
All-You-Care-to-Eat Meal Plans—when students enter the dining hall, their ID cards are swiped once. During the visit, they may make have unlimited trips through the food service lines, eating as much as they want. 

A la Carte Meal Plans—students may use meal plan points however they choose. In the dining hall, they can choose what they want to eat and pay via points.

Yost and Murray Open Op—Yost and Murray each offer a unique meal plan customized to the house’s specific configuration and needs.

A complete description of these plans is included in the Residential Dining section at [http://dining.stanford.edu](http://dining.stanford.edu).

**CARDINAL DOLLARS**

Cardinal Dollars allow increased dining flexibility along with a meal plan by providing dining facility choices outside of a student’s residence. Cardinal Dollars can be used in all residence dining halls, Stanford Dining’s late night eateries, and all cafés on campus operated by Stanford Dining. Students can purchase meal plans with Cardinal Dollars attached or, if they do not have a Stanford Dining Meal Plan, they can also purchase Cardinal Dollars, putting them on their Stanford ID card.

One Cardinal Dollar is equivalent to $1.00. With Cardinal Dollars, students receive a 10% bonus. To purchase or renew, call, email, or visit Stanford Dining’s office. Cardinal Dollar purchases can be charged to a credit card or to a SUNet ID.

All Cardinal Dollars roll over from quarter to quarter within the academic year without expiring. Unused Cardinal Dollars expire at the close of Summer Quarter.

**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-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.

**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 be eligible to receive refunds of portions of their tuition as described below.

**ANNULLED REGISTRATION**

Students who take a leave of absence 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 INTERRUPTION 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 takes a leave of absence 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 Office of the University Registrar. 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 (for a maximum of two years) 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.

*Per Diem Tuition Charges for Students Who Take a Leave of Absence*
TUITION, FEES, AND HOUSING

Undergraduate/ Graduate Full Graduate  Graduate Last Date
Quarter Tuition 8-9-10 Engr. Full Engr. 8-9-10 for Tuition
Autumn $119.01 $77.50 $126.89 $82.50 Nov. 10
Winter $128.66 $83.78 $137.18 $89.19 Feb. 19
Spring $132.24 $86.11 $140.99 $91.67 May 12
Summer $176.31 $114.81 $187.98 $122.22 July 23

For example: you are an undergraduate who was charged the tuition rate of $9,521 for Autumn Quarter. You become ill and informal 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 $119.01 per day) or $2,023.17.

Separate schedules exist for 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 last attended classes.

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 enrolled 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://www.stanford.edu/dept/resed/, or phone 650-725-2800), and for graduate students by the Graduate Life Office (see http://www.stanford.edu/group/glo/, or phone 650-725-1171).

Dining services, custodial services and maintenance are provided by Residential and Dining Enterprises (see http://www.stanford.edu/dept/hds/ 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 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

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 (excluding 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 residence halls, language and culture residences, cross-cultural theme houses, student-managed and cooperative houses, apartments, suites, fraternities, and sororities.

GRADUATE STUDENT RESIDENCES

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 64 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 University housing while enrolled, and new matriculated doctoral students with children who apply by the Lottery deadline are assured six years of University housing while enrolled. 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 residence halls, 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 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 Building, Room 214, Stanford University, Stanford, CA 94305-3012, or telephone (650) 723-3906. During early September, temporary accommodations are available in student residence halls 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.

This file has been excerpted from the Stanford Bulletin, 2003-04, pages 15-19. Every effort has been made to ensure accuracy; postpress changes may have been made here. Contact the editor of the bulletin at arod@stanford.edu with changes or corrections. See the bulletin website at http://bulletin.stanford.edu for late changes.
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 Undergraduate Standards and Policy (C-USP), 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 and credit/no credit basis cannot be counted towards the 180-unit 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 as freshmen prior to Autumn Quarter 2001 and students admitted as transfers:) A minimum of 90 units (including the last 15) at Stanford. In special cases, students who have earned at least 90 units in resident work and who have completed the General Education, Writing, and Language Requirements, as well as all major/minor requirements, may petition for a waiver of the last 15 units-in-residence requirement.
5. (Students admitted as freshmen Autumn Quarter 2001 and 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 General Education, Writing, and Language Requirements, as well as all major/minor 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 Public Policy; and in the Department of Information Systems. The University also awards B.S. degrees to candidates 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-USP, and have fulfilled requirements 1, 2, and 4/5 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 and credit/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. (Students admitted as freshmen prior to Autumn Quarter 2001 and students admitted as transfers:) 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 General Education, Writing, and Language Requirements, as well as all major/minor requirements, may petition for a waiver of the last 15 units-in-residence requirement.
5. (Students admitted as freshmen Autumn Quarter 2001 and thereafter:) A minimum of 180 units (including the last 15) at Stanford. In special cases, students who have earned at least 180 units in resident work and who have completed the General Education, Writing, and Language Requirements, as well as all major/minor requirements, may petition for a waiver of the last 15 units-in-residence requirement.

A student interested in dual bachelor’s degrees should file a “Statement of Intent to Declare Dual Degrees” with the University Registrar’s Office no later than two quarters in advance of completing the program. The statement is submitted on a standard petition form along with recommendations of appropriate representatives of 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.

SECOND BACHELOR’S DEGREE

Stanford does not award a second Bachelor of Arts degree to an individual who already holds a Bachelor of Arts 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 on Academic Standing 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. The Subcommittee on Academic Standing may determine whether the application for a second degree will be approved and/or the conditions a student must meet in order to be allowed to earn a second degree. A recommendation of the major department for the second bachelor’s degree must accompany the application.

Generally, a holder of a B.A. or B.S. degree may not apply for the Bachelor of Arts and Sciences degree, although a student may submit a petition for exception. The Office of the University Registrar’s Academic Standing section in Old Union reviews these petitions. A student approved for this program may register as an undergraduate and is subject to the current 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 the 11th quarter of undergraduate study. Full-time enrollment during Summer Quarters, as well as allowable 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 12 full-credit undergraduate quarters is identified as the first graduate quarter for tuition assessment. Beginning with this quarter, coterminal students are subject to graduate student policies and procedures (including those described in the “Graduate Degrees” section of this bulletin) in addition to undergraduate minimum progress standards. These policies include continuous registration or leaves of absence for quarters not enrolled and minimal progress guidelines.

In the first graduate quarter, a coterminal student is assigned an adviser in the master’s department for assistance in planning a program of study to meet the requirements for the master’s degree. The plan is outlined on the Program Proposal for a Master’s Degree, which is approved by the master’s department by the end of the first graduate quarter. Authorizations for master’s programs expire three calendar years from the first graduate quarter. An extension requires re-review of academic performance by the department.

The specific University residency, unit requirement, and additional policies for a bachelor’s/master’s program are described under Residency and Unit Requirements in Coterminal Programs in the “Graduate Degrees” section of this bulletin.

Conferral of each degree is applied for separately by the deadlines given in the University Time Schedule. The master’s degree must be conferred simultaneously with, or after, the bachelor’s degree.

**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 GENERAL EDUCATION REQUIREMENTS**

**PURPOSE**

The General Education Requirements are an integral part of undergraduate education at Stanford. Their purpose is two-fold: 1) 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 2) 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 University 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 University 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.

**AREA REQUIREMENTS**

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 I 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.
The current Writing and Rhetoric requirement, effective in 2003, includes courses at three levels. The first two levels are described in more detail below. Writing-intensive courses that fulfill the third level, the Writing in the Major (WIM) requirement, are designated under individual department listings.

All undergraduates must satisfy the first level Writing and Rhetoric requirement (WR 1) in one of three ways:
1. PWR 1: a course emphasizing writing and research-based argument.
2. Writing instruction in connection with the Structured Liberal Education (SLE) program.
3. Transfer credit approved by the Registrar’s External Credit Evaluation office for this purpose.

All undergraduates must satisfy the second-level Writing and Rhetoric Requirement (WR 2) in one of three ways:
1. PWR 2, a course emphasizing writing, research, and oral presentation.
2. A course offered through a department or program certified as meeting the WR 2 requirement by the Writing and Rhetoric Governance Board. These courses will be designated as DWR 2.
3. Transfer credit approved by the Office of the University Registrar’s External Credit Evaluation section for this purpose.

A complete listing of PWR 1 courses is available on the PWR web site at http://pwr.stanford.edu, and at the PWR office, Building 460, Room 223. Complete listings of PWR 2 and DWR 2 courses will be available to students on the PWR web site the quarter before they are scheduled to complete the WR 2 requirement. Certification of these courses will begin in Autumn 2003.

For a full description of the Program in Writing and Rhetoric (PWR), see “Writing and Rhetoric, Program in” section of this bulletin under the School of Humanities and Sciences.

Students who matriculated prior to Autumn 2003 should consult previous issues of the Stanford Bulletin and the “Writing and Rhetoric, Program in” section of this bulletin under the School of Humanities and Sciences to determine what requirements apply.

THE LANGUAGE REQUIREMENT

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, 4-5 units language course at Stanford or the equivalent at another recognized post-secondary institution subject to current University transfer credit policies.
2. Score 4 or 5 on the Advanced Placement (AP) test in the following languages: French, German, Latin, and Spanish.
3. Achieve a satisfactory score on the SAT II Subject Tests in the following languages taken prior to college matriculation:
   - Chinese 630
   - Italian 630
   - French 640
   - Japanese 620
   - German 630
   - Korean 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 University Registrar’s External Credit Evaluation section.

AP SCORES AND PLACEMENT

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<th>Test Subject</th>
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<td>4, 5</td>
<td>Not applicable</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>European History*</td>
<td>4, 5</td>
<td>Not applicable</td>
<td>5*</td>
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<tr>
<td>French (Language or Literature)*</td>
<td>4, 5</td>
<td>FRENLANG 22 (or higher by placement exam only)</td>
<td>10</td>
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<td>German (Language or Literature)*</td>
<td>4, 5</td>
<td>GERLANG 21 (or higher by placement exam only)</td>
<td>10</td>
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<td>Human Geography*</td>
<td>4, 5</td>
<td>Not applicable</td>
<td>7</td>
<td></td>
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<tr>
<td>Latin (Vergil or Literature)*</td>
<td>4, 5</td>
<td>CLASSLAT 101 (or higher by placement exam only)</td>
<td>10</td>
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<td>Math AB</td>
<td>5, 4, 3, 2</td>
<td>MATH 51, MATH 42, MATH 42, MATH 42</td>
<td>10, 5, 5, 5</td>
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</tr>
<tr>
<td>Math BC</td>
<td>4, 5</td>
<td>MATH 51, MATH 42</td>
<td>10, 5</td>
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<td>Math AB subscore</td>
<td>5, 4</td>
<td>MATH 51, MATH 42</td>
<td>10, 5</td>
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<td>Music*</td>
<td>4, 5</td>
<td>Not applicable</td>
<td>10</td>
<td></td>
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<tr>
<td>Physics B</td>
<td>5, 4</td>
<td>PHYSICS 25, 51, 61</td>
<td>10, 5, 5</td>
<td></td>
</tr>
</tbody>
</table>

* Credit for this exam will not be awarded effective with students matriculating Autumn Quarter 2004-05 and thereafter.

** Stanford CEEB Advanced Placement (AP) policies are subject to review and change.

1. A maximum of 45 quarter units of AP and/or transfer credit and/or other external credit combined may be applied toward the undergraduate degree.
2. Students 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.

ACTION 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 (including activity courses) 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.

INTERNSHIP 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.
UNDERGRADUATE DEGREES AND PROGRAMS

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 conditionally 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.
7. Credit is allowed at Stanford for work graded ‘A,’ ‘B,’ ‘C,’ or ‘Pass,’ but not for work graded ‘D’ or below.
8. No more than 45 (90 for transfer students) 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.

CONCURRENT ENROLLMENT

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 quarter units between both schools. This is the same unit maximum for undergraduate students at Stanford. (One semester credit or hour equals 1.5 quarter units.)
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 Transfer/External Credit Evaluation (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.

REQUIREMENTS

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 coterminal students must use printed forms to select or change a major. Students requiring assistance should contact the Office of the University Registrar, Old Union, room 141.

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 Office of the University Registrar. To be awarded a bachelor’s degree with multiple majors, the student must fulfill the following requirements:

1. Formally declare all majors to the Office of the University Registrar.
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 form 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 forms are available at any time from http://registrar.stanford.edu. This must be submitted to the Office of the University Registrar by the application to graduate deadline for the term in which the student intends to graduate.

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...
## UNDERGRADUATE MAJOR UNIT REQUIREMENTS

<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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Earth Sciences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Systems</td>
<td>84-100</td>
<td>28</td>
<td>130</td>
<td>Internship/Senior Seminar</td>
<td>EARTH SYS 210</td>
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<tr>
<td>Geological &amp; Environmental Sciences</td>
<td>25-29</td>
<td>52-62</td>
<td>79-91</td>
<td>advanced summer field experience</td>
<td>GES 54Q, 55Q, 110,131, 151,152,185,190</td>
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<td>Engr. Geol. &amp; Hydrogeology</td>
<td>54-62</td>
<td>34-37</td>
<td>88-99</td>
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<tr>
<td>Geophysics</td>
<td>43-45</td>
<td>15</td>
<td>min. 58</td>
<td>see adviser</td>
<td></td>
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<tr>
<td>Petroleum Engineering</td>
<td>72</td>
<td>39-40</td>
<td>111-122</td>
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<td>PETENG 180</td>
</tr>
<tr>
<td><strong>School of Engineering</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Chemical Engineering</td>
<td>min. 59</td>
<td>min. 58</td>
<td>min. 117</td>
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<td>CHEMENG 185A,185B</td>
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<tr>
<td>Civil Engineering</td>
<td>min. 58</td>
<td>min. 52-55</td>
<td>min. 116</td>
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<td>CEE 100</td>
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<td>min. 52</td>
<td>min. 116</td>
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<tr>
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<td>33-57</td>
<td>47-71</td>
<td>97-112</td>
<td>Senior Project</td>
<td>CS 191W,194,201</td>
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<tr>
<td>Computer Systems Engineering</td>
<td>68-80</td>
<td>25-42</td>
<td>104-111</td>
<td>Senior Project</td>
<td>CS 191W,194,201</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>45</td>
<td>68</td>
<td>113</td>
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<td>ENGR 102E and EE 108A</td>
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<td>min. 41</td>
<td>40</td>
<td>90-107</td>
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<tr>
<td>Material Science and Engineering</td>
<td>53-59</td>
<td>51</td>
<td>104-110</td>
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<td>MATSCI 162</td>
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<tr>
<td>Mechanical Engineering</td>
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<td>56</td>
<td>125-135</td>
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<td>ENGR 102M and ME 203</td>
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<tr>
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<td>31</td>
<td>103-105</td>
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<td>ENGR 102M and ME 203</td>
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<tr>
<td><strong>School of Humanities and Sciences</strong></td>
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<td></td>
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<td>African and African American Studies</td>
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<td>ANTHSCI 190,290A</td>
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<td>ANTHSCI 147</td>
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<td>History</td>
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<td>50</td>
<td>50</td>
<td>library orientation</td>
<td></td>
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<tr>
<td>Studio</td>
<td>—</td>
<td>65</td>
<td>65</td>
<td>library orientation</td>
<td></td>
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<tr>
<td>Asian American Studies</td>
<td>55</td>
<td>5</td>
<td>60</td>
<td>CSRE Senior Sem.</td>
<td>See CSRE</td>
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<tr>
<td>Asian Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>0-16</td>
<td>27-43</td>
<td>min. 43</td>
<td></td>
<td>CHINGEN 133</td>
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<tr>
<td>Japanese</td>
<td>0-20</td>
<td>23-43</td>
<td>min. 43</td>
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<td>JAPANGEN 138</td>
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<td>Biological Sciences</td>
<td>50-52</td>
<td>24</td>
<td>74-76</td>
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<td>BIOSCI 44X,44Y,54,55, 145,165H,175H,176H</td>
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<td>87</td>
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<td>Chicana/o Studies</td>
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<td>See CSRE</td>
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<td>Classics</td>
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<td>CLASSICS 176</td>
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<td>Comparative Literature</td>
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<td>COMPLIT 101</td>
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<td>Comparative Studies in Race &amp; Ethnicity</td>
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<td>60</td>
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<td>CSRE 200X</td>
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<td>Cultural and Social Anthropology</td>
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<td>40</td>
<td>65</td>
<td>Foreign language 2nd-year level</td>
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<tr>
<td>Major Department</td>
<td>Units required outside the dept./program</td>
<td>Units required within the dept./program</td>
<td>Total # of units</td>
<td>Notes/Special Requirements</td>
<td>WIM Course</td>
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<tr>
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<td>------------------</td>
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<tr>
<td>Drama</td>
<td>—</td>
<td>65</td>
<td>65</td>
<td>DRAMA 161,162,163,164</td>
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<tr>
<td>East Asian Studies</td>
<td>75</td>
<td>—</td>
<td>75</td>
<td>senior essay; seminar</td>
<td>CHINGEN 133; JAPANGEN 138; POLISCI 243</td>
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<td>Economics</td>
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<tr>
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<td>60</td>
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<td>60</td>
<td></td>
<td>ENGLISH 60/160</td>
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<tr>
<td>w/ Creative Writing</td>
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<td></td>
<td>60</td>
<td>dept. approval</td>
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<tr>
<td>w/ Interdisciplinary Emphasis</td>
<td>20</td>
<td>50</td>
<td>70</td>
<td>dept. approval and interdisciplinary paper</td>
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<tr>
<td>w/ Interdepartmental Emphasis</td>
<td>20</td>
<td>45</td>
<td>65</td>
<td>20 units in foreign lang. lit.; dept. approval</td>
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<td>Feminist Studies</td>
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<td>15 core</td>
<td>60</td>
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<tr>
<td>French and Italian</td>
<td>max. 24</td>
<td>32 above #100</td>
<td>56 above #100</td>
<td>4 Eng. Lit. courses</td>
<td>FRENILT 123,261</td>
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<td>French and English Literatures</td>
<td>max. 24</td>
<td>32 above #100</td>
<td>56 above #100</td>
<td></td>
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</tr>
<tr>
<td>French and Italian Literatures</td>
<td>max. 24</td>
<td>32 above #100</td>
<td>56 above #100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>max. 28</td>
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<td>60 above #100</td>
<td></td>
<td>ITALLIT 114,115</td>
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<td>Italian and English Literatures</td>
<td>max. 28</td>
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<td>60 above #100</td>
<td>4 Eng. Lit. courses</td>
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<tr>
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<td>32 above #100</td>
<td>60 above #100</td>
<td>4 Fr. Lit. courses</td>
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<tr>
<td>German Studies</td>
<td>0-25</td>
<td>35-60</td>
<td>60</td>
<td>3 above #130</td>
<td>GERLIT 122Q,123N, 126Q,131</td>
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<td>Human Biology</td>
<td>min. 13</td>
<td>min. 39</td>
<td>min. 84</td>
<td>Internship</td>
<td>HUMBIO 3B</td>
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<tr>
<td>Interdisciplinary Studies in Humanities</td>
<td>approx. 60</td>
<td>28 (honors)</td>
<td>approx. 87</td>
<td>honors only major</td>
<td>HUMNITIES 200A,B,C</td>
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<tr>
<td>Option for Premeds</td>
<td>approx. 110</td>
<td>28 (honors)</td>
<td>approx. 137</td>
<td>honors only major</td>
<td>HUMNITIES 200A,B,C</td>
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<tr>
<td>International Relations</td>
<td>55-65</td>
<td>0-10</td>
<td>65</td>
<td>2 yr. foreign lang.; INTNLREL 130,131,134,163 Overseas studies 1 qtr. HISTORY 102A POLISCI 110C,148,215</td>
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<tr>
<td>Jewish Studies (Individually Designed)</td>
<td>75-77</td>
<td>—</td>
<td>75-77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linguistics</td>
<td>—</td>
<td>50</td>
<td>50</td>
<td>foreign lang. @ 6th-quarter level</td>
<td>LINGUISTIC 150</td>
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<tr>
<td>Mathematical &amp; Computational Science</td>
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<td>73-78</td>
<td></td>
<td>MATH 109,110,120,120</td>
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<tr>
<td>Mathematics</td>
<td>up to 15 units</td>
<td>49</td>
<td>64</td>
<td></td>
<td>STATS 166</td>
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<td>Music, Science, &amp; Technology</td>
<td>—</td>
<td>62</td>
<td>62-72</td>
<td>piano-proficiency &amp; ear-training exam</td>
<td>MUSIC 151</td>
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<tr>
<td>Native American Studies</td>
<td>55</td>
<td>5</td>
<td>60</td>
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<td>CSRE Senior Sem.</td>
</tr>
<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 from both depts.</td>
<td>PHIL 80 or RELIGST 290</td>
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<tr>
<td>Physics</td>
<td>21-22</td>
<td>56-57</td>
<td>77-79</td>
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<td>PHYSICS 107</td>
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</tbody>
</table>
plan in which courses requisite for one major overlap with requirements for another. In these cases, the student may declare a secondary major 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.

### DEGREES, HONORS, AND MINORS

**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 Undergraduate Standards and Policy, degrees are awarded four times each year, at the conclusion of Autumn, Winter, Spring, and Summer quarters. 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 by the deadline for each term. The deadlines are published in the Time Schedule of Classes. 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 Office of the University Registrar 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 Student Financial Services.

Students who wish to withdraw a request for conferral or make changes to the Application to Graduate should notify the Office of the...
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.

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### UNDERGRADUATE ADVISING

**Interim Director:** Chip Goldstein  
**Associate Director for Professional Advising Services:** Kathy Wright  
**Associate Director for Freshman and Volunteer Advising:** Dandre Sandies  
**Associate Director for Peer and Academic Support:** Diann McCants  
**Associate Director for Expanded Advising Programs:** Randall Williams

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 preliminary academic interest. Many freshmen receive enhanced academic support through participation in Expanded Advising Programs (EAP). 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, staff, and students (peer advisors and mentors) 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 supplement 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 adviser is 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 (IDM); academic and personal counseling related to academic performance; advice regarding plans to attend graduate or professional school; peer tutoring for subject areas; and learning skills classes. Reference guides to graduate and professional schools are available. The Undergraduate Advising Center is located on the first floor of Sweet Hall. For detailed information, see the UAC web site at [http://uac.stanford.edu/](http://uac.stanford.edu/) or phone (650) 723-2426.

### UNDERGRADUATE RESEARCH PROGRAMS

**Director:** Susie Brubaker-Cole  
**Associate Director for Student Services:** Laura Selznick  
**Associate Director for Honors Writing Programs:** Hilton Obenzinger  
**Assistant Director for Program Management:** Marcia Keating

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...
that encourage undergraduates to work closely and individually with faculty on research, 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; or see http://urp.stanford.edu.

**STUDENT GRANT PROGRAMS**

URP administers research grants directly to Stanford undergraduates. Currently all programs are designed to apply for, which may support the expenses of faculty-trained and skills-based replacement of financial aid so that they may pursue research. Samples of previous successful grant applications are available at 414 Sweet Hall. Advice on writing grant applications and adhering to University research policies is available both in person and on the URP web pages at http://urp.stanford.edu.

The most popular student grants awarded by URP are the URO major and small grants. Small and major grants are restricted to supplies and expenses associated with research, and they are available to students in all fields of study. Major grants are awarded once a year, during Spring Quarter, to as many as 150 students, and priority is granted to students pursuing honors. The deadlines for major grants for 2003-04 are Friday, April 2, 2004 for projects in social sciences, natural sciences, and engineering, and Friday, April 16, 2004 for projects in the humanities and creative arts. Students with interdisciplinary projects are encouraged to apply for the earlier deadline. Small grants are awarded each quarter. The deadlines are October 24, 2003, February 6, 2004, and April 16, 2004.

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 by Friday, December 5, 2003.

The Future Faculty Incentives Program encourages URP grant recipients from all categories to consider a career in college or university teaching. The award provides undergraduate loan repayment up to $10,000 for graduate work toward a Ph.D. Preference is given to students from cultural, disadvantaged, or other backgrounds who would add diversity to the professoriate in their field of study. Financial need is 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.

**DEPARTMENTAL AND FACULTY-SPONSORED RESEARCH OPPORTUNITIES**

**DEPARTMENTAL AND RESEARCH CENTER PROGRAMS**

Departments, interdisciplinary programs, and Stanford research centers may apply through the URP office for VPUE Departmental Grants for Undergraduate Research 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. The official request for proposals may be found on the faculty resources section of the URP web pages. 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 Undergraduate 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. Faculty may obtain the official request for proposals on the faculty resources section of the URP website.

**ONLINE RESOURCE FILES**

Stanford students can obtain free access to two databases through the web, at http://urp.stanford.edu, designed to facilitate undergraduate and faculty research collaborations. Odyssey lists openings for student research assistants on faculty projects. The Iliad Faculty Interests file contains information about the research interests of individual Stanford faculty across the University. Faculty members with ongoing research programs are encouraged to identify a piece of their project appropriate to undergraduate competencies and to list it through Odyssey.

**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 residential programming (including faculty guests), special dinners, and cultural and social excursions. Students living in the College must be engaged full-time in a departmental research program for a minimum of eight weeks. Students should contact the URP office 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 event to which students invite their research advisors. Students participating in Honors College receive a research stipend, room and board, and special access to computers. 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, Udall, 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**

*Associate Vice Provost and Director:* Michele Marincovich  
*Senior Associate Director (Science and Engineering):* Robyn Wright Dunbar  
*Associate Director (Humanities):* Valerie Ross  
*Associate Director (Social Sciences and Technology):* Marcelo Clerici-Arias  
*Academic Technology Specialist:* Jeremy Sabol  
*Administrators:* Linda Salser, Cristy Osborne  
*Lecturers:* Doree Allen, John Bilderbeck, Thomas Freeland, James Milojkovic, Joyce Moser, Anne Pasley, James Wagstaffe  
*Oral Communication Program Director:* Doree Allen  
*Department Offices:* Sweet Hall, 4th floor  
*Mail Code:* 94305-3087  
*Department Phone:* (650) 723-1326  
*Email:* TeachingCenter@stanford.edu  
*Web site:* http://ctl.stanford.edu

The Center for Teaching and Learning is a university-wide resource on effective teaching and public speaking.

**SERVICES TO FACULTY, LECTURERS, AND TEACHING ASSISTANTS**

CTL provides the Stanford community with services and resources on effective teaching.  

Our goals are: to identify and involve successful teachers who are willing to share their talents with others; to provide those who are seeking to improve their teaching with the means to do so; to acquaint the Stanford community with important innovations and new technologies for teaching; to prepare inexperienced teachers for their responsibilities; to contribute to the professional development of teaching assistants; to expand awareness of the role of teaching at research universities; and to increase the rewards for superior teaching.

CTL also has responsibility for helping teaching assistants (TAs) with their preparation for and effectiveness in teaching, and for helping departments with designing effective TA training programs. Goals are realized through continuing programs such as: microteaching and consultation; small group evaluation; workshops and lectures; a handbook on teaching and a library of teaching materials; quarterly teaching orientations; an informative quarterly newsletter; and work with individuals, groups, and departments on their specific needs. CTL offices are on the fourth floor of Sweet Hall. For further details, see CTL’s teaching handbook or the CTL brochure, both available by calling (650) 723-1326, or see http://ctl.stanford.edu.

Send email with questions or requests to TeachingCenter@stanford.edu.

**ORAL COMMUNICATION PROGRAM**

The Oral Communication Program at CTL provides opportunities for undergraduates and graduate students to develop or improve their oral communication skills. Courses and workshops offer a comprehensive approach to speech communication, including training in the fundamental principles of public speaking and the effective delivery of oral presentations. The goal is to enhance students’ general facility and confidence in oral expression. The program also provides innovative, discipline-based instruction to help students refine their personal speaking styles in small groups and classroom settings. Those interested in individualized instruction or independent study are invited to visit the program’s Speaking Center in Sweet Hall, where trained student tutors, multimedia, and instructional resource materials are available on an ongoing basis. For further details, call (650) 725-4149 or 723-1326 or consult our web site at http://ctl.stanford.edu.

**COURSES**

All courses listed with CTL promote acquisition of strong public speaking skills and/or teaching excellence.

**CTL 60/160. Investigating Stanford’s Treasures**—Private tours of some of Stanford’s greatest resources led by Stanford experts; students interview the experts and introduce them to the class at the site. One hour of class discussion a week. Treasures may include Jasper Ridge Biological Reserve, Memorial Church, Special Collections, and the Martin Luther King, Jr., Papers Project.  
*1-2 units, Aut (Moser)*

**CTL 115/215. Voice Workshop**—Innovative workshop focusing on breath, voice production, expansion of vocal range and stamina, and clarity of articulation. Geared toward public speaking generally including presentations, lectures, and job talks. Can be taken in conjunction with CTL 117.  
*1-2 units, Aut, Win, Sum (Freeland)*

**CTL 116A. Film Noir**—The language of film noir. From Bogart to Pulp Fiction. The quintessential American film genre which combined femmes fatales, anti-heroes, lost dreams, violence, and a distinct style of expression. Film viewings, student oral presentations, and analyses of films.  
*1-2 units, Win (Moser)*

**CTL 116B. Screwballs and the Language of Laughter: American Comic Film from Chaplin to Present**—A sampling of American comic masterpieces including silent movies, 30s screwball films, and works by Billy Wilder, Woody Allen, and contemporary film makers. Film viewings, student oral presentations, and analyses of films.  
*1-2 units, Win (Moser)*

**CTL 117/217. The Art of Effective Speaking**—Introduction to the principles and practice of effective oral communication. Through formal and informal speaking activities, students develop skills in framing and articulating ideas through speech. Strategies are presented for speaking extemporaneously, preparing and delivering multimedia 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)

CTL 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, Sun (Wagstaffe, Pasley)

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

3 units, Aut (Allen, Bilderbeck)

CTL 125. Making Words Come Alive: The Oral Experience of Literature—Introduction to the oral interpretation of literature, including prose, poetry, drama, and public speeches, with the goal of developing speaking skills. Emphasis is on textual analysis, audience response, and delivery style. No previous performance experience required.

2-3 units, Spr (Allen)

CTL 177. Performance of Power: Oratory and Authority from the Ancient World to the Postmodern—Speech as action has long been seen as essential to leadership. This course examines theories and examples of oratory, from Aristotle to Margaret Thatcher, assessing each as model of voice-activated authority. The impact of mass media technologies as they transform the public space of oratory.

2-3 units, Spr (Freeland)

CTL 199. Independent Study—Special study under lecturer direction, usually leading to a written report or an oral presentation. Register with lecturer’s permission using the section number associated with the instructor.

1-3 units, Aut, Win, Spr, Sum (Staff)

CTL 201. Science Course Design—(Same as GES 201.) For students interested in an academic career and who anticipate designing science courses at the undergraduate or graduate level. Goal is to apply research on science learning to the design of effective course materials. Topics include syllabus design, course content and format decisions, assessment planning and grading, and strategies for teaching improvement.

2-3 units, Aut (Wright-Dunbar)

CTL 219. Oral Communication for Graduate Students—Addresses graduate student speaking activities such as teaching (delivering lectures, guiding discussion, and facilitating small groups), giving professional presentations and conference papers, and preparing for oral 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, Freeland)

FRESHMAN AND SOPHOMORE PROGRAMS

Assistant Vice Provost and Program Director: Sharon Palmer
Academic Technology Specialists: Carlos Seligo, Dena Slothower
Oral Communication Lecturer: Joyce Moser
Administrators: Gari Gene, Mona Kitasoe, Jasmine Lu

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

Stanford Introductory Seminars (SIS) 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 in the field. Some also fulfill General Education Requirements (GERs).

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 year.

FRESHMAN SEMINARS AND SOPHOMORE SEMINARS AND DIALOGUES

Freshman Seminars and Sophomore Seminars and Dialogues are offered in a variety of disciplines throughout the academic year. Freshman preference seminars are typically given for 3–4 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 and 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 and with the consent of the instructor. Sophomore preference seminars are given for 3–5 units to a maximum of fourteen 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. For a list of introductory seminars offered in 2003-04, please see the “Stanford Introductory Seminars” section of this bulletin. See the SIS annual course catalogue, published each September, or web site, http://introsems.stanford.edu/, for an application or more information.

SOPHOMORE COLLEGE

Sophomore College offers sophomores 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. At its best, Sophomore College is characterized by an atmosphere of intense academic exploration. Each Sophomore College course enrolls twelve to fourteen 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 sophomores in the Autumn Quarter of 2004; 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. Transfer students are not eligible. Admitted students who are found to have academic standing problems after the completion of Spring Quarter may have their admission revoked. Tuition, room, the remainder of board costs, and class-required travel are covered by Sophomore College. Each student pays a $400 fee toward the cost of board; this fee is included in the Autumn Quarter University bill. Students are also responsible for travel to campus, phone, network activation one-time fee, and other personal expenses. Courses are announced in March, and applications are due in April. For a list of Sophomore College Seminars offered, please see the SIS section in this Bulletin. For more information or to apply, see the Sophomore College web site at http://soco.stanford.edu/.
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 conferment 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 unless and 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. International students may be subject to additional course enrollment requirements in order to retain their student visas.

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.
5. For international students, in any term of the academic year for which they have non-immigrant status (for example, a J-1 or F-1 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 Office of the University Registrar.

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 foreign student visa, by the Bechtel International Center. The granting of a leave of absence is at the discretion of the department and subject to review by the Office of the University Registrar. New graduate students and approved coterminus students may not take a leave of absence during their first quarter. Coterminous students are required to register their first quarter. However, new Stanford students may request a deferment from the department.

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, 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 maximum one-year time limit for resolving incompletes; a leave of absence does not stop the clock on the time limit for resolving incompletes.

REINSTATEMENT

Students who fail to be either enrolled by the study list deadline or approved for a leave of absence by the start of a term are required to apply for reinstatement through the Graduation 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 Graduation Admissions Office. A fee is required. Reinstatement applications must be submitted by the first day of the term for which reenrollment is requested if the student is registering for courses.

RESIDENCY POLICY FOR GRADUATE STUDENTS

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 School of Medicine and the Graduate School of Business may establish residency requirements based on the number of quarters of full-time registration in which students are 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 are 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, in progress, or failing grades do not count toward the residency requirement.

Terminal Graduate Registration (TGR) is available to graduate students who have met all of the following criteria: (1) completion of the University’s residency requirement; (2) completion of all course work required for the degree with grades recorded in all courses; (3) completion of any qualifying examinations or research work required by the
UNIVERSITY MINIMUM RESIDENCY REQUIREMENTS FOR GRADUATE DEGREES

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Minimum # of Units</th>
<th>Maximum Allowable Transfer Units</th>
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<tbody>
<tr>
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<td>Engineer*</td>
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</tr>
<tr>
<td>L.L.M.</td>
<td>26 (semester)</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 Engineer degree.

** Students in the Ph.D. programs in the Biomedical Sciences usually require substantially more than 135 units.

*** Up to 45 units completed at Stanford toward a master’s degree may be used toward the 135 required for the doctoral degree. At least 90 units of work at Stanford are necessary to complete the 135 units.

RESIDENCY REQUIREMENT IN COTERMINAL PROGRAMS

The University minimum requirements for the 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 225 units for the two bachelor’s degrees, and 45 units for the master’s degree. For 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 after 12 full-tuition undergraduate quarters.

Coterminal students in the School of Engineering, with two undergraduate degrees, are assessed the graduate Engineering tuition rate in the quarter after they have been enrolled for 15 full-tuition 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.

TRANSFER CREDIT FOR GRADUATE WORK DONE ELSEWHERE

After at least one quarter of enrollment, students pursuing an Engineer, 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. (One semester unit or hour equals 1.5 quarter units.)

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 Office of the University Registrar.

GRADUATE UNITS 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 at or above the 100 level and at least 50 percent of those must be 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 PROGRESS REQUIREMENTS FOR GRADUATE STUDENTS

The academic requirements for graduate students include timely completion of University, department, and program requirements, such as admission to candidacy, successful 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., M.L.S., J.D., L.L.M., J.S.M., J.S.D., and M.D., which follow guidelines issued by the respective schools and are described in their respective school bulletins.)

Graduate students enrolled for 11 or more units 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 3.0 (B) 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
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 Engineering programs or 802 for doctoral programs) in their department in the section appropriate for the adviser. An ‘N’ grade signifies 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 will normally cause the department to deny the student further registration until a written plan for completion of degree requirements 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 schools.

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”), whether the department’s committee of the faculty or 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 Stanford 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 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 by the deadline for each term. The deadlines are published in the *Time Schedule of Classes.* A separate application must be filed for each degree program and for each conferred 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 Office of the University Registrar, 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 Office of Student Financial Services.

Students are typically expected to apply to graduate during the term in which they expect to be awarded a degree. The University, however, reserves the right to confer a degree on a student who has completed all of the requirements for a degree even though the student has not applied to graduate; such an individual would then be subject to the University’s usual rules and restrictions regarding future enrollment or registration.
Students who wish to withdraw a request for conferral or make changes to the Application to Graduate should notify the Office of the University Registrar in writing. Students who withdraw their graduate applications or fail to meet degree requirements must reapply to graduate for a subsequent term.

CHANGES OF DEGREE PROGRAMS

Graduate students are admitted to Stanford for a specific degree program. 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. Coterminal 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 Admission must be submitted and an application fee paid. The Graduate Program 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. Decisions on the petitions are made by the programs or departments to which they are directed, and are at the discretion of those programs or departments.

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 thereafter, 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 REQUIREMENTS

MASTER OF ARTS AND MASTER OF SCIENCE

In addition to completing the general requirements for advanced degrees and the requirements specified by their department, candidates for a Master of Arts (M.A.) or Master of Science (M.S.) degree must complete 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 PROPOSAL

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. Coterminal 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 student fulfills all department course requirements (for example, requirements 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 language 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 coterminal 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 obliged to grant an extension. The maximum extension granted is one additional year. Extensions 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 conferred on candidates who have satisfied the requirements established by the faculty of the Graduate School of Business and the general requirements for advanced degrees. Full particulars concerning the school requirements 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 departments participating jointly in the program, M.A.T. candidates must fulfill 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 degrees and the program requirements specified in the “Art and Art History” 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 proposal and complete their degrees within the time limit for completion of the master’s degree, as specified above.

ENGINEER

In addition to completing the general requirements for advanced degrees 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 agreement 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 Committee on Graduate Studies and are detailed in Directions for Preparing Theses for Engineer Degrees, available from the Office of the University Registrar, 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, bearing the approval of the adviser under whose supervision it was prepared,
must be submitted to the Office of the University Registrar 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 conferred 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.

MASTER OF LAWS

The degree of Master of Laws (L.L.M.) is conferred upon candidates who have completed one academic year (26 semester units) in residence in accordance with the rules of the University and the School of Law. The degree is designed for foreign graduate students trained in law and is available only to students with a primary law degree earned outside the United States. The L.L.M. program offers students a choice of two areas of specialization: Corporate Governance and Practice, or Law, Science, and Technology.

MASTER OF THE SCIENCE OF LAW

The degree of Master of the Science of Law (J.S.M.) is conferred upon candidates who have completed one academic year (26 term-units) with distinction in accordance with the rules of the University and the School of Law.

The degree is primarily designed for those qualified students who hold a J.D. or its equivalent and who are at the Stanford School of Law for independent reasons (for example, as teaching fellows) and who wish to combine work toward the degree with their primary academic activities. Specially qualified lawyers, public officials, academics, and other professionals who have worked outside the United States may apply for the degree through the Stanford Program in International Legal Studies (SPIIL). Full particulars concerning requirements may be found in the Stanford University handbook School of Law.

DOCTOR OF THE SCIENCE OF LAW

The degree of the Doctor of the Science of Law (J.S.D.) is conferred upon candidates who hold a J.D. or its equivalent, who complete one academic year in residence, and who, as a result of independent legal research, present a dissertation that is, in the opinion of the faculty of the School of Law, a contribution to knowledge. Such work and dissertation shall conform to the rules of the School of Law and the University, as described below in the “Doctor of Philosophy” section.

Candidacy is limited to students of exceptional distinction and promise. Full particulars concerning requirements may be found in the Stanford University bulletin 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 below: candidacy, University oral examination, and dissertation.

DOCTOR OF MEDICINE

Candidates for the degree of Doctor of Medicine (M.D.) must satisfactorily complete the required curriculum in medicine. The requirements for the M.D. degree are detailed in the Stanford University School of Medicine Catalog.

DOCTOR OF PHILOSOPHY

The degree of Doctor of Philosophy (Ph.D.) is conferred on candidates who have demonstrated to the satisfaction of their department or school substantial scholarship, high attainment in a particular field of knowledge, and ability to do independent investigation and present the results of such research. They must satisfy the general requirements for advanced degrees, the program requirements specified by their departments, and the doctoral requirements described below. The option for a Ph.D. minor is also described below, though it is not a Ph.D. requirement.

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 obligated 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 REQUIREMENT**

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.

**UNIVERSITY ORAL EXAMINATION**

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 is judged to meet 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 Office of the University Registrar, Old Union. The signed dissertation copies and accompanying documents must be submitted to the Office of the University Registrar 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, 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 course work 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 course work done at Stanford, but cannot be counted as part of the 45 unduplicated units for the Ph.D.
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, every effort must be made to appoint a new adviser, 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 is accredited by the California Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education and is authorized to recommend candidates for credentials. The University offers complete training programs for the Single Subject Teaching Credential and the Preliminary Administrative Services Credential for both elementary and secondary education. Upon completion of a Stanford approved program, the credentials will allow teachers or administrators to serve in California public schools.

Stanford undergraduates wishing to complete the requirements for a teaching credential should apply to the coterminal program at the School of Education. All other applicants should apply directly to the STEP program at the School of Education.
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

As early as possible, but no later than the second Sunday of the quarter, students (including those with TGR status) must submit to the Office of the University Registrar, 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 or units 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’ (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 choose the grading option of their choice in courses where an option 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. Other deadlines may apply in Law, Graduate Business, Medicine, and Summer Session.

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 any course on his or her transcript, regardless of grade earned, and have the original grade 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. When the grade for the second enrollment in the course has been reported, the units and grade points for the second course will count in the cumulative grade point average in place of the grade and units for the first enrollment in the course.

2. A student may not retake the same course 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. When a student enrolls in a course for the third time, grades and units for both the second and third enrollments in a course will count in the cumulative grade point average.

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 (225 for dual degree students) 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 by seniors only once 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 the University Registrar, 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 Bulletin, 2004.

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 studio, 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 studio, 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. Students who have been suspended are not permitted to audit.

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

LEAVES OF ABSENCE AND REINSTATEMENT (UNDERGRADUATE)

Undergraduates are admitted to Stanford University with the expectation that they will complete their degree programs in a reasonable amount of time, usually within four years. Students have the option of taking a leave of absence for one year upon filing a petition to do so with the Office of the University Registrar and receiving approval. The leave may be extended for one additional year provided the student files (before the end of the initial one year leave) a petition for the leave extension with the Office of the University Registrar and receives approval. Undergraduates who take an approved leave of absence while in good standing may enroll in the University for a subsequent quarter with the privileges of a returning student.

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 Office of the University Registrar. More information is available in the “Refunds” section of this bulletin.

Students who have not enrolled at Stanford for more than two years must apply for reinstatement. The University is not obliged to approve reinstatements of students. Applications for reinstatement will be reviewed by the University Registrar and are subject to the approval of the Faculty Senate Committee on Undergraduate Standards and Policy or its designee(s). The Committee or its designee(s) may determine whether the application for reinstatement will be approved or not, and/or the conditions a student must meet in order to be reinstated. Reinstatement decisions may be based on the applicant’s status when last enrolled, activities while away from campus, the length of the absence, the perceived potential for successful completion of the program, as well as any other factors or considerations regarded as relevant to the University Registrar or the Committee.

Applications for reinstatement must be submitted to the Office of the University Registrar no later than four weeks prior to the start of the term in which the student seeks to enroll in classes. Petition information and instructions may be obtained by contacting the Office of the University Registrar.

Leaves of absence for and reinstatements of graduate students are addressed in the “Graduate Degrees” section of this bulletin.

RECORDS

TRANSCRIPTS

Transcripts of Stanford records are issued by the Office of the University Registrar 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 Office of the University Registrar 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 Office of the University Registrar on the next business day. Certification of full- or part-time enrollment cannot be provided until after the first day of the term and the 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 Office of the University Registrar for an official transcript, a certification form, or the National Student Clearinghouse. 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. During Summer Quarter, all graduate students who hold appointments as research or teaching assistants are considered to be enrolled on at least a half-time basis.

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 (in units) to certify the enrollment status of graduate and professional students each quarter:

<table>
<thead>
<tr>
<th>Status</th>
<th>Full-time</th>
<th>Half-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>8 or more</td>
<td>6-7</td>
<td>5 or fewer</td>
</tr>
<tr>
<td>Business</td>
<td>11 or more</td>
<td>6-10</td>
<td>5 or fewer</td>
</tr>
<tr>
<td>(M.B.A.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>10 or more</td>
<td>6-9</td>
<td>5 or fewer</td>
</tr>
<tr>
<td>(M.D.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TGR students enrolled in a course numbered 801 or 802 are certified as fulltime.

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

PRIVACY OF STUDENTS RECORDS NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act of 1974 (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.

2. 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**
- **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 Office of the University Registrar.

**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 Office of the University Registrar 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 ID Card Office, Old Union, Room 100. 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 ID 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 Office of the University Registrar. 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 misrepresented 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**

**MIDTERMS**

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 what-
ever 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 Undergraduate Standards and Policy (C-USP), 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 Office of the University Registrar.

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 (for example, athletic championships) approved as exceptions by the Committee on Undergraduate Standards and Policy (C-USP).

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 internal purposes only and is not displayed on the official transcript which is sent outside the University. Most courses are graded according to the general University grading system. However, courses offered through Law, Business, and Medicine are graded according to those schools’ grading systems, even in cases where students in other programs are enrolled in their classes. 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 Withdraw
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.
S 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 (including activity courses) 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.

L 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’.
N 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 adviser, department chair, and students should discuss the deficiencies and agree on the steps necessary to correct them. A second consecutive ‘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.

I 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 in 1994-95 or later, ‘I’ grades must be changed to a permanent notation or grade within a maximum of one year. If an incomplete grade is not cleared at the end of one year, it is changed automatically by the Office of the University Registrar to an ‘NP’ (not passed) or ‘NC’ (no credit) as appropriate for the grading method of the course. Students must request an incomplete grade by the last class meeting. Faculty may determine whether to grant the request or not. Faculty are free to determine the conditions under which the incomplete is made up, including setting a deadline of less than one year.

RP The notation ‘RP’ (meaning Repeated Course) replaces the original grade recorded for a course when a student retakes a course. (See repeated courses above.)
W The notation ‘W’ (meaning Withdraw) is recorded when a student withdraws from a course.
* The ‘*’ symbol appears when no grade has been reported to the Registrar for courses taken prior to 2001-02. The ‘*’ symbol remains on the transcript until a grade has been reported.

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 by noon of the day following the end of the final examination period.

REVISION OF END-QUARTER GRADES

When duly filed with the Office of the University Registrar, 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...
SCHOOL OF LAW

The two grading systems previously employed at the School of Law were revised effective September 2001. Under the numerical system (with letter equivalents), the range of satisfactory grades runs from 4.3 to 2.5 as outlined in the following distribution. Below the grade of 2.5 is one level of restricted credit (2.2) and one level of failure (2.1). The number grades with letter equivalents are as follows:

4.3, 4.2 ................. A+  
3.4, 3.3, 3.2 ................. B+  
2.2 . Restricted Credit

4.1, 4.0, 3.9 ................. A  
3.1, 3.0, 2.9 ................. B  
2.1 . Failure

3.8, 3.7, 3.6, 3.5 ................. A  
2.8, 2.7, 2.6, 2.5 ................. B-

Students may elect to take a limited number of courses on a credit/restricted credit/no credit system (K/RK/NK). ‘K’ will be awarded for work that is comparable to numerical grades 4.3 to 2.5, ‘RK’ for Restricted Credit-level work (2.2), and ‘NK’ for Failure-level work (2.1). A limited number of courses are offered on a mandatory credit (KM)/no credit (NK) basis. ‘N’ is a temporary notation used in a continuing course; it is replaced with a final grade upon completion of the course series. Prior to 2001-02 an asterisk (*) notation was placed when no grade has been reported.

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 specified 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.

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.

Undergraduates matriculating in Autumn 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 conferral of 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 undergraduates are expected to register for a minimum of 12 units, they are required to complete at least 9 units each quarter (by the end of the final exam period) and at least 36 units in their most recent three quarters of Stanford enrollment (by the end of the third final exam period). 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 complete a minimum of 12 units per quarter (by the end of the final quarter examination period for each quarter) for each quarter 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 ‘*’ until the course is completed satisfactorily and the final grade reported. (See “Grading Systems” above.)

PROBATION

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 consecutive 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.

PROVISIONAL 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 consecutive 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, while on provisional registration, fails to complete a minimum of 12 units of new course work by the end of the final examination period, or who fails to maintain a cumulative grade point average of at least 2.0, 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.

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.

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.

PETITIONING

Specific instructions including deadlines for requesting provisional registration or an early return from suspension should be obtained from the Office of the University Registrar’s Academic Standing section, Old Union, room 141. The Faculty Senate Subcommittee on Academic Standing, or those designated by the subcommittee, shall act upon all requests concerning academic standing, including requests for provisional registration. Questions concerning academic standing or the petitioning process should be directed to the Office of the University Registrar’s Academic Standing section.

NOTIFICATION

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

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 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 as an individual in his or her academic capacity.
   b) Grievance procedures apply only in those cases involving a perceived academic impropriety arising from a 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, 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 first should discuss the matter, orally or in writing, with the individual(s) most directly responsible. If no resolution results, the student 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 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. The grievance should include an allegation of any adverse effects on the grievant, known to the grievant at the time of filing.

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 90 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 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.
Courses of Instruction

2003-04

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.

Appendix A 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 Autumn 1996 should consult the Office of the University Registrar 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, 2004, issued in February.

SUBJECT CODES

Throughout the bulletin, Axess subject codes have been printed wherever relevant. A complete list of subject codes is printed in Appendix B, on the last page of this bulletin.

LANGUAGE COURSES

All courses in language instruction, except classes in Latin and classical Greek, are now listed in the “Language Center” section of this bulletin. Foreign language literature and general interest courses are listed in the sections of the relevant department.
Graduate School of Business


Dean: Robert L. Joss

Senior Associate Deans: Mary E. Barth, David M. Kreps, D. John Roberts, Daniel N. Rudolph

Associate Deans: Gale H. Bitter, Christina Einstein, Sharon J. Hoffman, David Kennedy, Karen A. Wilson

Assistant Deans: Derrick Bolton, Andrew Chan, Randy Yee


Associate Professors: Jennifer L. Aaker, C. Lanier Benkard, Yossi Feinberg, Timothy J. Groseclose, Deborah H. Gruenfeld, Chip Heath, Peter B. Henry, Ming Huang, John T. Jost, Ron Kasznik, Sunil Kumar, Paul Oyer, Andrea Shepard, Kenneth W. Shotts, Larissa Z. Tiedens, Romain Wacziarg, Stefanos Zerious, Jeffrey H. Zweibel


Professor (Teaching): George C. Parker


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


Acting Associate Professor: James A. Phillips,*

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

Visiting Professors: Terry L. Anderson, Wasim Azhar, Henri-Claude de Bettignies, Robert E. Verrecchia, Roman L. Weil

Visiting Associate Professors: Eva-Marie Meyersson Milgrom, Richard Steinberg

* 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. program include a certificate in Public Management or Global Management, the joint J.D./M.B.A. degree, and the joint M.Ed./M.B.A. degree.

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, please see the School’s web site at http://www.gsb.stanford.edu.

This file has been excerpted from the Stanford Bulletin, 2003-04, page 49. Every effort has been made to ensure accuracy; post-press changes may have been made here. Contact the editor of the bulletin at arod@stanford.edu with changes or corrections. See the bulletin website at http://bulletin.stanford.edu for late changes.
School of Education


Dean: Deborah J. Stipek

Associate Dean for Academic Affairs: Eamonn Callan

Associate Dean for Administration: Victoria Oldberg

Associate Dean for External Relations: Patricia Nicholson


Associate Professors: Arnette Ball, Joanne T. Boaler, Teresa C. LaFromboise, David Rogosa, Daniel Schwartz


Associate Professors (Teaching): Stephen Davis, Shelley Goldman, Rachel Lotan

Lecturers: Kathleen Morrison, Denise Pope, Anne Porteus

Course Professors: Paul Brest, Eric Hanushek, Shirley Heath, Donald Kennedy, John Meyer, John Rickford

Consulting Assistant Professor: Robert Reich

Consulting Associate Professor: Charla Rolland Shelton

Visiting Professor: Ann Lieberman

School Offices: Cubberley 101

Mail Code: 94035-3096

Phone: (650) 723-2109

Email: info@edmail.stanford.edu

Web Site: http://ed.stanford.edu/suse

The School of Education prepares scholars, teachers, teacher educators, 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 Learning Sciences and Technology Design Program (LSTD); three master’s level programs: the Stanford Teacher Education Program (STEP); the Prospective Principals Program (PPP); and the Learning, Design, and Technology Program (LDT); and the undergraduate honors program.

These Program Area Committees function as administrative units that act on admissions, plan course offerings, assign advisers, and determine program requirements. Various sub-specialties 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://ed.stanford.edu/suse.

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

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. The following courses are appropriate for undergraduates:

52. Practices in Critical Thinking
53. Working Smarter
56A,B. Building a Successful Academic Career: Becoming a Learning Community Participant
99X. The Undergraduate Community Internship Practicum
101X. Undergraduate Teaching Practicum
103. Exploring Elementary Teaching Junior Seminar
108X. History of Science
111X. The Young Adult Novel: A Literature for and about Adolescents
120. Introduction to Cognitive Science
124X. Collaborative Design and Research of Technology: Integrated Curriculum
130. Introduction to Counseling
131X. Mediation for Dispute Resolution
135X. Preparing Teachers for Diversity: Sociocultural Theory and Practices
137Q. Conceptualizing Human Motivation: East and West
138Q. Educational Testing in American Society
149. Theory and Issues in the Study of Bilingualism
151X. Introduction to Qualitative Research Methods
155. Development of Measuring Instruments
156A. Understanding Racial and Ethnic Identity
165X. History of Higher Education in the United States
179. Urban Youth and their Institutions: Research and Practice
192A. Peer Tutor Training
193A. Peer Counseling: Bridge Community
194. Leadership in Academic Advising
196. Feminist Theories of Work and Family
197. Education and the Status of Women: Comparative Perspective
199. Undergraduate Honors Seminar
201. History of Education in the United States
201A. History of African American Education Through 1940
201B. Education for Liberation
201C. Shifting Responsibility and Contested Authority for Education
204. Introduction to Philosophy of Education
208B. Curriculum Construction
210. Sociology of Education: The Social Organization of Schools
212X. Urban Education
214X. Popper, Kuhn, and Lakatos
218X. Cognition and Learning: Transfer of Learning
220B. Introduction to the Politics of Education
221A. Policy Analysis in Education
295. Learning and Cognition in Activity
298. Online Learning Communities
299X. Visualizations in Learning
304. The Philosophical and Educational Thought of John Dewey
SCHOOL OF EDUCATION

306D. World, Societal, and Educational Change: Comparative Perspectives
312. Microsociology: Interaction Processes in Education
342X. Child Development and New Technologies
365X. Learning to Read
366X. Trends and Issues in Reading
370X. Theories of Cognitive Development
374A/B. Research Workshop: Commercialization of Knowledge
415A/B. Child Development and Learning Research Colloquium

HONORS PROGRAM

An honors program is available to undergraduates to supplement their regular majors outside the school. 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 on the web at http://www.stanford.edu/dept/SUSE/honors. The current director of the program is Professor John 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 are also required. Students in the program should enroll in 199A,B,C, Undergraduate Honors Seminar, 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.

COTERMINAL BACHELOR’S AND MASTER’S PROGRAM

The School of Education admits a small number of students from undergraduate departments within the University into a coterminal bachelor’s and M.A. program. Two of the three program areas committees offer the coterminal degree, as does the Stanford Teacher Education Program (STEP). For information about the STEP coterminal option, see the details under STEP below. Students in this program receive the bachelor’s degree in their undergraduate major and the master’s degree in Education. Approval of the student’s undergraduate department and the School of Education is required. Undergraduates may apply when they complete 105 units, but no later than the end of the 11th quarter of undergraduate work. Students study for both the bachelor’s and master’s degrees simultaneously. The number of units required for the M.A. degree depends on the program requirements within the School of Education; the minimum is 45 units.

Applicants may obtain coterminal degree application materials from the School of Education’s Academic Services Office.

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 at http://gradadmissions.stanford.edu, or by writing Stanford University Graduate Admissions, Old Union, Stanford, CA 94305-3005 or at http://ed.stanford.edu/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 or analytical writing 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 3.0 or better in courses applicable to the degree, and a minimum of 27 units must be taken in the School of Education. Students typically enroll in 15 to 18 units per quarter. They must enroll in at least 11 units of work each quarter unless their program makes special provision for a lower quarterly minimum. Master’s students should obtain detailed program requirements from the Master’s Coordinator, located in Academic Services in the School of Education. All programs require a final project, scholarly paper, or monograph. Additional detailed information regarding program content, entrance, and degree requirements is available at http://ed.stanford.edu/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 parentheses): Art Education (C&TE) Curriculum and Teacher Education (C&TE).* Students may specialize in English, Literacy, Mathematics, Science, or Social Studies Education. International Comparative Education (SSPEP-ICE) International Educational Administration and Policy Analysis (SSPEP-ICE) Dual Degree Program with Graduate School of Business (SSPEP) Learning, Design and Technology (Cross-Area) Prospective Principals Program (SSPEP-APA) (not offered 2003-04) Social Sciences in Education (SSPEP-SSE). Students may specialize in Anthropology, Economics, Educational Linguistics, History, Philosophy or Sociology of Education.

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

In addition, an M.A. degree with a teaching 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 sciences college graduates for careers as teachers of English, languages (French, German, Japanese, Spanish), mathematics, science (biology, chemistry, earth science, 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. Beginning in Autumn 2003, the STEP program will expand to include the preparation of elementary (K-8) school teachers.

The 12-month STEP year begins in June with a Summer Quarter of intensive academic preparation and experience in a local summer 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 Teaching Credential require 45 quarter units, taken during four quarters of continuous residency.

A coterminous teaching program is also available to Stanford undergraduates. Students are strongly encouraged to apply in their eighth quarter, or Autumn Quarter of their junior year. Students complete their disciplinary degree while beginning education study that concludes 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 CSET subject assessment test in their field, or (2) by completing a California state-approved subject matter preparation program.

Further information regarding admission requirements, course work, and credential requirements is available at http://ed.stanford.edu/suse and in the School of Education Guide to Graduate Studies.

PROSPECTIVE PRINCIPALS PROGRAM (PPP) (not offered 2003-04)

The Prospective Principals Program at Stanford offers the M.A. degree with the Preliminary Administrative Services Credential (Tier 1). It enables prospective principals to become leaders, to manage ideas and resources, and 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. The 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 or at http://ed.stanford.edu/suse.

MASTER OF ARTS IN TEACHING (SUBJECT)

The degree of Master of Arts in Teaching (M.A.T.) is reserved for students, and qualified undergraduates and postbaccalaureate students, 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.

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 (not offered 2003-04) is offered only in the higher education concentration within the area of SSPEP. Both degrees are conferred by the University upon recommendation by the faculty of the School of Education and the University Committee on Graduate Studies. The timetable for the stages of progress is the same for both degrees. The unit requirement for both degrees is a minimum of 135 units of course work and research completed at Stanford beyond the baccalaureate degree. Students may transfer up to 45 units of graduate course work taken within the past seven years. Students must maintain a grade point average (GPA) of 3.0 (B) or better in courses applicable to the degree.

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 course of study, a relevant minor, and project research plans. Other faculty members may also be consulted in this process. Details about the various administrative and academic requirements for each area committee and the School of Education, along with general time frame expectations, are given at http://ed.stanford.edu/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)
- Economics of Education (SSPEP-SSE)
- Educational Linguistics (SSPEP-SSE)
- Educational Psychology (PSE)
- English Education/Literacy Education (C&TE)
- General Curriculum Studies (C&TE)
- History of Education (SSPEP-SSE)
- International Comparative Education (SSPEP-ICE)
- Learning Sciences and Technology Design (CTE, PSE, SSPEP)
- Mathematics Education (C&TE)
- Philosophy of Education (SSPEP-SSE)
- Science Education (C&TE)
- Interdisciplinary Studies (SSPEP-SSE)
- Social Studies Education (C&TE)
- Sociology of Education (SSPEP-SSE)
- 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 20 quarter units of graduate course work in Education and a clear field of concentration. Students choosing to minor in education should meet with the Associate Dean for Academic Affairs 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 (graduate students may enroll)
- 200- and 300-level—for M.A. and first- and second-year doctoral students, and qualified undergraduates
SCHOOL OF EDUCATION

400-level—Research seminars or similar courses primarily for third-year doctoral students and beyond

Course descriptions are in numerical order and indexed by 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.

LEARNING SKILLS

The following courses are offered by the Undergraduate Advising Center (UAC). The UAC provides and coordinates services to help student and adviser 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.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.

EDUC 52. Practices in Critical Thinking—How to find assumptions, recognize ambiguity, evaluate arguments, and judge the credibility of sources of expert opinion. How to be comfortable with questions instead of answers, complexity instead of simplicity, uncertainty instead of certainty. Practical exercises based on contemporary issues and texts from a variety of disciplines. Emphasis is on developing a questioning mind and differentiating between academic and intellectual motivation.

3 units, Aut (Glickman)

EDUC 53. Working Smarter—When lifelong 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, Spr, Sum (Glickman)

EDUC 56A. Building a Successful Academic Career—Short- and long-term strategies for a meaningful undergraduate career.

1-2 units, Win (Glickman, Williams)

EDUC 56B. Building a Successful Academic Career: Becoming a Learning Community Participant—For freshmen in Expanded Advising Programs. Techniques for honing academic skills for college, and applying those skills to better define intellectual identity in academic pursuits.

1 unit, Aut, Win (Glickman, Williams)

EDUC 57. Learning Styles

2 units (Glickman) not given 2003-04

EDUCATION COURSES

EDUC 99X. The Undergraduate Community Internship Practicum—Goal is to provide undergraduates with understanding of the environment and contexts of school-age youth and their families. Students, primarily juniors in the STEP Coterminal Teaching Program engaged in approved community-based internships, discuss the nature of community and how community dynamics affect youth and their families, students’ relationships to school, and academic achievement.

1-3 units, Aut, Win, Spr (Stout)

EDUC 101X. Undergraduate Teaching Practicum—Students engage in real world teaching by observing and assisting teachers in the classroom, and being involved in structured interactions such as tutoring. Weekly meetings concerning field experiences, readings, and developing skills and knowledge. This course provides the opportunity to consider whether a teaching career is a good match.

3-5 units, Aut (Rolland)

EDUC 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)

EDUC 103A, B, C. Exploring Elementary Teaching Junior Seminar—Undergraduates engage in the real world of teaching by visiting classrooms and other venues for children; observing teachers in the practice of their craft; observing children in the processes of learning and social interaction; assisting teachers and other child-support professionals by engaging children in structured interactions such as tutoring and after-school programs; reflecting on the roles and purposes of teaching and schooling.

1-3 units, Aut, Win, Spr (Staff)

EDUC 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, Sum (Walker)

EDUC 107. The Politics of International Cooperation in Education—(Ph.D. students register for 306B; see 306B.) For undergraduates and master’s students. (SSPEP/ICE, APA)

4 units, Spr (Inoue)

EDUC 108X. Case Studies from the History of Science—Case studies, primarily from the histories of chemistry, geology, and biology, inform the practice of secondary science teaching, primarily for coterminal students.

2 units, Spr (Lythcott)

EDUC 110. Sociology of Education: The Social Organization of Schools—(Graduate students register for 210; same as SOC 132/232.) Sociological approaches to school organization and its effects. Introduction to topics and case studies that elaborate on the embeddedness of classrooms and schools in social environments, spanning school processes such as stratification, authority, moral and technical specialization, curricular differentiation, classroom instruction, voluntary associations, social crowds, and peer influence. (SSPEP)

4 units, Spr (McFarland)


2 units, Aut (Haertel)

EDUC 114N. Linguistic Foundations of Racial Strife in Schools and Society: Global Perspectives—Stanford Introductory Seminar. Preference to sophomores. Linguistic diversity in the U.S. and elsewhere, focusing on racial strife in schools and their surrounding societies. Topics include: colonization, the displacement of Native Americans, slavery, immigrant groups, the growth of public education, and other social movements. Comparable controversies in other countries including racial conflicts in England. Debates about affirmative action and controversies surrounding Ebonics and bilingual education. Web page for student work.

3 units, Win (Baugh)

EDUC 115N. Identities, Race, and Culture in Urban Schools—Stanford Introductory Seminar. Preference to sophomores. How urban youth come to a sense of themselves as students, members of cultural and racial groups, and young people in urban America. The nature and interaction of racial and academic identities: how identity takes shape; how it has been conceptualized. The relation between identities and learning. Urban schools as contexts for identity development. Theoret-
EDUC 124X. Collaborative Design and Research of Technology: Integrated Curriculum—For education students interested in curriculum development in math and science education. Studio-based, hands-on approach to the research and development of technology tools and curriculum materials. Focus is on the role that technologies can play in teaching and learning in the content areas.
3-4 units, Spr (Nastr)

EDUC 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, Win (Goldman)

EDUC 131X. Mediation for Dispute Resolution—Mediation is more effective and less expensive than other forms of settling disputes such as violence, lawsuits, or arbitration. How mediation can be structured to maximize the chances for success. Hands-on practice in simulated mediation sessions.
3 units, Aut (Krumholz)

EDUC 135X. Preparing Teachers for Diversity: Sociocultural Theory and Practices—(Graduate students register for 337X; see 337X.)
2-3 units, Spr (Ball)

EDUC 136. World, Societal, and Educational Change: Comparative Perspectives—(Graduate students register for 306D; see 306D; same as SOC 131/231.)
4-5 units, Win (Ramirez)

EDUC 137Q. Conceptualizing Human Motivation: East and West—Stanford Introductory Seminar. 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. Perspectives on human motivation, including Western psychological traditions and contemplative spiritual psychologies of the East. Historical and crosscultural approaches to understanding how different traditions treat motivation. Readings from personality, clinical, and developmental psychology, and Eastern traditions such as Buddhism and yoga. How world views of human nature and development are related to theories of human motivation. Prerequisite: introductory psychology.
4 units, Spr (Roesser)

EDUC 138Q. Educational Testing in American Society—Stanford Introductory Seminar. Preference to sophomores. 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. Primary focus is for master’s students. Issues, leading ideas, and methods in qualitatively-oriented educational research. Offered with two different instructors in Autumn; check with the relevant instructor for details.
3-4 units, Aut (Pope)

EDUC 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 (Haertel) alternate years, given 2004-05

EDUC 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.
3-5 units, Win (LaFromboise)

EDUC 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 PSYCH 60 or for STATS 60/160. (all areas)
4 units, Aut (Bond)

EDUC 161. Statistical Analysis in Educational Research—Primarily for doctoral students. Basic statistical methods for experimental and non-experimental educational research. Topics: analysis of variance methods up to factorial designs; regression methods up to multiple regression; basic methods for analysis of categorical data. Integrated with the use of statistical computer packages. See http://www.stanford.edu/class/ed161. Prerequisite: 160 or consent of instructor. (all areas)
3 units (Rogosa) not given 2003-04

EDUC 164X. Methods for Teaching ESL—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)
1-3 units, Spr (Staff)

EDUC 165X. History of Higher Education in the U.S.—(Graduate students register for 265X.) Major periods of evolution, particularly since the mid-19th century. The premise is that insights into contemporary higher education can be obtained through examining its antecedents, particularly regarding issues of governance, mission, access, curriculum,
and the changing organization of colleges and universities. (SSPEP-APA) 3-4 units (Williamson) not given 2003-04

EDUC 166. The Centrality of Literacies in Teaching and Learning—Focus is on principles in understanding, assessing, and supporting the reading and writing processes, and the acquisition of content area literacies in secondary schools. Literacy demands within particular disciplines and how to use oral language, reading, and writing to teach content area materials more effectively to all students. (STEP)
3 units, Sum (Ball)

EDUC 167. 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)

EDUC 175. African American English in Educational Context—(Graduate students register for 275; see 275.)
3 units, Win (Baugh)

EDUC 177. Education of Immigrant Students: Psychological Perspectives—(Graduate students register for 277.) 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-bom 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)

EDUC 178X. Latino Families, Languages, and Schools
3-5 units (Staff) not given 2003-04

EDUC 179. Urban Youth and Their Institutions: Research and Practice—(Graduate students register for 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 policy makers, educators, and researchers. Limited enrollment. Prerequisite: consent of instructor. (SSPEP/APA)
4-5 units, Aut (McLaughlin)

EDUC 179B. Best Practice and Policy in Youth Development—(Graduate students register for 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 learning from experience; and the perspective of expert youth workers, policy makers, and youth about what works.
2-4 units (McLaughlin) not given 2003-04

EDUC 180. Directed Reading in Education—For undergraduates and master’s degree students. (all areas)
1-15 units, Aut, Win, Spr, Sum (Staff)

EDUC 185. Master’s Thesis—(all areas)
1-15 units, Aut, Win, Spr, Sum (Staff)

EDUC 189. Introduction to Linguistics for Educational Researchers—(Graduate students register for 289; see 289.)
4 units (Baugh) not given 2003-04

EDUC 190. Directed Research in Education—For undergraduates and master’s degree students. (all areas)
1-15 units, Aut, Win, Spr, Sum (Staff)

EDUC 192A. Peer Tutor Training—Readings, 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 (McCants)

EDUC 193A. Peer Counseling: Bridge Community—Topics: verbal and non-verbal skills, and open and closed questions, paraphrasing, working with feelings, summarization, and integration. Individual training, group exercises, role play practice with optional video feedback. Sections on relevance to crisis counseling and student life. Guest speakers from University and community agencies. Students develop and apply skills in University settings.
2 units, Aut, Win, Spr (Hoskins)

EDUC 193B. Peer Counseling: Chicano Community—Topics: verbal and non-verbal attending and communication skills, open and closed questions, working with feelings, summarization, and integration. Salient counseling issues including Spanish-English code switching in communication, the role of ethnic identity in self-understanding, the relationship of culture to personal development, and Chicano student experience in University settings. Individual training, group exercises, role play, and videotape practice.
2 units, Aut (Martinez)

EDUC 193C. Peer Counseling: The African American Community—Topics: the concept of culture, Black cultural attributes and their effect on reactions to counseling, verbal and non-verbal attending, open and closed questions, working with feelings, summarization, and integration. Reading assignments, guest speakers, role play, and videotaped practice. Students develop and apply skills in the Black community on campus or in other settings that the student chooses.
2 units, Aut (Edwards)

EDUC 193F. Peer Counseling: Asian American Community—Topics: the Asian family structure, and concepts of identity, ethnicity, culture, and racism in terms of their impact on individual development and the counseling process. Emphasis is on empathetic understanding of Asians in America. Group exercises.
2 units, Spr (Brown)

EDUC 193N. Peer Counseling: Native American Community—Topics: verbal and non-verbal communication, strategic use of questions, methods of dealing with strong feelings, and conflict resolution. How elements of counseling apply to Native Americans including client, counselor, and situational variables in counseling, 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 the experience of Native American students in university settings. Individual skill development, group exercises, and role practice.
2 units, Aut (Martinez)

EDUC 193P. Peer Counseling Practicum—For those who continue to study counseling methods while counseling students.
1-5 units, Aut, Win, Spr (Staff)

EDUC 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 Peer Advising Coordinator (HPAC). Course taught simultaneously with the HPAC selection process through the Undergraduate Advising Center. Student development theory and academic advising theory as it applies to the advising process for freshmen and sophomores. Workshops, focus groups, guest speakers, role playing, and case studies to develop listening and counseling skills, ask critical questions, and learn about group facilitation. Completion required to be an HPAC. Prerequisite: application for the position of HPAC.
2 units, Aut (McCants)

EDUC 196. Feminist Theories of Work and Families—(Same as FEMST 102L.) 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.
EDUC 197. Education and the Status of Women: Comparative Perspectives—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 (Ramirez) not given 2003-04

EDUC 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, Win, Spr (Baugh)

EDUC 200. The Work of Art and the Creation of Mind—Collaboration among the Art, Dance, Drama, and Music programs, and the School of Education. The relationship between the work of art and the creation of mind: the work of art as a task of making something and as a form that has been made. How a conception of art develops and refines the mind. 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 one thinks and knows? (CTE)

4 units, Win (Eisner)

EDUC 201. History of Education in the United States—Turning points in education in relation to religion, political socialization, race relations, gender, immigration, and urbanization. Limited enrollment. (SSPEP)

3-4 units, Aut (Labaree)

EDUC 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 20s, and the establishment of Black studies and cultural centers. (SSPEP)

3-4 units, Aut (Williamson)

EDUC 201B. Education for Liberation—(Ph.D. students register for 301B.) How various groups have employed education to advance group consciousness and autonomy at different points in history. (SSPEP)

3-4 units, Spr (Williamson)

EDUC 202. Introduction to Comparative and International Education—Contemporary theoretical debates about educational change and development, and the international dimension of 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 (Staff)

EDUC 202I. 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)

3-4 units, Win (Staff)

EDUC 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 2003-04

EDUC 203Y. 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 2003-04

EDUC 204. Introduction to Philosophy of Education—Current approaches and techniques. Material has been selected for its general relevance to students of education. Feminist and radical theories of education. Introductory philosophical material in the context of educational issues. (SSPEP)

3 units, Spr (Callan)

EDUC 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 (Inoue)

EDUC 206B. Applied Research Methods in International and Comparative Education II: 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 (Inoue)

EDUC 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. Reviews of students’ research in preparation for completion of their master’s monograph. (SSPEP/ICE)

3-5 units, Sum (Inoue)

EDUC 207A,B,C. 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 project, learn about possibilities for master’s projects, develop a plan for a project, carry out it, and write up the results with the assistance of the instructors and peers.

3-5 units, Aut, Win, Spr (Post)

EDUC 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)

3-4 units, Win (Pope)

EDUC 209X. 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 (Staff) not given 2003-04

EDUC 210. Sociology of Education: The Social Organization of Schools—(For graduate students; see 110; same as SOC 132/232.) (SSPEP)

4 units, Spr (McFarland)

EDUC 211. Master’s Seminar in Social Sciences in Education—Limited to master’s students in SSE. Hands-on forum. 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)

1-3 units, Aut, Win, Spr (Kerr)
EDUC 212X. Urban Education—Combination of historical and anthropological perspectives trace the major developments, contexts, tensions, challenges, and policy issues of urban education. Open to graduate and undergraduate students.

3-4 units, Spr (McDermott)

EDUC 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 (Eisner) not given 2003-04

EDUC 214. Popper, Kuhn, and Lakatos—(Same as PHIL 156.) These 20th-century philosophers of science raise fundamental issues dealing with the nature of scientific progress: the rationality of change of scientific belief, science versus non-science, 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, Spr (Phillips)

EDUC 218X. Cognition and Learning: Transfer of Learning—The development of computers and media that mimic human behavior has brought fresh energy to the debate over what constitutes agency. Social and individualistic perspectives on agency in light of past and present theories and evidence. Can agency be measured, and can the notion of agency inform the design of computer and social contexts that support learning and development?

3 units, Aut (Schwartz)

EDUC 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 2003-04

EDUC 220A,B,C,D,Y. 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.

EDUC 220A. 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, register for 220Y for 1 additional unit of credit. (SSPEP/APA)

4 units, Aut (Loeb)

EDUC 220B. Introduction to the Politics of Education—(Same as GSBGEN 349.) 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. (SSPEP/APA)

4 units, Spr (Kirst)

EDUC 220C. Education and Society—(Same as SOC 130/230.) 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. GER:3b

4-5 units, Aut (Ramirez)

EDUC 220D. History of School Reform: Origins, Policies, and Outcomes—The major reform periods of last century. Students choose 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 (Labaree)

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

1-2 units, Aut (Loeb)

EDUC 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. Limited enrollment. Prerequisite: consent of instructor. (SSPEP/APA)

3-5 units, Win (McLaughlin, Darling-Hammond)

EDUC 221B. Micro and Macro Issues in Policy Analysis—Doctoral students use their own research interests to explore the analytical, empirical, and methodological aspects of micro and macro perspectives on policy and action.

3 units, Win (McLaughlin, Darling-Hammond)

EDUC 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, Spr (Carnoy)

EDUC 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 (Walker) not given 2003-04

EDUC 225X. Persuasive Technologies in Education—Captcha is a new area that explores how computing technologies persuade people to change attitudes and behaviors. A blend of psychology, technology, and design, captcha has implications for health, commerce, and education. How computer systems can be designed to influence people, especially in education. How to incorporate elements of motivation and persuasion in teaching. Interactive technologies with both educational and persuasive components.

3 units, Win (Fogg)

EDUC 229A,B,C,D. 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 design sequences in learning environments rooted in a practical problem. Topics in learning, design, and technology from a theoretical and a practical application perspective. Readings and hands-on development are a team-collaborative effort. (all areas)

3 units, A: Sum (Walker), B: Aut (Goldman), C: Win (Staff), D: 3-4 units, Spr (Schwartz)

EDUC 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 policymaking 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)
3 units (Staff) alternate years, given 2004-05

EDUC 231X. Developing and Supporting Teaching—How do teachers learn to teach and what kinds of mentoring and coaching helps 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 students are served in a teacher’s classroom. How is the development of successful teaching supported? What does effective mentoring look like? What are the dilemmas faced by mentors? The research on adult learning and teaching to teach, developing skills such as giving productive feedback and co-planning. Methods: teaching videos, role play, and theory, research, and practice concerning mentoring.
3 units, Spr (Lotan)

EDUC 232A. The Study of Teaching—How does one 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 (Boader)

EDUC 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)

EDUC 232C. Introduction to Learning—Core course in CTE and PSE. The theoretical perspectives and results of research on learning, emphasizing principles that can the 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 (Wineburg)

EDUC 233A. Theories and Interventions from a Multicultural Perspective—The impact of culture on counseling and intervention, theory problem presentation, relationship formation, and intervention development and evaluation in individual and group counseling, and in helping encounters in school and community settings.
3 units (Staff) not given 2003-04

3 units (Krumholz) not given 2003-04

EDUC 238A. Orientation to 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 (Staff) not given 2003-04

EDUC 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 (Staff) not given 2003-04

EDUC 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 (Staff) not given 2003-04

EDUC 239. Emerging Issues in Child and Adolescent Development—Focus is 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 (Padilla) not given 2003-04

EDUC 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, Padilla, Roesser)

EDUC 243. Research in Writing and Writing Instruction: Writing Across Languages and Cultures—(Same as ENGLISH 397R.) The theoretical perspectives that have dominated the literature on writing research over the years. Examination of reports, articles, and chapters on writing research, writing theory, and writing instruction; current and historical perspectives in writing research and research findings relating to teaching and learning in this area.
4 units (Ball, Lunsford) not given 2003-04

EDUC 244. Classroom Management—Student and teacher’s roles in developing a classroom community. Strategies for classroom management discussed, practiced, and placed within a theoretical framework.
1 unit, Aut (Haysman)

EDUC 245X. Seminar in Teacher Education—For doctoral students interested in preparing to become teacher educators. 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. Theoretical frames include adult learning theory, organizational supports for professional learning, and issues of institutional change. (CTE)
2-3 units (Staff) not given 2003-04

EDUC 246A,B,C,D. Secondary Teaching Seminar—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 organization, teaching contexts, and government educational policy. Classroom observation and student teaching with accompanying seminars during each quarter of STEP year. 16 units required for completion of the program. Prerequisite: STEP student. (STEP)
2 units, A: Sum (Lotan, Haysman), B: Aut (Lotan, Haysman), C: Win (Lotan, Haysman, Schultz), D: Spr (Lotan, Haysman)
EDUC 247. Moral Education—Issues in moral theory and education, including consideration of the Kohlberg-Gilliane debate, character education, and contemporary issues on values and religious education. (SSPEP) 3 units, Win (Damon)

EDUC 249. Theory and Issues in the Study of Bilingualism—(Undergraduates register for 149; same as SPANLIT 207.) Sociolinguistic perspective. Emphasis is on typologies of bilingualism, the acquisition of bilingual ability, description and measurement, and the nature of societal bilingualism. Prepares students to work with bilingual students and their families and to carry out research in bilingual settings. (SSPEP) 3-4 units, Aut (Valdés)

EDUC 250A. Statistical Analysis in Educational Research—Primarily for doctoral students. Regression and categorical models are widely used data-analytic procedures. Topics: basic regression including multiple and curvilinear regression, regression diagnostics, analysis of residuals and model selection, logistic regression, analysis of categorical data. Proficiency with statistical computer packages. Prerequisite: 160 or equivalent. (all areas) 4 units, Win (Haertel)

EDUC 250B. Statistical Analysis in Educational Research: Analysis of Variance—Primarily for doctoral students. Analysis of variance models are among the most widely used data analytic procedures, especially in experimental, quasi-experimental, and criterion-group designs. Topics: single-factor ANOVA, the factorial between and within subjects and mixed design ANOVA (fixed, random, and mixed models), analysis of covariance, multiple comparison procedures. Prerequisite: 160X or equivalent. (all areas) 4 units, Spr (Shavelson)

EDUC 250C. Statistical Analysis in Educational Research: Multivariate Analysis—Primarily for doctoral students in education, social and behavioral sciences. Advanced regression methods, Multivariate analysis of variance, discriminant analysis, factor analysis, correlation analysis, Data compression: principle components analysis, clustering, multi-dimensional scaling, latent structure models, structural equation models. Intensive use of computer packages. Prerequisites: 250B, 257, STATS 200, or equivalent. (all areas) 2-4 units, Win (Haertel)

EDUC 252. Introduction to Test Theory—Concepts of reliability and validity; derivation and use of test scales and norms; mathematical models and procedures for test validation, scoring, and interpretation. Prerequisite: Statistics 190 or equivalent. (PSE) 3-4 units, Spr (Haertel)

EDUC 255. Human Abilities—(Same as PSYCH 133.) Introductory survey of psychological theory and research on human cognitive abilities; their nature, development, and measurement, and their importance in society. Relation of education and intellectual abilities. Cognitive analysis of verbal reasoning and spatial abilities. Individual differences in relation to motivation, personality, gender, and ethnic differences. Prerequisite: Psychology 1 or equivalent. (PSE) GER:3b 3 units, Win (Shavelson)

EDUC 256X. Psychological and Educational Resilience Among Children and Youth—Psychological and educational theories of resilience as they relate to children and youth. Emphasis is on family, school, and community assets as they relate to protective factors that create conditions of resilience. How protective factors can be used to create healthy communities that enhance the life qualities of at-risk children and youth. 3-4 units, Spr (LaFromboise, Padilla)

EDUC 257A,B. 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 STATS 161. 3 units (Rogosa) not given 2003-04

EDUC 260X. Popular Advanced Statistical Methods—Overview and implementation of 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/ed260. 3 units, Win, Spr (Rogosa)

EDUC 261X. Critical Reading in the Content Areas—Topics: introduction to models of reading, functions of literacy, components of reading instruction, content versus recreational reading, literacy versus expository materials, and reading to learn versus 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) 3 units (Staff) not given 2003-04

EDUC 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. (STEP) 2 units, A: Sum (Grossman) 3 units, B: Aut, C: Win (Grossman)

EDUC 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) 2 units, A: Sum (Boaler) 3 units, B: Aut, C: Win (Boaler)

EDUC 264A,B,C. Curriculum and Instruction in Foreign Language—Approaches to teaching foreign languages in the secondary school, including goals for instruction, teaching techniques, and methods of evaluation. Prerequisite: STEP student. (STEP) 2 units, A: Sum (Zwiers) 3 units, B: Aut, C: Win (Zwiers)

EDUC 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) 2 units, A: Sum (Schultz) 3 units, B: Aut, C: Win (Schultz)

EDUC 268A,B,C. Curriculum and Instruction in History and Social Science—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. 2 units, A: Sum (Wineburg) 3 units, B: Aut, C: Win (Wineburg)

EDUC 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, Spr (Darling-Hammond, Hatch, Lieberman, Nasir)

EDUC 271S. School-Based Strategies for Reform—Seminar. Major redesign and reform strategies that schools are using to improve their performance. Reflections, and the preparation of a report for local school leaders analyzing school improvement resources and strategies.
EDUC 273X. Gender and Higher Education—Focus is on the U.S. The effects of interactions between gender and the structures of higher education; 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 (Strober) not given 2003-04

EDUC 275. African American English in Educational Context—(For graduate students; see 175.) 3 units, Win (Baugh)

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

EDUC 279. Urban Youth and Their Institutions: Research and Practice—(For graduate students; see 179.) (SSPEP/APA) 4-5 units, Aut (McLaughlin)

EDUC 279B. Best Practice and Policy in Youth Development—(For graduate students; see 179B.) 2-4 units (McLaughlin) not given 2003-04

EDUC 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 (Ball) alternate years, given 2004-05

EDUC 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) 1-3 units, Win (Lotan)

EDUC 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, Win (Padilla)

EDUC 287. Culture and Learning—(Same as CASA 158X.) Learning in 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 2003-04

EDUC 289. Introduction to Linguistics for Educational Researchers—(Undergraduates register for 189.) For graduate students with interests in educational research, especially those who plan to concentrate on language or linguistics. Basic linguistic concepts, complementary surveys of educationally oriented studies that explore quantitative linguistic analyses, qualitative ethnolinguistic 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 (Baugh) not given 2003-04

EDUC 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, Win (Davis, Meyerson)

EDUC 291. Learning Sciences and Technology Design Proseminar—Students and faculty present and critique new and original research relevant to the Learning Sciences and Technology Design doctoral program. Goal is to develop a community of scholars who become familiar with each other’s. Practice of the arts of presentation and scholarly dialogue while introducing seminal issues and fundamental works in the field.
1 unit, Aut (Pea), Win (Schwartz), Spr (Goldman)

EDUC 292X. Cultural Psychology—The relationship between culture and psychological processes; how culture becomes an integral part of cognitive, social, and moral development. Both historical and contemporary treatments of cultural psychology, including deficit models, cross-cultural psychology, ecological niches, culturally specific versus universal development, sociocultural frameworks, and minority child development. The role of race and power in research on cultural psychology.
2 units, Win (Nasir)

EDUC 294X. Theories of Human Development—Concepts and theoretical viewpoints of developmental science. Goal is to evaluate multidisciplinary applications of empirical developmental research including its impact on educational reform, interventions, and social policy issues.
3 units, Spr (Perez-Granados)

EDUC 296. Substance Dependence: Assessment, Treatment, and Prevention—Open to social sciences graduate students. The prevalence, etiology, and treatment of alcohol and drug-related disorders. Developmental perspective; how substance abuse disorders manifest themselves in men and women at different ages from childhood through late adulthood. Beneficial treatment approaches such as AA, individual and group work, family treatment, and inpatient versus outpatient care. Required visit to treatment programs during the quarter. (PSE) 3 units, Win (Moffett)

EDUC 298. Online Learning Communities—Historical foundations, theoretical perspectives, underlying learning theories, case studies, and key enabling technologies of online learning communities across and within K-12 schools, among teachers, in professional collaborations in the sciences, and across informal communities of interest in society.
3 units, Win (Pea)

EDUC 299X. Visualizations in Learning—For learning theorists, designers of instructional and interactive learning environments, and those concerned with augmenting human capabilities with information technologies. Theory and research literature encompassing visualizations such as 2-D images and 3-D models, diagrams, geo-gridded visualizations in science and social science, temporal visualizations such as animations and video, concept maps, tree maps, and matrices. Subject areas span sciences, mathematics, medicine, architecture, and history.
3 units, Spr (Pea)

EDUC 301B. Education for Liberation—(For Ph.D. students only; see 201B.) 3-4 units, Spr (Williamson)

EDUC 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 2003-04

EDUC 304. The Philosophical and Educational Thought of John Dewey—(Same as PHIL 130/230.) Readings vary each year. Emphasis may be on his social and moral writings. (SSPEP)
EDUC 306A. Education and Economic Development—Case material considers development problems in the U.S. and abroad. Discussion sections on economic aspects of educational development. (SSPEP/ICE)
4 units, Aut (Carnoy)

EDUC 306B. The Politics of International Cooperation in Education—(Undergraduates and master’s students register for 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)
5 units, Spr (Inoue)

EDUC 306C. Political Economy of the Mind—Theories of political economy related to the learning mind, particularly as in fiction. Readings from Defoe, Smith, Balzac, Dickens, Marx, Veblen, Wharton, Joyce, Galbraith, and Morrison. (SSPEP/ICE)
3-4 units, Spr (Staff)

EDUC 306D. World, Societal, and Educational Change: Comparative Perspective—(Undergraduates register for 136; same as SOC 131/231.) 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.
4-5 units, Win (Ramírez)

EDUC 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)
3-4 units (Staff) not given 2003-04

EDUC 311X. First-Year Doctoral Seminar: Introduction to Research—Methods in current educational research, focusing on logical and epistemological, design, and ethical issues. (all areas)
1-2 units, Aut, Win, Spr (Stipek, Callan)

EDUC 312. Microsociology: Interaction Processes in Education—(Same as SOC 224.) 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 empirical settings beyond classrooms including 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)

EDUC 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 (Loeb)

EDUC 316X. Network Analysis 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 (balance, cohesion, centrality) and structuralist (structural equivalence, roles, duality) traditions are defined and applied to topics in small groups, social movements, organizations, communities. Students apply these techniques to data provided by instructor on schools and classrooms. (SSPEP)
5 units, Spr (McFarland)

EDUC 317X. Workshop on Community and Youth Development—(Same as SOC 317C.) The Youth Development Seminar presents an opportunity to discuss, read, and collaborate on youth development research issues by providing participants with access to the National Longitudinal Study of Adolescent Health Data (requires permission), tutorials on statistical methods to facilitate analysis of the dataset, and articles that help researchers develop tools of inquiry. Participants present their work for constructive feedback.
1-2 units, Aut, Win, Spr (Ventresca)

EDUC 318X. Research Seminar on Issues of School Reform—Topics vary according to instructor and student interest.
3-4 units, Win (Cuban)

EDUC 321A. Emerging Conceptions of Qualitative and Ethnographic Research—Issues of knowing as promoted through forms of representation through which humans have historically represented the world and how they care about it, including narrative, visual images, and poetic forms. How to see and represent the educational worlds through forms of representation. Sources include videotaped sequences of classrooms in action, film excerpts that reveal human relations, and literary forms that describe the significance and subtleties of classroom situations. Focus is also on materials and procedures used by researchers, film makers, and fiction writers.
4-5 units, Spr (Eisner, McDermott)

EDUC 322X. Discourse of Liberation and Equity in Schools and Society—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, Win (Ball)

EDUC 323A. Introduction to Education Policy Analysis—The formulation and improvement of federal and state education and children policies. Key current policy issues and trends in politics. Topics: the federal role in education and child care. (SSPEP/APA)
3 units, Aut (Kirst)

EDUC 324X. Emerging Business Opportunities in Education and Training—(Same as GSBGEN 545.) For students in the joint degree program in Business and Education, and others. A combination of changing market mechanisms and emerging technologies is fueling new opportunities in for-profit education and training organizations. The interaction of firms with the public sector presents challenges for these organizations. The 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. (SSPEP/APA)
2 units, Win (Kirst)

EDUC 326X. Legal Dilemmas and Administrative Decision Making in Schools—Concepts and issues in school law and their influence on administrative decision making in public schools, skills in the application of legally defensible resolutions to complex educational problems, and theories, principles, and the evolution of education law.
4 units, Aut (Davis)

EDUC 327A,B. The Conduct of Qualitative Inquiry—Integrated two quarter sequence for doctoral students to engage in research that anticipates, is a pilot study for, or feeds into their dissertations. Prior approval for dissertation study not required. The experience 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, and interpreting data; theorizing; and writing up results. Participant observation as needed. Preference to students who intend to enroll for both quarters.
EDUC 331A, B. Administration and Policy Analysis Research Seminar—Limited to first-year APA doctoral students. The rudiments of problem statements, conceptual frameworks, research design, and critical reviews of literature. (SSPEP/AMA)

3 units, A: Win (Darling-Hammond), B: Aut (Antonio)

EDUC 333A. Learning, Design and Technology: Analyzing Functions and Needs in Learning Environments—Advanced seminar. 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 (Perez-Granados)

EDUC 333B. Learning Design and Technology: Organizations—Advanced seminar. 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 (Goldman) not given 2003-04

EDUC 334X. Technology and Assessment

3 units (Staff) not given 2003-04

EDUC 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. (SSPEP)

3 units (Staff) not given 2003-04


2-3 units, Spr (Ball)

EDUC 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, Win (LaFromboise)

EDUC 341X. Educational Applications of Sociolinguistics—Formal integration of sociolinguistics and applied linguistic research in relation to international case studies among students and teachers in socially stratified speech communities worldwide. Theoretical concepts from linguistics 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 (Staff) not given 2003-04

EDUC 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.

1-3 units, Win (Barron, Perez-Granados)

EDUC 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, Win (Roese)

EDUC 344. Child Development and Schooling—How the practices and activities of schooling influence the social, emotional, and cognitive development of children. Metatheoretical approaches (mechanistic, organismic, developmental contextualist metamodels) and methods of conducting research on schooling and development (experimental, survey, ethnographic, intervention). Topics: how different teaching practices influence cognitive growth in academic domains; how the organizational structures of schools (grade related transitions, class organizations) 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. Focus is on elementary school years. (PSE)

3-4 units, Spr (Barron)

EDUC 345X. Adolescent Development and Schooling—How the context of school and its relationship to other major context developments (family, peer group, and neighborhood) influence the social, emotional, and cognitive development of secondary school-aged youths. Metatheoretical approaches (mechanistic, organismic, developmental contextualist metamodels) and methods of conducting research on schooling and development (laboratory, survey, ethnographic, intervention). 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 adolescent development. Focus is on middle and high school years. (PSE)

3 units (Staff) not given 2003-04

EDUC 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 such as 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/AMA)

4 units, Aut (Antonio)

EDUC 347. Economics of Higher Education—(Same as GSBGEN 348.) 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, policy matters, and the concept of higher education as a public good. Stratification by gender, race, and social class.

4 units, Spr (Strober)

EDUC 349X. Accountability and Assessment in Higher Education

3 units (Staff) not given 2003-04

EDUC 350A, B, C, D. Psychological Studies in Education—Required of first-year doctoral students in Psychological Studies; others by con-
sent of instructor. Introduction to the doctoral program in Psychological Studies in Education and to faculty and student research. (PSE)

2-3 units, A: Aut, B: Win, C: Spr (Barron, Schwartz, Haertel, Nasir)
1 unit, D: Sum (Staff)

EDUC 351. Workshop in Technical Quality of Educational Assessments—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/](http://www.stanford.edu/class/ed351/). Prerequisite: statistical training at the level of 257. (PSE)

3 units, Spr (Haertel, Rogosa)

EDUC 353A. Problems in Measurement: Item Response Theory—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 PSYCH 248 and 252, or equivalent. (PSE)

3 units, Aut (Haertel)

EDUC 353C. Problems in Measurement: Generalizability Theory—Application to analysis of educational achievement data, including performance assessments. Fundamental concepts, computer programs, and actual applications. (PSE)

3 units (Haertel, Shavelson) alternate years, given 2004-05

EDUC 358X. Informal Science Education—Focus is on research on teaching and learning in informal learning environments such as 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 (Atkin) not given 2003-04

EDUC 359A. Research in Science and Mathematics Education: Assessment and Evaluation—Historical and international perspectives. Emphasis is on trends and issues in contemporary American research and policy. Opportunity to develop and discuss dissertation plans, but are not limited to those students. (CTE)

2-3 units, Win (Shavelson)

EDUC 359C. Research in Science and Mathematics Education: Curriculum—Historical and international perspectives; emphasis is on trends and issues in contemporary American research and policy. Opportunity to develop and discuss dissertation plans, but are not limited to those students. (CTE)

2-3 units (Staff) not given 2003-04

EDUC 361. Economics of Gender in Education 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 2003-04

EDUC 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 (Kamil) not given 2003-04

EDUC 365X. Learning to Read—Focus is on primary grades. Techniques and methods commonly used in learning environments where reading is taught such as in classrooms and individual tutoring. Materials include recent syntheses of the research on learning to read and practical experiences in translating research into practice.

3 units (Kamil) not given 2003-04

EDUC 366X. Trends and Issues in Reading—Framework for literacy and literacy instruction. 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)

3-4 units (Kamil) not given 2003-04

EDUC 367X. Reading Research Synthesis, Policy and Practice—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. 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 (Staff) not given 2003-04

EDUC 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)

EDUC 371X. Cognitive Development in Childhood and Adolescence—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, Spr (Perez-Granados)

EDUC 372X. 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)

EDUC 374A. Research Workshop: Commercialization of Knowledge—(Same as SOC 274A.) 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.

1-3 units (Powell) not given 2003-04

EDUC 374B. Research Workshop: Commercialization of Knowledge

2-3 units (Powell) not given 2003-04

EDUC 375A. Seminar on Organizational Theory—(Same as SOC 363A). For Ph.D. students. The social science literature on organizations. Readings introduce major theoretical traditions and debates. The intellectual development of the field reflects shifts in emphasis in studies from workers to managers, from organizational processes to outputs, and from single organizations to populations of organizations.

5 units, Win (Powell)

EDUC 375B. Seminar on Organizations: Institutional Change—(Same as SOC 363B.) The fruitfulness of research programs from
institutional, network, and evolutionary perspectives in explaining large-scale change in organizational populations and institutions.

3-5 units, Win (Powell)

EDUC 377X. Comparing Institutional Forms: Public, Private, and Nonprofit—(Same as SOC 377, GSGBEN 346.) The missions, functions, and capabilities of nonprofit, public, and private organizations. Focus is on sectors with significant competition among institutional forms, including health care, social services, the arts, and education. Seminar format requires student participation. Sources include scholarly articles, cases, and historical materials. For students interested in the nonprofit sector, and those in the joint Business and Education program.

4 units, Win (Powell)

EDUC 379B.Disconnected Youth: Legal and Policy Issues—(Same as LAW 356.) The situation of youth, 16-24, who are out of school and work for extended periods of time, including those incarcerated as a result of criminal behavior. Focus is on changes in laws, policies, and social service systems, including the education system, needed to help these youth.

2-3 units, Aut, Win, Spr (Wald)

EDUC 380. Internship in Educational Administration

1-15 units, Aut, Win, Spr, Sum (Staff)

EDUC 381X. Multicultural Issues in Higher Education—The primary social, educational, and political issues that have surfaced in American higher education due to the rapid demographic changes occurring since the early 80s. 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.

4-5 units, Win (Antonio)

EDUC 382X. Student Development and the Study of College Impact—The philosophies, theories, and methods that undergird most research in higher education. How college affects students. Student development theories, models of college impact, and issues surrounding data collection, national databases, and secondary data analysis.

4 units (Antonio) not given 2003-04

EDUC 383X. Higher Education Research Practicum—Seminar. Elective for first-year or second year doctoral students in higher education.

2 units (Staff) not given 2003-04

EDUC 384. Advanced Topics in Higher Education—Preference to higher education graduate students. 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, Spr (Gumport)

EDUC 387A,B,C. Comparative Systems—(Same as SOC 311A,B,C.) Analysis of quantitative and longitudinal data on national educational systems and political structures. Prerequisite: consent of instructor. (SSPEP/ICE)

2-5 units, A: Aut, B: Win, C: Spr (Meyer, Ramirez)

EDUC 388A. Language Policies and Practices—Focus is on 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. 388A prepares STEP students for CLAD certification. (STEP)

3 units, Win (Staff)

EDUC 391. Web-Based Technologies in Teaching and Learning—Project-based. Overview of instructional design theories and educational technologies to evaluate and develop a web-based educational application or system. Web-based applications and technologies designed for online interactions and collaborations. Instructional systems strategies to develop online environments that support and facilitate interactive learning. Students create a small-scale, web-based learning system.

3-5 units, Aut (Staff)

EDUC 401A. Mini Courses in Methodology: Statistical Packages for the Social Sciences—For doctoral students. Limited enrollment. Prerequisite: consent of instructor.

1 unit, Aut, Win (Gelbach)

EDUC 402. 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)

EDUC 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)

EDUC 415A,B. Child Development and Learning Research 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, A: Aut, B: Win (Schwartz)

EDUC 418. Foundations of Field Research in Higher Education—For higher education/APA graduate students. Advanced seminar. Rationales for doing interpretive social science research in higher education settings. Prerequisites: 346, consent of instructor.

3-5 units, Aut (Gumport)

EDUC 420A,B,C. Philosophy of Education—Particular issues during designated quarters. Enrollment limited; sign up with instructor prior to beginning of quarter. (SSPEP)

1-3 units (Staff) A,B: not given 2003-04, C: Spr, Sum (Phillips)

EDUC 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)

EDUC 424X. Introduction to Research in Curriculum and Teacher Education—Limited 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; and conceptualize a study. Readings include studies from different research paradigms. Required literature review in an area students expect to explore for their qualifying paper.

3-5 units, Aut (Darling-Hammond)

EDUC 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 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)

EDUC 453. Doctoral Dissertation—For doctoral students only. (all areas)

1-15 units, Aut, Win, Spr, Sum (Staff)

EDUC 460. Advanced Seminar in Evaluation Design—For M.A. Policy Analysis and Evaluation students in the evaluation track. Evaluation issues including the significance of multidisciplinary teamwork, design issues, negotiation, interpersonal skills, and ethics. (SSPEP/APA)

1 unit, Aut, Spr (Staff)

EDUC 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.

2-3 units, Win (Grossman)

EDUC 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 (Eisner)

EDUC 480. Directed Reading—For advanced graduate students. (all areas)

1-15 units, Aut, Win, Spr, Sum (Staff)

EDUC 490. Directed Research—For advanced graduate students. (all areas)

1-15 units, Aut, Win, Spr, Sum (Staff)

EDUC 493A. Statistical Methods in Meta-Analysis—(Enroll in STATS 211.)

3 units (Olkin) not given 2003-04

EDUC 493B. Topics in Quantitative Methods—Meta-analysis is a quantitative method for combining results of independent studies, and enables researchers to synthesize the results of related studies. 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.

1-3 units, Win (Olkin)

Dean: Kathleen M. Sullivan

Academic Associate Dean for Curriculum: G. Marcus Cole

Academic Associate Dean for Research: George Fisher

Senior Associate Dean and Chief Financial Officer: Frank Brucato

Associate Deans: Faye Deal, Catherine Glaze, Catherine Nardone, Susan Robinson


Legal Research and Writing Instructors: Grace Hum, Dana Sukenik Kornfeld, Alexandra Lahav, Beth McLellan, Jeanne Merino, Lauren Willis


School Office: Stanford Law School, Office of the Registrar, Law School Building 559, Nathan Abbot Way, Stanford, CA 94305-8610

Phone: (650) 723-0994

Web Site: http://lawreg.stanford.edu/

The School of Law was established as a department of the University in 1893. Its purpose is to provide a thorough legal education for students who are fitted by their maturity and their previous academic training to pursue professional study under university methods of instruction. The curriculum leading to the first professional degree in law (J.D.) constitutes an adequate preparation for the practice of law in any English-speaking jurisdiction. Graduate work leading to the degrees of Master of Law and Doctor of the Science of Law are also offered. (For the full curriculum, see the Stanford University School of Law web site at http://lawreg.stanford.edu.) The school is on a two-term academic calendar. Autumn term classes begin on September 4, 2003 and the term ends on December 12, 2003. Spring term classes begin on January 20, 2004, and the term ends on May 3, 2004.

COURSES

GRADUATE

The following courses are open to qualified graduate students in other departments of the University with the consent of the instructor:

LAW 236, Art and the Law — The intersections of law and the art world, an interrelated complex of painters, sculptors, printmakers, art schools, dealers, auction houses, collectors, museums and museum personnel, art historians, critics, experts, the art press, interested foundations, the National Endowment for the Arts and Humanities, state and local arts administrators, fakers and forgers, thieves, looters, and a small but growing visual arts bar. Enrollment limited to 20. Prerequisite: consent of instructor. Applications for admission available in the Law Registrar’s Office.

3 term units, Spr (Merryman)

LAW 313, Health Law and Policy — (Same as HRP 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. Course begins September 9.

3 term units, Aut (Greely)

LAW 441, European Legal History — Early-modern era through the 19th century, focusing on 16th-18th-century France and 19th-century Germany. Topics include the structure of the Old Regime social order including the role of the church, the rise of the modern administrative state, the emergence of civil society, natural law theory, revolution and reaction, codification, and the historical school of jurisprudence. Readings include primary and secondary sources. Research paper on a subject of student’s choosing.

3 term units, Spr semester (Kessler)

LAW 480, Tax and Finance Seminar — (Same as FINANCE 629.) The impact of taxes on security values and investment strategies. Focus is on equities, bonds, and derivative instruments. Trading strategy, market perspective, and tax policy perspectives and methodological issues. Recommended: finance at basic graduate or MBA level; continuous time modeling.

2 term units, Win, Spr (Strand)

LAW 604, Environmental Workshop — Academics, practitioners, and policy makers discuss their current research or work in the environmental and natural resources field. Students collaborate to lead in-class discussions. Short reflection/discussion papers required.

2 term units, Spr semester (Caldwell)

LAW 611, Interdisciplinary Seminar on Conflict Resolution — (Same as MS&E 459, PSYCH 283.) Problems of conflict resolution and negotiation from an interdisciplinary perspective. Presentations by faculty and scholars from other universities.

1 term units, Spr semester (Hensler)

NONPROFESSIONAL

The following course is open to undergraduates and graduate students in other departments, and may be counted toward the B.A. degree, but not toward professional degrees in law.

LAW 106, Introduction to American Law — (Same as AMSTUD 179, POLISCI 122.) For undergraduates. The structure of the American legal system, including the courts; American legal culture; the legal profession and its social role; the scope and reach of the legal system, the background and impact of legal regulation, the relationship between the American legal system and American society in general. GER:3b
LAW 107Q. Legal Craft and Moral Intuitions—(Same as POLISCI 33Q.) Stanford Introductory Seminar. Preference to sophomores. Contrary to lay intuition, most academic lawyers believe one cannot translate simple rules for regulating social interaction into actual legal practices. People inevitably make complex policy judgments in deciding what constitutes impermissible harm-causing, coercion, or discrimination. Approaches to this broad methodological point through perplexing cases such as: can government forbid wetland development without compensating property owners; why might private nurses or Playboy bunnies but not flight attendants be selected on the basis of gender; why is gender equality in resource distribution provided for college athletes but not math graduate students?

4 units, Win (Kelman)
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.

SIS Offices: 4th Floor, Sweet Hall, 590 Escondido Mall
Mail Code: 94305-3091
Phone: (650) 723-4338
Email: fspsvpue.stanford.edu
Web Site: http://fsp.stanford.edu/

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

SOPHMORE COLLEGE

Sophomore College offers sophomores the opportunity to study intensively in small groups with Stanford faculty for several weeks before the beginning of Autumn Quarter. It is a chance for students to immerse themselves in a subject and collaborate with peers, upper-class sophomore assistants, and faculty in constructing a community of scholars. Students are also encouraged to explore the full range of Stanford’s academic resources in workshops and individually. At its best, Sophomore College is characterized by an atmosphere of intense academic exploration. Each Sophomore College course enrolls 12 to 14 students, who live together in a Stanford residence and receive 2 units of academic credit for the work done in the course. Eligible students have been enrolled for no more than three academic quarters, have completed at least 36 units of academic work by the end of Spring Quarter, and are in good academic standing. Students must also have an on-campus housing assignment for the ensuing academic year. Transfer students are not eligible. Tuition, room, board, books, and class-required travel are covered by Sophomore College. Each student pays a $400 fee toward the cost of board; this fee is included in the Autumn Quarter University bill. Students are also responsible for travel to campus, phone, one-time fee for network activation, and other personal expenses.

Courses for September 2004 are 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 see the web site at http://soco.stanford.edu/. September 2003 courses are listed below.

ANTHROPOLOGICAL SCIENCES

SOPHCOLL 10SC. Darwin, Evolution, and Galápagos—Lessons learned from the study of flora and fauna in Galápagos from Darwin’s time to today. Topics include adaptation, sexual selection, speciation, and adaptive radiation. The special challenges the Galapagos Islands pose for conservation of fragile ecosystems.

2 units (Durham)

SOPHCOLL 11SC. The Ecology of Invasions—Introduction to invasion ecology including the animal and plant species which are transforming ecosystems around the world. Ongoing research project in the Jasper Ridge Biological Preserve to investigate why the Argentine ant, once established, eliminates most native ant species, and why a few native species are able to resist.

2 units (Gordon)

CIVIL AND ENVIRONMENTAL ENGINEERING

SOPHCOLL 10SC. Green Buildings—What makes a building green and why is the study of such buildings an important, emerging field? Greenness has to do with efficient use of energy, water, and construction materials to provide healthful and enjoyable spaces in which to live and work. Focus is on energy efficiency and architectural features that enable a building to provide a significant fraction of its own heating, cooling, and electrical needs.

2 units (Masters)

COMUNICATION

SOPHCOLL 10SC. Some Classical Theories of Film—How film communicates with its audiences and the gratifications audiences derive from watching films. Focus is on the formal structures of film and the strategies which filmmakers and theorists use to organize meaning on the screen.

2 units (Breitrose)

COMPUTER SCIENCE

SOPHCOLL 10SC. The Intellectual Excitement of Computer Science—Intellectual tradition of computer science. Topics include analysis of algorithms, computability, cryptography, hardware design, and artificial intelligence.

2 units (Hennessy, Roberts)

DRAMA

SOPHCOLL 10SC. Social Protest Drama—Theater as a social weapon from Brecht to the 60s and 70s. The history, performance styles, and philosophies of African American and Chicano dramatists and theater groups. How performances were shaped by their time and whether they transcend their historic context. Contemporary uses of social protest performance. Assignments include creating a social protest manifesto and a performance piece.

2 units (Elam)

ECONOMICS

SOPHCOLL 11SC. The Reform of Social Security—The largest U.S. federal government program in the context of individual and national saving, its current structure, and reform alternatives. Demographics, finance, investments, taxes, labor supply, and the life-cycle model of consumption and saving. The rate of return on private equities, the performance of mutual funds, and the impact of fertility, mortality, productivity growth, and immigration.

2 units (Shoven)

ELECTRICAL ENGINEERING

SOPHCOLL 10SC. Mathematics of the Information Age—The world may be made of earth, wind, fire, and water, but it runs on information. The mathematics of the Information Age including CD players, cellular phones, imaging, and the Internet. Behind-the-scenes look at how mathematics is used to shape and direct modern life and work.

2 units (Osgood)

BIOLOGICAL SCIENCES

SOPHCOLL 10SC. Natural History, Marine Biology, and Research—Introduction to the biology of Monterey Bay and the coastal mountains and redwood forests of Big Sur. Literary, artistic, and political history. Topics: conservation, sanctuary, and stewardship of the oceans and coastal lands. Meetings with conservationists, authors, environmentalists, politicians, land-use planners, lawyers, scientists, and educators.

2 units (Thompson)

SOPHCOLL 11SC. The Ecology of Invasions—Introduction to invasion ecology including the animal and plant species which are transforming ecosystems around the world. Ongoing research project in the Jasper Ridge Biological Preserve to investigate why the Argentine ant, once established, eliminates most native ant species, and why a few native species are able to resist.

2 units (Gordon)
ENGLISH

SOPHCOLL 13SC. Learning Theater: From Audience to Critic at the Oregon Shakespeare Festival—Ten days and six plays at the Oregon Shakespeare Festival in Ashland, Oregon. The details of the plays, their interpretation, production, and acting, and their value as entertainment and challenge.

2 units (Rebholtz, Paulson)

GERMAN LITERATURE

SOPHCOLL 10SC. Resistance Writings in Nazi Germany—Writings from Dietrich Bonhoeffer and university students in Munich read as historical documents, reflections of German thought, statements of conscience, attempts to maintain normal relationships with others in the face of great risk, and poetic works and guides for an ethical life.

2 units (Bernhardt)

SOPHCOLL 11SC. Thomas Mann’s The Magic Mountain—A masterpiece of modernism, the novel looks back at the pre-WW I world to describe what had been lost, reflect on the causes of war, investigate the character of the modern world, and explore new cultural developments such as film and psychoanalysis. The continued presence of the past and the power of myth. German not required.

2 units (Berman)

HISTORY

SOPHCOLL 11SC. How is a Buddhist?—Buddhism is a system of thought, a culture, a way of life. It is a definition of reality, a method for investigating it, and a mental, physical, and social practice. Buddhism as a total phenomenon. Readings, films, music, and art. How Buddhist practices constitute the world of the Buddhist.

2 units (Mancall)

SOPHCOLL 12SC. The United States and the Asia-Pacific Century: Some Perspectives—Americans have sometimes dismissed Asia as unimportant, and sometimes identified their future with it. U.S.-Pacific relations, legacies, and implications. Important historical episodes: the outbreak of the Korean War, the Tet offensive in the Vietnam War, and Nixon’s visit to China in 1972.

2 units (Chang)

INSTITUTE FOR INTERNATIONAL STUDIES

SOPHCOLL 10SC. Constitutionalism—How does a constitution differ from other law? How are written constitutions different from unwritten constitutions? What are the functions performed by constitutions in different countries? What is the role of judicial review? Materials organized historically and comparatively, and include the English, and S. African constitutions, and the ongoing EU constitutional convention.

2 units (Casper)

LINGUISTICS

SOPHCOLL 11SC. Understanding Language—What would it take to program a computer to be fluent in a natural language? Building a language-understanding system would require formalizing pronunciation, vocabulary, and grammar, as well as coherence and appropriateness, sufficiently for coding. The structural properties of language and syntax, and the development of natural-language technologies.

2 units (Wasow)

MUSIC

SOPHCOLL 10SC. Sound, Digital Sound, and Massive Sound Media—Principles of sound production, hearing, and digital audio. Given the use of audio streaming and compression, and our reliance on loudspeakers for the consumption of sound, are all aspects of sound being preserved? Team assignments in sound analysis, music recording, and instrument as well as an individual topic for a web-based report.

2 units (Chafe)

POLITICAL SCIENCE

SOPHCOLL 10SC. American Foreign Policy in the Twenty-First Century—The substance of U.S. foreign policy, and the political considerations that influence the making and conduct of American diplomacy. Topics include the prospects for conflict and cooperation among the great powers, regional security, peacekeeping and peacemaking, international terrorism, weapons of mass destruction, the global economy, and the domestic politics of U.S. foreign policy.

2 units (Blacker)

SOPHCOLL 12SC. Race, Ethnicity, and the Future of California—California is now the most racially and ethnically diverse state in the nation. The challenges facing Californians in light of population trends. How has public policy responded? Focus is on population growth, education, immigration, political participation, and economic growth. Preparation of a policy proposal to the California governor.

2 units (Fraga)

SOCIOLOGY

SOPHCOLL 10SC. Bargaining, Power, and Social Influence—How both simple and complex negotiations unfold under varying circumstances, and how conflict can be avoided. Effective negotiating strategies. Sample negotiations to understand how they can be more effective. Presentation of case study.

2 units (Cook)

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 3-4 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 and 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 and with the consent of the instructor. Sophomore preference seminars are given for 3-5 units to a maximum of twelve to fourteen 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 2003-04 courses are: Autumn Quarter, midnight, September 22 for freshman preference courses, and midnight, September 23 for sophomore preference courses; Winter Quarter, 5 pm, December 5 for both freshman preference and sophomore preference courses; Spring Quarter, 5 pm, March 12 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.

AERONAUTICS AND ASTRONAUTICS

AA 113N. Structures: Why Things Don’t (or Do) Fall Down—(F,Sem)

3 units, Win (Springer)

AMERICAN STUDIES

AMSTUD 114Q. Visions of the 1960s—(S,Sem) GER:3a,4b

5 units, Aut (Gillam)

APPLIED PHYSICS

APPYPHY 79Q. Energy Choices for the 21st Century—(S,Sem)

3 units, Aut (Fox, Geballe)
| ART HISTORY | ARTHIST 80N. The Horse in Art from the Parthenon to Buffalo Bill—(F,Sem) | 3 units, Aut (Takeuchi) |
| ASIAN LANGUAGES | JAPANESE GENERAL | JAPANGEN 71N. Language and Gender in Japan: Myths and Reality—(F,Sem) | 4 units, Win (Matsumoto) |
| BIOCHEMISTRY | BIOI 118Q. Genomics, Bioinformatics, and Medicine—(S,Sem) GER:2b | 3 units, Spr (Brutlag) |
| BIOLOGICAL SCIENCES | BIOSCI 5N. Thinking Critically About Environmental Problem Solving—(F,Sem) | 3 units, Spr (Root) |
| | BIOSCI 7N. Edible Botany—(F,Sem) | 3 units, Spr (Preston) |
| | BIOSCI 11N. Biotechnology in Everyday Life—(F,Sem) GER:2a | 3 units, Aut (Walbot) |
| | BIOSCI 14N. Plants and Civilization—(F,Sem) GER:2a | 3 units, Spr (Mooney) |
| | BIOSCI 16N. Island Ecology—(F,Sem) GER:2a | 3 units, Spr (Vitousek) |
| | BIOSCI 18N. Plant Genetic Engineering—(F,Sem) GER:2a | 3 units, Spr, (C. Somerville, S. Somerville) |
| | BIOSCI 19N. Diversity, Gender, and Sexuality—(F,Sem) GER:4c | 3 units, Spr (Roughgarden) |
| | BIOSCI 21N. Genes and Behavior—(S,Sem) | 3 units, Aut (Baker) |
| | BIOSCI 22N. Infection, Immunity, and the Public’s Health—(S,Sem) | 3 units, Spr (Jones) |
| | BIOSCI 26N. Maintenance of the Genome—(F,Sem) GER:2a | 3 units, Spr (Hanawalt) |
| | BIOSCI 29N. The Origin and Limits of Life—(F,Sem) GER:2a | 3 units, Win (Bohannan, Lowe) |
| | BIOSCI 31Q. Ants: Behavior, Ecology, and Evolution—(S,Sem) | 3 units, Aut (Gordon) |
| | BIOSCI 106Q. The Heart of the Matter—(S,Sem) GER:2a | 3-4 units, Win (Myers, Simon) |
| BUSINESS | ORGANIZATIONAL BEHAVIOR | OB 111Q. Urban Legends, Conspiracy Theories, and Other Distortions in the Marketplace of Ideas—(S,Sem) | 4 units, Spr (Heath) |
| CHEMICAL ENGINEERING | CHEMENG 60Q. Environmental Regulation and Policy—(S,Sem) | 3 units, Aut (Robertson, Libicki) |
| CHEMISTRY | CHEM 22N. Naturally Dangerous—(F,Sem) | 2 units, Spr (Collman) |
| | CHEM 23N. Chemistry and Biology in Biotechnology—(F,Sem) GER:2a | 3 units, Win (Khosla) |
| | CHEM 24N. Nutrition and History—(F,Sem) | 2 units, Spr (Huestis) |
| | CHEM 27N. Lasers: The Light Fantastic—(F,Sem) GER:3a | 3 units, Win (Moerner) |
| CIVIL AND ENVIRONMENTAL ENGINEERING | CEE 31Q. Accessing Architecture Through Drawing—(S,Sem) | 4 units, Aut (Walters) |
| | CEE 46Q. Fail Your Way to Success—(S,Sem) GER:2b | 3 units, Spr (Clough, Paulson) |
| CLASSICS | CLASSART 12N. The Severan Marble Plan of Rome—(F,Sem) GER:3a | 3-4 units, Win (Trimble) |
| | CLASSART 21Q. Eight Great Archaeological Sites in Europe—(S,Sem) GER:3a | 3-5 units, Aut (Shanks) |
| GENERAL | CLASSGEN 26N. Greek Philosophy and the Good Life—(F,Sem) GER:3a | 3-4 units, Win (Nightingale) |
| HUMANITY | CLASSHIS 20N. Daily Life in Ancient Egypt—(F,Sem) GER:3b | 4-5 units, Win (Manning) |
| COMMUNICATION | COMM 149Q. Interethnic Communication—(S,Dial) | 2 units, Win (Leets) |
| COMPARATIVE LITERATURE | COMPLIT 22N. Shakespeare and Performance—(F,Sem) GER:3a,4c | 3 units, Spr (Parker) |
| | COMPLIT 24Q. Ethnicity and Literature—(S,Sem) GER:3a,4b | 5 units, Aut (Palumbo-Liu) |
| | COMPLIT 84Q. Shakespeare, Playing, Gender—(S,Sem) GER:3a,4c | 3 units, Win (Parker) |
| COMPARATIVE MEDICINE | COMPMED 81Q. Comparative Anatomy and Physiology of Mammals—(S,Sem) | 3 units, Win (Boyle) |
| | COMPMED 85N. Animal Models in Biomedical Research—(F,Sem) | 3 units, Win (Green, Tolwani) |
| COMPUTER SCIENCE | CS 21N. Technology and the Evolution of Human Consciousness—(F,Sem) | 3 units, Spr (Shackelford) |
| | CS 55N. Computer and Information Security—(F,Sem) | 3 units, Aut (Boneh) |
| | CS 68N. Technological Visions of Utopia—(F,Sem) | 3 units, Aut (Roberts) |
CS 73N. Business on the Information Highways—(F,Sem) 3 units, Win (Wiederhold)
CS 74N. Digital Dilemmas—(F,Sem) 3 units, Aut (Fox)

CULTURAL AND SOCIAL ANTHROPOLOGY
CASA 7N. Investigating Culture—(F,Sem) GER:3b 5 units, Aut (Delaney)

DEVELOPMENTAL BIOLOGY
DBIO 11N. Human Development: Egg to Embryo—(F,Sem) 3-4 units, Spr (Porzig)

DRAMA
DRAMA 12N. Antigone: From Ancient Democracy to Contemporary Dissent—(F,Sem) GER:3a,4c 4 units, Win (Rehm)
DRAMA 13N. Hamlet(s)—(F,Sem) GER:3a 4 units, Aut (Rayner)
DRAMA 17N. Del Otro Lado: Latino/a Performance Art in the U.S.—(F,Sem) GER:3a 3 units, Win (Moraga)
DRAMA 18N. American Performance Traditions—(F,Sem) GER:3a 4 units, Aut (Fordyce)
DRAMA 19N. Contemporary African American Drama from August Wilson to Hip Hop—(F,Sem) GER:3a 3-5 units, Win (Elam)
DRAMA 180Q. Noam Chomsky: The Drama of Resistance—(S,Sem) 3 units, Spr (Rehm)
DRAMA 188Q. Developments in Western Theater after World War II—(S,Dial) 1-2 units, Aut (Weber)
DRAMA 189Q. Mapping and Wrapping the Body—(S,Sem) 3 units, Aut (Eddelman)

ECONOMICS
ECON 11N. Understanding the Welfare System—(F,Sem) 2 units, Win (MaCurdy)
ECON 17N. Energy, the Environment, and the Economy—(F,Sem) 2 units, Spr (Wolak)
ECON 18N. The Economics of the Civil-Rights Revolution—(F,Sem) 2 units, Win (Wright)
ECON 93Q. The U.S. Stock Market—(S,Sem) 3 units, Win (Marotta)

EDUCATION
EDUC 114N. Linguistic Foundations of Racial Strife in Schools and Society: Global Perspectives—(S,Sem) 3 units, Win (Baugh)
EDUC 115N. Identities, Race, and Culture in Urban Schools—(S,Sem) 3 units, Spr (Nasir)
EDUC 137Q. Conceptualizing Human Motivation: East and West—(S,Sem) 4 units, Spr (Roecser)
EDUC 138Q. Educational Testing in American Society—(S,Sem) 3 units, Aut (Haertel)

ENGINEERING
ENGR 1N. The Nature of Engineering—(F,Sem) GER:2b 3 units, Aut (Freyberg)
ENGR 150Q. A Social Entrepreneurship Startup—(S,Sem) GER:2b 5 units, Win (Behrman, Paulson)
ENGR 159Q. Japanese Companies and Japanese Society—(S,Sem) 3 units, Spr (Sinclair)

ENGLISH
ENGLISH 62N. Eros in Modern American Poetry—(F,Sem) GER:3a 3 units, Aut (Fields)
ENGLISH 63N. Why and How We Remember: The Rhetoric of Mediated Memory—(F,Sem) 4 units, Win (Lansford)
ENGLISH 70N. Shakespeare on Film—(F,Sem) GER:3a 3 units, Spr (Tallent)
ENGLISH 71N. Literature and Ethics—(F,Sem) GER:3a 3 units, Win (Bourbon)
ENGLISH 73N. Conflict and Resolution in the Novel—(F,Sem) 3 units, Win (Shloss)
ENGLISH 78N. Portraits of the Artist—(F,Sem) GER:3a 3 units, Spr (Tallent)
ENGLISH 79N. Text and Performance in Shakespeare and Classical Drama—(F,Sem) GER:3a 3 units, Win (Friedlander)
ENGLISH 82Q. Shakespeare’s Plays—(S,Sem) GER:3a 5 units, Win (Rebholz)
ENGLISH 84Q. Workshop in Shakespeare and Performance—(S,Sem) GER:3a 3 units, Aut (Friedlander)
ENGLISH 85Q. Frankenstein and Film—(S,Sem) 3 units, Spr (Rovee)

FRENCH AND ITALIAN
FRENCH GENERAL
FRENGEN 190Q. Parisian Cultures of the 19th and Early 20th Centuries—(S,Sem) GER:3a 4 units, Spr (Bertrand)

ITALIAN GENERAL
ITALGEN 41N. Imagining Italy—(F,Sem) GER:3a 3 units, Spr (Springer)
ITALGEN 191Q. Eating Life—(S,Sem) GER:3a 3 units, Win (Napolitano)

GEOLOGICAL AND ENVIRONMENTAL SCIENCES
GES 39N. The Search for Life in the Solar System—(F,Sem) GER:2a 3 units, Spr (Chyba)
GES 44N. A Transition to Sustainability: Development and Environment in the 21st Century—(F,Sem) GER:2a 3 units, Spr (Matson)
GES 46N. The Beach—(F,Sem) GER:2a 3 units, Win (Ingle)
GES 49N. Field Trip to Death Valley and Owens Valley—(F,Sem) GER:2a 4 units, Win (Mahood)
GES 50Q. The Coastal Zone Environment—(S,Sem) GER:2a 3 units, Aut (Ingle)
GES 53Q. In the Beginning: Theories of the Origin of the Earth, Solar System, and Universe—(S,Sem) GER:2a
3 units, Win (McWilliams)

GES 54Q. California Landforms and Plate Tectonics—(S,Sem)
GER:2a
3 units, Aut (Miller)

GES 55Q. The California Gold Rush: Geologic Background and Environmental Impact—(S,Sem) GER:2a
3 units, Win (Bird)

GES 56Q. Changes in the Coastal Ocean: The View from the Monterey and San Francisco Bays—(S,Sem)
3 units, Spr (Dunbar)

GES 57Q. How to Critically Read and Discuss Scientific Literature—(S,Sem) GER:2a
3 units, Aut (Paytan)

GEOPHYSICS
GEOPHYS 60Q. Science of the Earth’s Environment: Understanding Change Using Satellite Technology—(S,Sem)
3 units, Aut (Zebker)

GERMAN STUDIES
GERMAN GENERAL
GERGEN 120N. Philosophy After the Revolution—(F,Sem) GER:3a
4 units, Win (Strum)

GERMAN LITERATURE
GERLIT 122Q. The Sagas of Medieval Iceland—(S,Sem) GER:3a (WIM)
4 units, Spr (Andersson)

GERLIT 123N. The Brothers Grimm and Their Fairy Tales—(F,Sem) GER:3a (WIM)
4 units, Spr (Robinson)

GERLIT 126Q. Reading German Literature: An Introduction—(S,Sem) GER:3a (WIM)
4 units, Aut (Berman)

HEALTH RESEARCH AND POLICY
HRP 89Q. Introduction to Crosscultural Issues in Medicine—(S,Sem)
3 units, Win (Corso)

HISTORY
HISTORY 5N. The Challenge of Nuclear Weapons—(F,Sem)
GER:3b
5 units, Spr (Holloway)

HISTORY 18N. Confronting Islam: The United States in the Middle East Since 1967—(F,Sem)
4-5 units, Aut (Beinin)

HISTORY 21N. Heretics and Inquisitors—(F,Sem) GER:3b
5 units, Win (Buc)

HISTORY 36N. Gay Autobiography—(F,Sem) GER:3a,4c
4 units, Spr (Robinson)

HISTORY 38N. The Body—(F,Sem) GER:3a,4c
5 units, Spr (Freedman)

HISTORY 42N. The Invention of Liberty and the English Revolution, 1640-1660—(F,Sem) GER:3a
4 units, Win (Seaver)

HISTORY 48Q. South Africa: Contested Transitions—(S,Sem)
3 units, Win (Samoff)

HISTORY 52N. The Atomic Bomb as Policy and History—(F,Sem)
GER:3b
5 units, Spr (Bernstein)

HISTORY 53N. Reflections on the American Condition: American History through Literature—(F,Sem)
5 units, Aut (Kennedy)

HISTORY 90Q. Buddhist Political and Social Theory—(S,Sem)
GER:3b,4a
5 units, Spr (Mancall)

HUMAN BIOLOGY
HUMBIO 90Q. Contemporary Issues in Human Experimentation—(S,Sem)
3 units, Win (Constantinou)

HUMBIO 91Q. Neuroethology: The Neural Control of Behavior—(S,Sem)
3 units, Aut (R. Fernald)

HUMBIO 92Q. International Women’s Health and Human Rights—(S,Sem)
3 units, Aut (Firth-Murray)

HUMBIO 94Q. The Nation’s Health—(S,Sem)
3 units, Aut (Lee, Heller)

HUMBIO 95Q. Gender and HIV/AIDS—(S,Sem)
3-5 units, Spr (Brown)

HUMBIO 96Q. The Death Penalty: Policy, Philosophy, and Controversy—(S,Sem)
3-4 units, Spr (Abrams)

HUMBIO 97Q. Sport, Exercise, and Health: Exploring Sports Medicine—(S,Sem)
3 units, Spr (Matheson)

HUMBIO 98Q. The Alien Tort Claims Act of 1789—(S,Sem)
4 units, Aut (Rosencranz)

HUMBIO 99Q. Doctors Writing, Writing Doctors: Readings from Medical School, Medical Training, Medical Practice—(S,Sem)
3 units, Aut (Zaroff)

LATIN AMERICAN STUDIES
LATINAM 87Q. Urbanization, Poverty, and Children in Latin America—(S,Sem)
5 units, Aut (Morrison)

LAW
LAW 107Q. Legal Craft and Moral Institutions—(S,Sem)
4 units, Win (Kelman)

LINGUISTICS
LINGUIST 11N. Accents of English—(F,Sem) GER:3b
3 units, Spr (Flemming)

LINGUIST 12Q. You Can’t Say That! Usage and Prescriptive Grammar—(S,Dial)
2 units, Spr (Zwicky)

LINGUIST 19Q. Language in Africa—(S,Dial)
2 units, Spr (Leben)

LINGUIST 40N. Nature versus Nurture—(F,Sem)
3 units, Win (Wasow)

LINGUIST 44N. Living with Two Languages—(F,Sem) GER:3b
3 units, Spr (E. Clark)
MANAGEMENT SCIENCE AND ENGINEERING
MS&E 92Q. International Environmental Policy—(S,Sem)
  4 units, Spr (Weyant)
MS&E 93Q. Nuclear Weapons, Terrorism, and Energy—(S,Sem)
  3 units, Spr (May)

MATERIALS SCIENCE AND ENGINEERING
MATSCI 70N. Building the Future: Invention and Innovation with Engineering Materials—(F,Sem) GER:2b
  4 units, Spr (Bravman)
MATSCI 159Q. Japanese Companies and Japanese Society—(S,Sem)
  3 units, Spr (Sinclair)

MATHMATICS
MATH 84Q. Finite Mathematics, Codes, and Cryptography—(S,Sem)
  3 units, Win (Carlsson)
MATH 87Q. Mathematics of Knots, Braids, Links, and Tangles—(S,Sem)
  3 units, Spr (Brumfiel)
MATH 90Q. The Mathematics of Fractals—(S,Sem)
  3 units, Aut (Levy)

MECHANICAL ENGINEERING
ME 12N. The Jet Engine—(F,Sem)
  3 units, Aut (Eaton)
ME 13N. Designing the Human Experience—(F,Sem)
  3-5 units, Win (Leifer)
ME 16N. The Science of Flames—(F,Sem)
  3 units, Spr (Mitchell)
ME 17N. Robotic Animals—(F,Sem)
  3 units, Aut (Waldron)
ME 18Q. Creative Teams and Individual Development—(S,Sem)
  3 units, Aut (Wilde)
ME 20N. Mechanical Dissection—(F,Sem)
  3 units, Win (Sheppard)

MEDICINE
MED 70Q. Cancer and the Immune System—(S,Sem)
  3 units, Spr (Negrin)
MED 88Q. Dilemmas in Current Medical Practice—(S,Sem)
  3 units, Aut (Croke, Jones)
MED 93Q. The AIDS Epidemic: Biology, Behavior, and Global Responses—(S,Sem)
  3 units, Aut (Katzenstein)
MED 94Q. Hormones, Health, and Disease—(S,Sem)
  3 units, Win (Feldman)
MED 101Q. The Human Side of Medicine—(S,Sem)
  3 units, Win (G. Garcia)
MED 108Q. Human Rights and Health—(S,Sem)
  3 units, Aut (Laws)
MED 116Q. Woman and Aging—(S,Sem) GER:4c
  4 units, Win (Winograd)
MED 118Q. Interventional Cardiology: Its Principles, Practice, and Impact on Coronary Heart Disease—(S,Sem)
  3 units, Spr (Stertzer)

MUSCI An AND IMMUNOLOGY
MI 25N. Modern Plagues—(F,Sem)
  3 units, Spr (Boothroyd)
MI 127N. Infectious Disease: Fact and Fiction—(F,Sem)
  3 units, Aut (Schneider)

MATERIALS SCIENCE AND ENGINEERING
MATSCI 70N. Building the Future: Invention and Innovation with Engineering Materials—(F,Sem) GER:2b
  4 units, Spr (Bravman)
MATSCI 159Q. Japanese Companies and Japanese Society—(S,Sem)
  3 units, Spr (Sinclair)

MATHMATICS
MATH 84Q. Finite Mathematics, Codes, and Cryptography—(S,Sem)
  3 units, Win (Carlsson)
MATH 87Q. Mathematics of Knots, Braids, Links, and Tangles—(S,Sem)
  3 units, Spr (Brumfiel)
MATH 90Q. The Mathematics of Fractals—(S,Sem)
  3 units, Aut (Levy)

MECHANICAL ENGINEERING
ME 12N. The Jet Engine—(F,Sem)
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MEDICINE
MED 70Q. Cancer and the Immune System—(S,Sem)
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MED 93Q. The AIDS Epidemic: Biology, Behavior, and Global Responses—(S,Sem)
  3 units, Aut (Katzenstein)
MED 94Q. Hormones, Health, and Disease—(S,Sem)
  3 units, Win (Feldman)
MED 101Q. The Human Side of Medicine—(S,Sem)
  3 units, Win (G. Garcia)
MED 108Q. Human Rights and Health—(S,Sem)
  3 units, Aut (Laws)
MED 116Q. Woman and Aging—(S,Sem) GER:4c
  4 units, Win (Winograd)
MED 118Q. Interventional Cardiology: Its Principles, Practice, and Impact on Coronary Heart Disease—(S,Sem)
  3 units, Spr (Stertzer)
PHILOSOPHY
PHIL 11N. Belief, Reason, and Faith—(F,Sem) GER:3a
3 units, Aut (A. Wood)
PHIL 12N. Being at Home as an Ethical Concept—(F,Sem) GER:3a
3 units, Win (Moravcsik)
PHIL 13N. What is the Truth?—(F,Sem) GER:3a
3 units, Spr (Mints)
PHIL 14N. Time and Meaning—(F,Sem) GER:3a
3 units, Aut (Strevens)
PHIL 15N. Freedom, Community, and Morality—(F,Sem) GER:3a
3 units, Win (Friedman)
PHIL 16N. Darwin—(F,Sem) GER:3a
3 units, Spr (Sober)

PHYSICS
PHYSICS 11N. The Basic Rules of Nature—(F,Sem) GER:2a
3 units, Aut (Shenker)
PHYSICS 12N. The Physics of Time—(F,Sem) GER:2a
3 units, Spr (Chu)
PHYSICS 18N. Revolutions in Concepts of the Cosmos—(F,Sem) GER:2a
3 units, Spr (Wojcicki)
PHYSICS 51N. Advanced Topics in Light and Heat—(F,Sem)
1 unit, Aut (Laughlin)
PHYSICS 55N. Understanding Electromagnetic Phenomena—(F,Sem)
1 unit, Spr (Greven)
1 unit, Aut (Gratta)
PHYSICS 63N. Applications of Electromagnetism—(F,Sem)
1 unit, Win (Thomas)
PHYSICS 80N. The Technical Aspects of Photography—(F,Sem)
3 units, Spr (Osheroff)
PHYSICS 80Q. The Technical Aspects of Photography—(S,Sem)
3 units, Win (Osheroff)
PHYSICS 83N. Physics in the 21st Century—(F,Sem) GER:2a
3 units, Win (Dimopoulos)
PHYSICS 85Q. Cosmology in the 21st Century—(S,Dial)
1 unit, Spr (Thomas)

POLITICAL SCIENCE
POLISCI 11N. The Rwandan Genocide—(F,Sem)
4 units, Aut (Stedman)
POLISCI 15N. Explaining Ethnic Violence—(F,Sem)
5 units, Spr (Fearon)
POLISCI 21Q. The Presidency—(S,Sem)
5 units, Win (Moe)
POLISCI 31N. Tolerance and Democracy—(F,Sem) GER:3b
5 units, Aut (Sniderman)
POLISCI 32Q. Politics Through Literary Lenses: Different Vantage Points—(S,Dial)
2 units, Win (Hansot)

POLISCI 41N. Mexican Politics—(F,Sem)
5 units, Spr (Magaloni)
POLISCI 42N. Democracies and Autocracies—(F,Sem) GER:3b
5 units, Win (Magaloni)

PSYCHIATRY
PSYC 72Q. Traumatic Stress—(S,Sem)
3 units, Spr (Koopman)
PSYC 75Q. Mental Dimensions of Sports and Performing Arts—(S,Sem)
3 units, Win (Brassington, Steiner)
PSYC 76Q. Neurobiology of Mood, Temperament, and Creativity—(S,Sem)
4 units, Win (Ketter)
PSYC 80Q. Borderline Personality: Artistic Representations and Treatment—(S,Sem)
3 units, Aut (King)

PSYCHOLOGY
PSYCH 2N. Aging and Time Perspective—(F,Sem)
3 units, Aut (Carstensen)
PSYCH 8N. Life Span Development—(F,Sem)
3 units, Spr (Carstensen)
PSYCH 9N. The Social Psychology of Race, Gender, and Culture—(F,Sem)
3 units, Win (Steele)
PSYCH 12Q. Emotion—(S,Dial)
2 units, Aut (Gross)
PSYCH 13N. Culture and Social Relationships—(F,Sem)
3 units, Win (Tsai)
PSYCH 14Q. Emotion Regulation—(S,Dial)
2 units, Win (Gross)
PSYCH 15N. Explorations in Human Memory—(F,Sem)
3 units, Win (Bower)
PSYCH 16N. Reward and the Brain—(F,Sem)
3 units, Spr (Knutson)
PSYCH 16Q. Development of Children’s Knowledge of the Mind—(S,Dial)
1-2 units, Spr (Flavell)
PSYCH 19Q. Neuroethology: The Neural Control of Behavior—(S,Sem)
3 units, Aut (R. Fernald)
PSYCH 20Q. The Psychology of Stigma—(S,Dial)
2 units, Aut (Hastorf)
PSYCH 21Q. Conflict, Dispute, Resolution, and the Pursuit of Justice—(S,Sem)
3 units, Win (Ross)

RELIGIOUS STUDIES
RELIGST 3N. The Historical Jesus—(F,Sem) GER:3a
3 units, Win (Sheehan)
RELIGST 4N. The Creation of Woman—(F,Sem) GER:3a,4c
3 units, Spr (Fonrobert)
RELIGST 5N. Four Sacred Stories of Judaism, Christianity, and Islam—(F,Sem) GER:4a
3 units, Spr (Gregg)
RELIGST 6N. Religious Classics of Asia—(F,Sem) GER:4a
  3 units, Aut (Bielefeldt)
RELIGST 7N. Søren Kierkegaard—(F,Sem) GER:3a
  3 units, Spr (Sockness)
RELIGST 71Q. The Confessions of St. Augustine: Philosophy, Faith, Conversions—(S,Sem)
  4-5 units, Aut (Sheehan)

SCIENCE, TECHNOLOGY, AND SOCIETY
STS 101Q. Technology in Contemporary Society—(S,Sem) GER:3b
  4 units, Aut (McGinn)

SLAVIC LANGUAGES AND LITERATURES
SLAVIC GENERAL
SLAVGEN 77Q. Russia’s Weird Classic: Nikolai Gogol—(S,Sem)
  GER:3a
  3 units, Aut (Fleishman)
SLAVGEN 81Q. Fritz Lang’s Metropolis and All Things Modern—(S,Sem)
  4 units, Spr (Bulgakowa)
SLAVGEN 163N. Beyond Fiddler on the Roof: The Jewish Experience in Eastern Europe—(F,Sem)
  4 units, Aut (Safran)

SOCIOLOGY
SOC 22N. The Roots of Social Protest—(F,Sem)
  3 units, Aut (Olzak)
SOC 32N. Law in Society—(F,Sem)
  3 units, Spr (Sandefur)
SOC 46N. Race, Ethnic, and National Identities: Imagined Communities—(F,Sem)
  3 units, Aut (Rosenfeld)

SPANISH AND PORTUGUESE
SPANISH LITERATURE
SPANLIT 101N. Visual Studies and Chicana/o Art—(F,Sem)
  GER:3a,4b
  3-5 units, Aut (Yarbro-Bejarano)
SPANLIT 111N. Contemporary Spain: The Challenge of Change—(F,Sem) GER:3a
  4 units, Spr (Haro)
SPANLIT 116N. New World Creation Narratives—(F,Sem) GER:3a
  3-4 units, Win (Brotherston)
SPANLIT 118N. Latin America’s 19th Century through Literature and Film—(F,Sem) GER:3a
  3-4 units, Spr (Ruffinelli)
SPANLIT 165Q. Machado, Jiménez, Lorca: An Exploration of Self and Society in 20th-Century Spanish Lyric Poetry—(S,Sem)
  3-5 units, Aut (Predmore)
SPANLIT 193Q. Spaces and Voices of Brazil through Films—(S,Dial)
  1-2 units, Aut (Wiedemann)

STATISTICS
STATS 43N. Statistics in the News and the Display of Quantitative Information—(F,Sem) GER:2c
  3 units, Win (Walther)
STATS 49N. Women’s Health and Epidemiology—(F,Sem)
  3 units, Spr (Olshen)

SURGERY
SURG 67Q. Medical Experience in Foreign Lands—(S,Sem)
  3 units, Win (Chase, Wang)
SURG 68Q. Current Concepts in Transplantation—(S,Sem)
  3 units, Spr (Krams, Martinez)

This file has been excerpted from the Stanford Bulletin, 2003-04, pages 654-661. Every effort has been made to ensure accuracy; postpress changes may have been made here. Contact the editor of the bulletin at arod@stanford.edu with changes or corrections. See the bulletin website at http://bulletin.stanford.edu for late changes.
Independent Research Laboratories, Centers, and Institutes

Vice Provost and Dean of Research and Graduate Policy and Dean of the Independent Laboratories, Centers, and Institutes: Arthur Bienenstock
Associate Dean of Research: Ann M. Arvin
Associate Dean of Graduate Policy: Godfrey Mungal

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
- Global Climate and Energy Program
- W. W. Hansen Experimental Physics Laboratory
- Stanford Humanities Center
- Stanford Center for Innovations in Learning
- Institute for International Studies
- Center for the Study of Language and Information
- Stanford Institute for the Quantitative Study of Society

The following laboratories, centers, and institutes report to the Provost and Dean of Research and Graduate Policy:

- CHICANO RESEARCH
- Stanford Center for the Study of Language and Information
- Stanford Institute for Economic Policy Research
- Provost and Dean of Research and Graduate Policy:
- Al Camarillo (History, Comparative Studies in Race and Ethnicity), Jim Leckie (Engineering), Yvonne Maldonado (Medicine)

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 the activities of these organizations and other academic programs and centers, including research activities, and where applicable, courses offered.

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 Stanford Center for International Development (SCID; Roger G. Noll, 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 on Employment and Economic Growth (CEEG; 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 workforce. The program on regulation is part of this center. The Center for Public and Private Finance (CPPF; John B. Shoven and Michael J. Boskin, co-Directors) encompasses work on macroeconomics and monetary policy, tax and budget policy, and finance.

Separate research programs within SIEPR and their directors are the California Policy Program (Thomas MaCurdy); the Energy, Natural Resources, and the Environment Program (James L. Sweeney); the Knowledge Networks and Institutions for Innovation Program (Paul A. David); the Program on the Japanese Economy (Masahiko Aoki); and the Program on Market Design (Susan Athey and Paul Milgrom).

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, phone (650) 725-1874, or http://siepr.stanford.edu.

STANFORD CENTER FOR CHICANO RESEARCH

Faculty Executive Committee: Al Camarillo (History, Comparative Studies in Race and Ethnicity), 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 (CSRE) and one of the founding member institutions of the Inter-University Program for Latino Research (IUPLR). The objective of the SCCR is to facilitate basic and 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.

GEBALLE LABORATORY FOR ADVANCED MATERIALS

Director: Arthur Bienenstock

The Geballe Laboratory for Advanced Materials (GLAM) is an Independent Laboratory that reports to the Dean of Research. The Laboratory 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 a focused ion beam (FIB), scanning electron microscopy (SEM), scanning probe microscopy (SPM), transmission electron microscopy (TEM), x-ray diffraction analysis (XRD), 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 scientific research including fiber optics, laser physics and applications, mesoscopic devices, microelectromechanical and microacoustic devices and systems, optoelectronic devices and systems, photonics, nanophotonics and crystals, scanning optical microscopy, quantum cryptography and computing, 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 devoted to advanced study of politics, economics, and political economy, both domestic and foreign, as well as international affairs. Hoover fellows are the foundation of the research program. This varied and distinguished community of scholars strives to conceive and disseminate ideas defining a free society within the framework of three programs.

American Institutions and Economic Performance, which focuses on interrelationships of U.S. political and legal institutions and economic activity, often referred to as political economy.

Democracy and Free Markets, which focuses on political economy in countries around the world.

International Rivalries and Global Cooperation, which focuses on interrelationships among countries, examining issues of foreign policy, security, and trade.

By collecting knowledge, generating ideas, and disseminating both, the Institution seeks to secure and safeguard peace, improve the human condition, and limit government intrusion into the lives of individuals, all of which are consistent with three prominent values: peace, personal freedom, and the safeguards of the American system.

STANFORD HUMANITIES CENTER

Director: John Bender
Associate Director: Elizabeth S. Wahl
External Faculty Fellows: Marilyn Desmond (English and Comparative Literature, Binghamton University), Jeff Dolven (English, Princeton University), Karen Henson (Music, King’s College, Cambridge), Rebecca Lemon (English, University of Southern California), Denise Schmandt-Besserat (Art and Middle Eastern Studies, University of Texas at Austin), Jonathan Schofer (Hebrew and Semitic Studies, University of Wisconsin–Madison), Miguel Tamen (Literary Theory and Romance Literatures, Universidade de Lisboa), Alan Taylor (History, University of California, Davis)
Rockefeller Fellows in Black Performing Arts: Jayna Brown (English and Ethnic Studies, University of Oregon), Helen Mugambi (Comparative Literature, California State University, Fullerton)
Internal Faculty Fellows: Karol Berger (Music), Zephyr Frank (History), Denise Gigante (English), Tamar Schapiro (Philosophy), Peter Stansky (History), Gavin Wright (Economics), Chao Fen Sun (Asian Languages)
Geballe Dissertation Graduate Student Fellows: Raul Coronado, Jr. (Modern Thought and Literature), Brian Epstein (Philosophy), Jared Farmer (History), Amelia Glaser (Comparative Literature), Karen Gross (English), Sanja Perovic (Comparative Literature), David Platt (Classics), Jessica Straley (English), Heather Webb (French and Italian)

The Stanford Humanities Center promotes research and education in the humanities 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, students from other institutions, and Stanford graduate and undergraduate 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 2003-04 are listed below.

COURSES

ASIAN LANGUAGES

CHINLIT 191/291. The Structure of Modern Chinese
4 units, Aut (Sun)

DRAMA

DRAMA 155B. Early 20th-Century Black Performers and Performance
4 units, Spr (Brown)

DRAMA 157M. Postcoloniality, Performance, and African Popular Culture
4 units, Spr (Mugambi)
ECONOMICS
ECON 18N. The Economics of the Civil Rights Revolution
2 units, Win (Wright)

PHILOSOPHY
PHIL 279. Research Seminar in Ethical Theory
3 units, Win (Schapiro)

STANFORD CENTER FOR INNOVATIONS IN LEARNING

Directors: Stig Hagstrom, Roy Pea
Executive Director: Sam Steinhardt

The Stanford Center for Innovations in Learning (SCIL), established in February 2002, is dedicated to conducting scholarly research and related activities that advance the sciences, technologies, and practices supporting learning and teaching from early childhood through post-secondary education. Important related activities include our participation in an international network of similar research centers, the Wallenberg Global Learning Network (WGLN), and our support for innovative teaching at Stanford in Wallenberg Hall, our newly renovated home.

Researchers at SCIL focus on the most significant issues in learning and teaching, and on the ways that innovative uses of technologies can help address those issues. Research projects typically involve collaboration among faculty, senior staff members, and students from several disciplines, and often include scholars from other institutions and countries. SCIL serves as a focal point for joint research ventures between Stanford faculty and institutions and educational institutions.

SCIL’s research is based on a key insight of the last two decades of work in the learning sciences, namely that learning is not a free-floating cognitive process, but instead a concrete social activity in which physical setting, social interaction, and the structuring and sequencing of events matter. The three main thrusts of our research agenda are strengthening the learner, structuring learning environments, and making learning visible.

Given the increasing role technology is likely to play in improving learning theory and practice around the world, another of SCIL’s objectives is collaborative research and development with international partners. SCIL is a member of the Wallenberg Global Learning Network (WGLN), an alliance between Stanford and learning laboratories in Sweden and Germany, supported respectively by the Knut and Alice Wallenberg Foundation and two German government research organizations. The WGLN supports research projects that link Stanford researchers in the sciences, humanities, and medicine to their Swedish and German colleagues.

SCIL is located in Wallenberg Hall (Building 160 in the front of the Quad). For more information, see http://scil.stanford.edu/.

CENTER FOR THE INTERDISCIPLINARY STUDY OF SCIENCE AND TECHNOLOGY

Co-Directors: Michael Friedman, Robert McGinn
Executive Committee: Michael Friedman, Timothy Lenoir, Robert McGinn, Eric Roberts
Phone: (650) 725-0119

The Center for the Interdisciplinary Study of Science and Technology (CISST) brings together faculty, undergraduate and graduate programs, and research initiatives concerned with understanding science and technology in an interdisciplinary context. It is concerned equally with the historical, philosophical, and cultural study of science, technology, and medicine, and with critical analysis of issues raised by scientific and technological innovations in contemporary society. CISST houses two major programs: HPST (History and Philosophy of Science and Technology) and STS (Science, Technology, and Society); see their respective sections in this bulletin for their programs. CISST also sponsors visiting scholars, postdoctoral researchers, workshops, and speakers, providing a bridge between the humanities and social sciences, and the sciences and engineering.

At the undergraduate level, CSST houses STS, an undergraduate major that grants both a B.A. and a B.S. degree. The STS is designed to foster understanding of issues raised by the natures, consequences, and social shaping of technology and science in the contemporary world. To this end, the STS curriculum combines interdisciplinary, humanitarian, and social scientific studies of science and technology in society with attainment of either technical literacy or fundamental understanding in some area of engineering or science. CISST also offers an honors program in STS that is open not only to STS majors but also to students in other majors who wish to pursue a senior honors project that addresses a question arising from the relations among science, technology, and society. Prospective majors or honors students should consult the STS section in this bulletin.

CISST also publishes a selection of undergraduate research in STS in our electronic undergraduate journal, Techne (http://www.stanford.edu/group/STS/techne).

At the graduate level, CISST houses an interdisciplinary graduate program, the Program in History and Philosophy of Science and Technology (HPST), jointly administered by the History and Philosophy departments; it involves faculty and students in these and other departments in the humanities. Prospective students interested in applying to the graduate program should consult the HPST description in the catalogue as well as the admissions requirements of the appropriate department in which they wish to apply for a M.A. or a Ph.D.

The Center web site (http://www.cissst.stanford.edu/) contains a current listing of courses, speakers, visitors, and workshops, and a more detailed account of faculty teaching and research.

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 Inter-school Honors Program in Environmental Science, Technology, and Policy and the CISAC Interschool Honors Program in International Security. The institute manages 10 undergraduate and graduate fellowship programs.

The constituent centers and programs within IIS include the Asia/Pacific Research Center, the Center on Democracy, Development and the Rule of Law, 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.
COURSES

IIS 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
Executive Director: Keith Devlin

CSLI supports research at the intersection of the social and computing sciences. It is an interdisciplinary endeavor, bringing researchers together from academe 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. CSLI partners can 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) 725-3286.

STANFORD INSTITUTE FOR THE QUANTITATIVE STUDY OF SOCIETY (SIQSS)

Director: Norman H. Nie
Web Site: http://www.stanford.edu/group/siqss

Founded in 1998, the Stanford Institute for the Quantitative Study of Society (SIQSS) is a multidisciplinary research institute affiliated with Stanford University’s Office of Research and Graduate Policy. The Institute is devoted to producing and sponsoring high-quality empirical social science research about the nature of society and social change.

The central mission of SIQSS is to provide important social knowledge for the larger society and to develop 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

UNDERGRADUATE PROGRAMS

INTERSCHOOL 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 sciences, 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

IIS 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.

1-9 units, Aut, Win, Spr (Naylor, Falcon, Daily, Schneider)

INTERSCHOOL 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 MS&E 195/199, POLISCI 138, International Security in a Changing World, MS&E 193/197, Technology and National Security, POLISCI 110B, Strategy, War, and Politics, and at least one related course such as ECON 150, Economic Policy, STS 110, Ethics and Public Policy, SOC 160, Formal Organizations, SOC 166, Organizations and Public Policy, and POLISCI 114T, 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.
important, and methodologically sound social research. Examples of research on which the Institute is working and attempting to expand include projects on Information and Technology in Society; Education and its Social Outcomes; and the 2000 Census; as well as an online scholarly journal, *IT & Society*.

Scholars participating in SIQSS research programs and activities are drawn from diverse disciplines throughout Stanford University and from other academic institutions. SIQSS currently supports quantitative research through the following: Long-Term Institute-Initiated Research Programs, Stanford Faculty Research Grants and Student Research Assistantships, Stanford Faculty Fellows, Interdisciplinary Seminars, and the American Empirical Series.

SIQSS’s administrative office is located at 417 Galvez Mall, Encina Hall West, on the first floor.

**INSTITUTE FOR RESEARCH ON WOMEN AND GENDER**

*Acting Director: Barbara C. Gelpi*

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, gender segregation in the workplace and educational institutions, health care, history, law, literature, and psychology. Many scholarly publications have resulted from these activities.

**SOCIAL SCIENCE HISTORY INSTITUTE (SSHI)**

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. There is, however, a great deal of potential for historians and social scientists to draw on the strengths of each other’s methods to improve their own work and to foster increased interaction among the various disciplines that employ history as a laboratory to operationalize social science theories. 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. Toward this end, SSHI offers a variety of seminars, conferences, and research support for both faculty and graduate students.

**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 particle accelerators, to research and development in particle detectors, and to the use of the SPEAR electron storage ring as a source of intense vacuum ultraviolet and x-ray beams for research in biology, chemistry, material science, environmental science, medical 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, Stanford University’s Kavli 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 research programs at the center. Stanford graduate students may 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. Students interested in research in the area of high energy physics, particle astrophysics, and accelerators should contact Professor Rafe H. Schindler, the high energy physics graduate student adviser. Research opportunities for students interested in the SPEAR X-ray science program are discussed below under SSRL.

**STANFORD SYNCHROTRON RADIATION LABORATORY (SSRL)**

*Director: Keith O. Hodgson*

SSRL, a division of the Stanford Linear Accelerator Center, is a National User Facility which provides synchrotron radiation, a name given to x-rays or light produced by electrons circulating in a storage ring at nearly the speed of light. These extremely bright x-rays can be used to investigate forms of matter ranging from objects of atomic and molecular size to man-made materials with unusual properties. The obtained information and knowledge is of great value to society, with impact in areas such as the environment, future technologies, health, and national security. Many of its 19 active faculty hold joint appointments with campus departments.

SSRL has research programs in materials sciences as well as accelerator physics and development of advanced sources of synchrotron radiation, especially ultra short pulse, x-ray free electron lasers. The lab is interdisciplinary with graduate students actively pursuing degrees from Stanford campus departments that include 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. Full information can be found at [http://www-ssrl.slac.stanford.edu](http://www-ssrl.slac.stanford.edu).
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 and 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://www-sul.stanford.edu/geninfo/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 and Academic 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 photocopy machines, telephones, and computers providing access to the online library catalog and the wealth of electronic resources available to the Stanford Community.

BRANCH LIBRARIES

Humanities and Social Sciences Branch Libraries include the Art and Architecture Library, the Cubberley Education Library, and the Music Library, and the Archive of Recorded Sound.


More information about these libraries is on the Web at http://www-sul.stanford.edu/geninfo/libraries.html.

LIBRARIES–COORDINATES

J. Hugh Jackson Library, Graduate School of Business
Director: Kathy Long

Lane Medical Library
Director: Debra Ketchell

Crown Law Library
Director: Lance E. Dickson

Stanford Linear Accelerator Center Library
Head Librarian: Patricia Kreitz

HOOVER INSTITUTION ON WAR, REVOLUTION AND PEACE

Director: John Raisian
Associate Director: Elena Danielson

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.
INFORMATION TECHNOLOGY SYSTEMS AND SERVICES (ITSS)

ITSS provides University leadership in the area of information technology. ITSS services can be divided into four categories:

• Computing and communication infrastructure capable of supporting the instructional, learning, research, and business activities of the University. This infrastructure includes campus-wide data, voice, and video communication facilities, and the distributed computing environment. These services tend to be less visible to end-users, but are the foundation upon which information technology services are delivered.

• Academic computing services to support instruction, research and learning activities. These include the Sweet Hall computing cluster, graphics lab, and servers that support instructional computing.

• Business and administrative computing facilities to support administrative information systems. These include core business systems, such as student information, fund raising, general ledger, accounts payables, and payroll.

• Services and technical support for departmental networks and computing environments. These services include departmental consulting, training and support for office and departmental support staff, and technical support to manage departmental computing environments.

Daily operations at Stanford rely upon the hundreds of applications and miles of wiring for data and phone services that ITSS maintains and supports. It is expected that phones will ring, computers interconnect, and systems function. ITSS directs its energies toward ensuring that the infrastructure and applications portfolio meet current needs and to ensure that future needs will be met as well; improvements are made to wiring, more storage is added to servers, applications are changed to meet new requirements, out of date services are removed and new ones replace them. Running, maintaining, and continually improving these services, and doing it cost effectively, is the core business of Information Technology Systems and Services.

For more details about ITSS and its services, visit [http://itss.stanford.edu](http://itss.stanford.edu). For more information about the variety of information technology resources available at Stanford, visit [http://compcomm.stanford.edu](http://compcomm.stanford.edu). For assistance with technology services at Stanford, contact the Stanford IT Help Desk by dialing 725-HELP (4357) or submitting a request through [http://helpsu.stanford.edu](http://helpsu.stanford.edu).
The Continuing Studies Program

Dean and Associate Provost: Charles Junkerman

The Continuing Studies Program provides adults from Stanford and the surrounding communities the opportunity to take classes on a part-time basis for intellectual enrichment, both personal and professional. Courses and events are offered in all four academic quarters, with over 300 courses planned for the 2003-04 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 the liberal arts, including literature, history, art and architecture, and music.

Tuition discounts are available to University employees, Stanford students and faculty, Stanford Alumni Association members, teachers, 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 and Director: Linda Paulson
Participating Faculty: David Abernethy (Political Science), Clifford Barnett (Anthropology), Marc Bertrand (French, emeritus), Eavan Boland (English), John Bravman (Material Sciences and Engineering), Clayborn Carson (History), Wanda Corn, (Art and Art History), George Dekker (English), Carol Delaney (Anthropology), Gerry Dorfman (Hoover Institute and Political Science), Arnold Eisen (Religious Studies), Martin Evans (English), Anne Fernald (Psychology), Paula Findlen (History), Luis Fraga (Political Science), John Freccero (French and Italian), Larry Friedlander (English), Hester Gelber (Religious Studies), Albert Gelpi (English), Barbara Gelpi (English), Monika Greenleaf (Slavic Languages), Robert Gregg (Religious Studies), Van Harvey (Religious Studies), Stephen Hinton (Music), Charles Junkerman (Continuing Studies Program), Nancy Kollmann (History), Marsh McCall (Classics), Robert McGinn (Management Science and Engineering, and Science, Technology, and Society), Mark Mancall (History), Joseph Manning (Classics), Diane Middlebrook (English), Thomas Moser (English), David Palumbo-Liu (Comparative Literature), Linda Paulson (English), Denis Phillips (Education, and, by courtesy, Philosophy), Jack Rakove (History), Ronald Rehbolz (English), John Rick (Anthropological Sciences), John Rickford (Linguistics), Paul Robinson (History), Ramón Saldívar (English), Paul Seaver (History), Robert Siegel (Microbiology and Immunology), Thomas Wasow (Linguistics), Lee yearley (Religious Studies), Erinlé Young (Center for Biomedical Ethics), Steven Zipperstein (History).

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. 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 three quarter foundation course (equal to 12 units total), one core introductory seminar for entering students, at least seven 4-unit MLA seminars, and a 4-unit master’s thesis. The remaining 2 units of required courses may be fulfilled by additional MLA seminars, relevant Continuing Studies Program course offerings, or by a summer session at Oxford. 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—During the autumn, winter, and spring following admission to the program, there is a three 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 Seminar—During the first quarter of the second year, new students take the core introductory seminar, The Plague: An Introduction to Interdisciplinary Graduate Study. This seminar aims to prepare students for 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.

MLA Seminars—Students are required to take at least seven MLA seminars of four units each. 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 75-100 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 Master of Liberal Arts Program, 482 Galvez Mall, Stanford, CA 94305-3005; phone (650) 725-0061; email sculotta@stanford.edu, fax (650) 725-4248, web site http://mla.stanford.edu.

COURSES

101A. Foundations I—Required for first-year MLA students.
   4 units, Aut (Steidle)

101B. Foundations II—Required for first-year MLA students.
   4 units, Win (Steidle)

101C. Foundations III—Required for first-year MLA students.
   4 units, Spr (Robinson)

202. Emerging and Ongoing Issues in Biomedical Ethics
   4 units, Aut (Young)

203. The Novelist as Public Intellectual: Mann, Rushdie, and Roy
   4 units, Aut (Berman)

204. 1864-1865: A Reading of Dickens’ Our Mutual Friend
   4 units, Aut (Paulson)
SUMMER SESSION

Associate Dean: Patricia Brandt
Director of Admission and Students Services: Teresa Nishikawa

Students attending Stanford Summer Session are enrolled in either a regular degree program, the Summer Visitor Program, Summer College for High School Students, or Discovery Institutes.

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 students who are currently enrolled in or have graduated from another college or university. Qualified high school students who have completed at least their sophomore year may be admitted to the Summer College.

Students in Summer Session enjoy all the privileges of students in the regular degree program except that work completed cannot be applied 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.

For more information, or to request a catalogue, call (650) 723-3109; email summersession.stanford.edu; fax (650) 725-6080; or write to Stanford Summer Session, 482 Galvez Mall, Stanford, CA 94305-3005. Publications are updated annually in February and can also be found online at http://summersession.stanford.edu.
STUDENT AFFAIRS

Student Affairs supports the academic mission of the University by fostering a climate conducive to living and learning in a diverse community. The division encompasses a broad range of programs and services for undergraduates and graduate students which includes the Office of Residential Education, the Office of the University Registrar, the Vaden Health Center, the Dean of Students Office, and the Office of the Dean of Freshmen and Transfer Students. The Vice Provost for Student Affairs reports directly to the Provost and is responsible for providing leadership, policy direction, administrative support for budget, personnel, facilities, and development, as well as oversight of the efficiency and effectiveness of each of the division’s units. The Vice Provost interacts with the President, the Provost, the University Cabinet, faculty, schools, department representatives, students, and parents. The Vice Provost also serves as 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; El Centro Chicano; Judicial Affairs; Lesbian, Gay, Bisexual, and Transgender Community Resource Center; Native American Cultural Center/American Indian Program Office; 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 600 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.

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 services: advising on scholarships for study and research overseas, information on non-Stanford study abroad and passport photos, international student ID cards, and youth hostel membership cards.

JUDICIAL AFFAIRS AND STUDENT CONDUCT

In March 1996, President Gerhard Casper convened the Committee of 15 and requested a review of the student judicial system at the University under the then-existing Legislative and Judicial Charter of 1968. During the following year, the Committee of 15 conducted an extensive review of the existing 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, replacing the earlier charter and becoming effective in January 1998. Cases of alleged violations of the University’s 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 University’s Office of Judicial Affairs web site at http://judicialaffairs.stanford.edu. The web site also contains the policies, rules, and interpretations, as well as the University’s Student Conduct Penalty Code, applicable to those students found responsible for violating the Honor Code, the Fundamental Standard, or other University policy or rule.

When a violation of the Fundamental Standard, Honor Code, or other University 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 Office of Judicial Affairs, at Tresidder Memorial Union, 2nd floor, phone (650) 725-2485, fax (650) 736-0247, or email judicial.affairs@stanford.edu.

The primary codes of conduct for students are the Fundamental Standard and Honor Code.

THE FUNDAMENTAL STANDARD

Students are expected to know, understand, and abide by the Fundamental Standard, which is the University’s basic statement on behavioral expectations articulated in 1896 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 that have been found to be in violation of the Fundamental Standard include:

- Physical Assault
- Forgery
- Theft
- 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
- Misuse of equipment/funds

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 is the University’s statement on academic integrity. It is essentially the application of the Fundamental Standard to academic matters. Provisions of the Honor 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. The Honor Code reads:

“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 that have been found to be 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 multiple violations (for example, cheating more than once in the same course) is a three quarter suspension and 60 hours of community service.

**STUDENT DISABILITY RESOURCE CENTER (SDRC)**


The Student Disability Resource Center (SDRC) is the central administrative office that coordinates a number of services and resources for undergraduate and graduate students with documented disabilities. The students who use the SDRC’s services have a variety of disabilities, including mobility impairments, learning disabilities, chronic illness, psychological disabilities, and sensory disabilities. The mission of the SDRC is to provide students with disabilities equal access to all facets of university life: education, housing, recreation, and extracurricular activities. To initiate services, a student contacts the SDRC directly and meets with a Program Coordinator to determine what services and accommodations will support the student’s disability-related needs. Students who are eligible for services will be asked to submit professional documentation of their disabilities to the SDRC. Services include, but are not limited to, notetaking, Braille, scanning to e-text, oral or sign language interpretation, stenocaptioning, books on tape, extended time on examinations, and a distraction free room for taking examinations. During the academic year, the SDRC runs a golf cart service called DisGo Cart for use by students who use wheelchairs or who have temporary or permanent mobility impairments.

The SDRC is located at 563 Salvatierra Walk, Stanford, CA 94305-8540. Office hours are 9 a.m. to 12 noon and 1 to 5 p.m., Monday through Friday. For more information call the SDRC at (650) 723-1066 (voice) or 723-1067 (TDD).

The Assistive Learning Technology Center, located on the second floor of Meyer Library, is maintained by the Office of Accessible Education. The ALTeC provides a wide variety of hardware and software devices, ergonomic furniture, and expert technical advice intended to provide individuals with disabilities independent access to information technology. Each of workstations provides a combination of scanners, refreshable Braille displays, CCTV’s, expanded keyboards, Braille embossers, alternative input devices, voice recognition software, screen-readers, text-readers, screen-magnification, eye/head tracking, Braille translation, word prediction, and/or on-screen keyboards. Macintosh screen-reading software (outSPOKEN) and screen magnification (in-Large) are also available in the Tresidder and Meyer computer clusters for Macintosh users with print impairments. Students, staff, and faculty are all welcome to use any of the ALTeC’s services, if verified by the SDRC or the ADA/Section 504 Compliance Officer. ALTeC staff is also available to assess the access barriers potentially presented by various disabilities and to recommend compensatory and access strategies. For details, screenings, or demonstrations, please contact the SDRC at (650) 723-1066.

**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 ticket office, 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 hair-styling 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.

**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 any 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 is 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 to receive ASSU funding, all voluntary student organizations must register with the University through the Office of Student Activities on the second floor of Tresidder Memorial Union.

As a condition of registration, each voluntary student organization must file and have approved each of 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 facilities must received 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.

DEAN OF FRESHMEN AND TRANSFER STUDENTS

The Office of the Dean of Freshmen and Transfer Students is the primary resource for helping new undergraduates make the transition to Stanford. Departments under its umbrella include New Student Orientation, the Career Development Center, and the Haas Center for Public Service. The office is located at 123 Meyer Library, phone (650) 72-FROSH (3-7674). New students and their parents are encouraged to visit.

CAREER DEVELOPMENT CENTER

563 Salvatierra Walk; http://www.stanford.edu/dept/CDC.

Counseling Services—Monday to Friday, 9 a.m. to 12 noon, 1 p.m. to 5 p.m.; (650) 725-1789.

Employment Services—Monday to Friday, 8:15 a.m. to 4:30 p.m.; (650) 723-9014.

Reference File Services—Monday to Friday, 9 a.m. to 12 noon, 1 p.m. to 3 p.m.; (650) 723-1548.

The Career Development Center (CDC) offers a wide range of services from counseling, group workshops, and presentations to on-campus recruiting, job list databases, reference file services, library resources, and alumni networking, to help students make informed decisions and to plan for life after Stanford.

Services are open to undergraduates and graduate students and all students are encouraged to visit in person or via the web. Programs and services are free to students; limited services are available to alumni and student spouses and domestic partners.

These suggestions will assist in approaching and using the CDC to best benefit:

- Visit early in your Stanford career.
- Gather general career information through the career center, internship database, handouts, and alumni network.
- Inquire about individual counseling for all stages of career planning and development.
- Participate in workshops to clarify career goals. Workshops provide valuable learning experiences through the interaction and support of other participants.
- Use the Cardinal Recruiting Program as a convenient way to interview with employers; or use the Reference File Service to ease the management of your applications for graduate school or employment.

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, offering service opportunities for undergraduates 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 houses student organizations including Stanford in Government, Alternative Spring Break, Habitat for Humanity, Amnesty International, and Stanford Project on Hunger. Students can also participate as a public service advising fellow and in the year-long public service leadership program. The Center administers numerous fellowship programs that provide financial support to students undertaking public and community service work during the summer and post-graduation. Through Community Service Work-Study, students who qualify for financial aid can earn a portion of their aid award while participating in a public service experience. Finally, through the Center’s K-12 school programs, Stanford students serve as tutors, mentors, teaching assistants, and after-school recreation leaders in 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.

VADEN HEALTH SERVICE

The Allene G. Vaden Health Center is located at 866 Campus Drive across from Wilbur Field. For more information, see the web site at http://vaden.stanford.edu. Vaden strictly protects the confidentiality of information obtained in medical care and counseling.

MEDICAL SERVICES

Medical Services (650-498-2336, ext. 1) is the first stop for diagnosis and treatment of illness, injury, and ongoing conditions, as well as preventive counseling and education. Services (without charge) include:

- Medical appointments in general medicine and sports medicine; gynecology and orthopedics appointments (referral required).
- Medical advice for routine concerns throughout the day. When Medical Services is closed, advice for urgent conditions is available from our on-call physician.
- Referral to specialists, primarily at Stanford Hospital and Clinics.
- Additional services (fees may apply): allergy injections, immunizations, physical exams for employment and scholarships, HIV testing, laboratory, X-rays.
- Pharmacy (650-498-2336, ext. 3), physical therapy (650-723-3195) and travel services (650-498-2336, ext. 1) are available on site.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

CAPS (650-723-3785) helps students who experience a wide variety of personal, academic, and relationship concerns. Services (without charge) include:

- Evaluation and brief counseling, including personal, couples and group therapy. Students requesting or requiring longer, ongoing therapy incur fees.
- Workshops and groups that focus on students’ social, personal, and academic effectiveness.
- Crisis counseling for urgent situations 24 hours a day.
- Specially trained staff to meet the needs of student survivors of sexual assault (Campus Sexual Assault Response and Recovery Team, 650-725-9955).
- Consultation and outreach to faculty, staff, and student organizations.

HEALTH PROMOTION SERVICES

Health Promotion Services (650-723-0821) educates and supports students to help them make informed, healthy decisions about their lifestyle and behavior. Services include:

- Individual preventive counseling and resource referral concerning nutrition, weight management, eating and body image, alcohol, to
bacco and other drug use, sexual assault and harassment, relationships, intimacy and gender issues, and sexual health.

- Health education speakers, programs, events, and workshops at student residences, community centers, student organizations, and for new students (such as Real World: Stanford).
- Academic courses and internships.
- Student groups and volunteer opportunities including Peer Health Educators and anonymous HIV testing and counseling.

HEALTH INSURANCE

All registered students are required to have health insurance. Call (650) 723-2135 for more information. Cardinal Care, a University-sponsored plan for students, fulfills this requirement. Insured by Health Net of California (medical) and ValueOptions (mental health), Cardinal Care features comprehensive, worldwide coverage, services by referral at Stanford University Medical Center, and lowest costs when one initiates care at Vaden Health Center. Health insurance for spouses, domestic partners and children is available. Options for voluntary dental insurance are offered.

BOOKSTORE

Organized in 1897, Stanford Bookstore, (650) 329-1217, located at 519 Lasuen Mall, provides a diverse selection of books, course materials, and supplies to the students, faculty, staff, and community in and surrounding Stanford. The bookstore carries over 130,000 titles, including a wide selection of books written by Stanford authors, making it one of the largest bookstores in the nation. The bookstore also carries a complete selection of Stanford logo apparel, gifts and souvenirs, periodicals, One-Hour Photo Express, and a café that provides an enhanced shopping experience. The Computer Store, in the main branch, sells academically priced 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) 275-2775, at the Cantor Center for the Arts. Visit our web site at http://www.stanfordbookstore.com.

CONFERENCE 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 22 through the first weekend in September. Non-academic Facilities Scheduling in the Registrar’s Office, (650) 723-6755, coordinates conferences from the first weekend in September through June 21. 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.

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 Conference Services. For more information, see http://conference.stanford.edu. During the academic year, housing arrangements can be made through the SLAC Guest House; see http://slacguesthouse.stanford.edu.

OMBUDS

The charge to the Ombuds office at Stanford is: “The Ombudsperson’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, unresponsiveness, and prejudice in the individual’s experience with University activities. The Ombudsperson’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. (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 Lowell Price. He can be reached at (650) 723-3682, or lowell.price@stanford.edu. The office is located in Building 310, Room 104, Main Quad. The web site for the office is http://www.stanford.edu/dept/ocr/ombudsperson. The Ombuds for the School of Medicine is Martha McKee; she can be reached at martha.mckee@stanford.edu.

POLICE SERVICES

The Stanford Department of Public Safety is a full service police department that operates 24 hours a day, 7 days a week. The department is located at the corner of Campus Drive and Serra Street; phone (650) 723-9633; http://police.stanford.edu.

For police, fire, or ambulance response, dial 9-1-1, or 9-9-1-1 from a University phone. Emergency assistance can also be obtained by using one of the nearly 100 Blue Emergency Phone Towers strategically placed around campus.

The department is comprised of the following divisions:

The Field Services Division consists of sworn and non-sworn officers who patrol the campus and respond to calls for service. Sworn officers receive their police powers through the Santa Clara County Sheriff’s Office. Sworn officers have the legal authority to stop vehicles, make arrests, and enforce all laws. Non-sworn officers assist the sworn officers with security patrols, evidence collection, crime prevention presentations, and other assigned tasks.

Community Service Division: Community Service Officers (CSOs) enforce the parking rules and regulations on campus, and provide traffic control at special events, constructions zones, and accident scenes. CSOs also provide building security during emergency or critical incidents.

The Support Services Division provides logistical, technical, and accounting support to the department. Special events are handled through this division as well. Special Events Personnel (SEPs) provide security at campus events including athletic events, concerts, student-sponsored events, and dignitary visits. SEPs are available for hire by groups needing security at their University events. Contact the special events office at (650) 723-4924 for more information.
The Administrative Support Division supports the department through training, recruiting, payroll, human resources, and other business functions.

For additional safety information or to view the yearly crime statistics, see the Stanford Safety and Security Almanac, available for free from Public Safety, or view Public Safety’s website at http://police.stanford.edu.

STANFORD ALUMNI ASSOCIATION

Established in 1892 by members of Stanford’s first graduating class, the Stanford Alumni Association oversees alumni activities and services, including reunions/homecoming, campus conferences, regional and class programming and events, Stanford magazine, a web site, enrichment education, faculty-led travel, and alumni networking, mentoring, and volunteering.

SAA’s Student Programs group works with undergraduate and graduate students, providing programming to foster class identity and lifelong connections to Stanford and the Stanford community. Programs include Sophomore Academic Dinners (to help students who are selecting majors), Junior Alumni Night (to connect students with alumni in various professions), Care Packages for students during Dead Weeks, Senior Send-Off (to help students connect to Stanford alumni in the communities they will move to upon graduation), Senior Dinner on the Quad (to celebrate the completion of their Stanford undergraduate days as a class), Class Day Luncheon (featuring a final lecture by a favorite professor), the Night Before Party (one last bash for soon-to-be-graduates and their families), and the Cardinal Class Core Induction Ceremony (for seniors who agree to play ongoing leadership roles in keeping their class connected). In addition, SAA sponsors Happy Hours and Open Houses for graduate students and advises the Senior Class Officers.

For further information, call (800) 786-2586 or (650) 723-2021, or visit our web site at http://www.stanfordalumni.org.

STANFORD EVENTS

Stanford Events supports the mission and goals of Stanford University through open engagement of the campus community and the worldwide public. The department has three divisions: Public Events, Stanford Lively Arts, and the Stanford Ticket Office.

Public Events oversees, advises, and produces University events and ceremonies as designated by the President’s office such as: Commencement, Baccalaureate, the University President’s inaugurations, New Student Orientation Convocation, Community Day/Founders’ Celebration, and other high-profile university events. This division also serves in an advisory capacity to the schools, departments, and student groups on campus, and oversees University policy and procedure regarding campus events. The Public Events office has final approval authority of Stanford facility and open space use for non-academic public events on campus. Information about University event planning, policies, procedures, and University facilities can be found at http://stanfordevents.stanford.edu, or (650) 723-2551.

Stanford Lively Arts, the University’s presenting program, annually brings to campus a full season of music, dance, and theater by world-famous artists and exceptional newcomers. It furthers research and creativity through world premieres, unique collaborations, and commissions. In addition to on-stage performances, Lively Arts extends and supplements the academic life of the University through master classes, extended residencies, workshops, lectures and demonstrations, and group discussions. Internationally acclaimed artists perform serious work with Stanford students in classrooms as well as in residence halls. Discounts on performances are available for faculty, staff, and students. For tickets and more information, see http://livelyarts.stanford.edu, or call (650) 725-ARTS (2787).

Stanford Ticket Office provides ticketing services for the arts and entertainment events of Stanford University. Tickets for Stanford Live-ly Arts, Stanford music and drama departments, Stanford Jazz Workshop/Festival, and the ASSU Concert Network are among the event tickets that are available through this office. For more information, see http://tickets.stanford.edu, or call (650) 725-ARTS (2787).

AWARDS AND HONORS

FACULTY AND STAFF

KENNETH M. CUTHBERTSON AWARD

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 members of the staff and faculty 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.

LLOYD W. DINKELSPIEL AWARDS

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.

WALTER J. GORES AWARDS

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.

ALLAN COX MEDAL FOR FACULTY EXCELLENCE FOSTERING UNDERGRADUATE RESEARCH

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.

**HERBERT HOOVER MEDAL FOR DISTINGUISHED SERVICE**

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.

**STUDENT BOOTHE PRIZE FOR EXCELLENCE IN WRITING**

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, Jr., whose gifts to the University reflect their interest in the humanities.

**PRESIDENT’S AWARD FOR ACADEMIC EXCELLENCE IN THE FRESHMAN YEAR**

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.

**DEANS’ AWARD FOR ACADEMIC ACHIEVEMENT**

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.

**FIRESTONE MEDAL FOR EXCELLENCE IN RESEARCH**

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.

**ROBERT M. GOLDEN MEDAL FOR EXCELLENCE IN THE HUMANITIES AND CREATIVE ARTS**

The Golden Medal recognizes outstanding achievement in the humanities and the creative arts. Seniors receive these medals upon nomination by their major department.

**HOEFER PRIZE FOR EXCELLENCE IN UNDERGRADUATE WRITING**

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.

**FREDERICK EMMONS TERMAN ENGINEERING SCHOLASTIC AWARD**

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.

**PHI BETA KAPPA**

Phi Beta Kappa is a nationwide society honoring students for the excellence and breadth of their undergraduate scholarly accomplishments. Membership in the Stanford chapter (Beta of California) is open to undergraduates of all majors. To be elected to Phi Beta Kappa at Stanford, a student must achieve academic distinction in the major as well as in courses across a broad range of fields.

Approximately a tenth of the members of a graduating class are elected to Phi Beta Kappa. Of this number, about one fifth are chosen in their junior year, the remainder in their senior year.

The chapter’s election guidelines define “breadth” of study as excellence beyond the major field. To be considered for election, a student must have taken at least three courses of three units or more at Stanford University for a letter grade in each of the following three major domains of knowledge: Humanities, Science, Engineering, and Math; and Social Sciences, by the time elections are held early in the Spring Quarter. To be considered for election, students who transfer in their junior year must have taken at least two courses at Stanford in two of the major domains and at least one course in the third domain, and must have completed a minimum of 75 units of academic work at Stanford by the end of Winter Quarter.

Although there is no direct correlation between Stanford University General Education Requirements (GER) and Phi Beta Kappa breadth requirements, examples of courses that satisfy the Phi Beta Kappa breadth criterion include those listed in the Stanford Bulletin Appendix for undergraduate GERs in Areas 2 to 4. Courses taken for GER Area 1 are not considered sufficient to satisfy the PBK breadth criterion.

A grade of ‘+’ or ‘CR’ is not considered a sign of distinction. Minimally satisfying the breadth criterion is not considered a sign of distinction; successful candidates will have satisfied some component of the breadth requirement outside the major.

The academic records of eligible students are automatically reviewed, so no special action is required for students wishing to be considered for membership. Anonymity in the election process is ensured by removal of the students’ names from their academic records before consideration. Students who desire that their records not be made available for consideration by the Stanford chapter of Phi Beta Kappa should inform the Registrar, Old Union, Stanford, CA 94305-3005.

**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 UNDERGRADUATE**

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 External Credit Evaluation section of the Office of the University Registrar 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.

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 Administration 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 (Naval ROTC), or other varying amounts (Army). Students normally compete for national scholarships as assigned. Basic soldier skills. The Army’s physical fitness program. One 60-minute class per week; three 3-hour leadership labs required. One weekend field exercise away from the University.

For questions concerning the ROTC programs, Stanford students may apply to study at Stanford for a maximum of one academic year. Students who accept ROTC scholarships are generally subject to a service obligation, depending on the regulation of the particular service.

Students who satisfactorily complete an ROTC program and are awarded a Stanford degree qualify for a commission as a Second Lieu-tenant 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: Air Force ROTC, San Jose State University; Army ROTC, Department of Military Science, Santa Clara University, Santa Clara, CA 95053, telephone (408) 554-6831; Naval ROTC, 152 Hearst Gym, University of California, Berkeley, CA 94720-3640, telephone (510) 642-7602.

**COURSES AIR FORCE ROTC**

The following are offered by San Jose State University:

The Foundation of the United States Air Force—Freshman year.

The Evolution of the United States Air and Space Power—Sophomore 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 cadre corps, the preparation and presentation of briefings, and other oral and written communications.

**ARMY ROTC**

**FRESHMAN YEAR**

**MILS 11. Basic Leadership I: Introduction to Leading Organizations**—Taught on Stanford campus. The Army’s theory of leadership through the primary field manual on leadership plus supplementary readings and written communications. Effective leadership theory. The Army’s formal ethical decision making process. Effective communications techniques. One 60-minute class per week. Three 3-hour leadership labs required. One weekend field training exercise away from the University.

**MILS 12. Basic Leadership II: Leadership Theory**—Taught on Stanford Campus. Review Army leadership theory from MILS 11 and survey other leadership theories. Comparative leadership theory. One 60-minute class per week. Three 3-hour leadership labs required. One evening military formal dinner.

**MILS 13. History of Military Leadership**—Taught on Stanford campus. How leadership is a central factor in preparing for and winning battles. How leaders succeed or fail. Leadership principles to train, prepare for, and conduct military operations. One 60-minute class per week. Three 3-hour leadership labs required. One weekend field training exercise away from the University.

**SOPHOMORE YEAR**

**MILS 21. Basic Leadership III: Leadership in Practice**—Taught on Stanford campus. Army leadership theory. Case studies of leadership. How personal leadership is critical to the success or failure of an organization. Ethical organizational climate. One 60-minute class per week. Five 3-hour labs per quarter. One weekend field training exercise away from the University.

**MILS 22. Battle Analysis**—Taught on Stanford campus. Analysis of military battles to understand the reasons for success or failure of both leaders and units in the battles. The principles of war, the role played by formal tactics in battle, the role of weapons systems and their improvements, and the role of leaders. Battles may include examples from the classical period, the American Civil War, WW II, and a modern Amer-
IANICAN BATTLE. ONE 60-MINUTE CLASS PER WEEK. FIVE 3-HOUR LABS PER QUARTER. ONE FIELD TRAINING EXERCISE AWAY FROM THE UNIVERSITY.

**MILS 23. Troop Leading Procedures**—Taught on Stanford campus. Plans and orders that enable small units to complete assigned tasks. Formal military decision making process. Planning techniques used to develop orders. Briefing plans and decisions. Review of basic soldier skills. One 60-minute class per week. Five 3-hour labs per quarter. One field training exercise away from the university.

**JUNIOR YEAR**

**MILS 131. Leading Small Organizations I**—Taught at Santa Clara University. Troop leading procedures and military decision making process in small unit planning and preparation. Advanced planning techniques and writing formal orders. Emphasis is on developing advanced skills needed for Army ROTC National Advanced Leadership Camp. Three 60-minute classes or two 90-minute classes per week. Five 3-hour labs per quarter. One formal military dinner. Prerequisite: MILS 133, or consent of department chair.

**MILS 132. Leading Small Organizations II**—Taught at Santa Clara University. How small organization leaders exercise control of their organizations. Emphasis is on planning strategies, problem solving, practical exercises, and preparation for the Army ROTC National Advanced Leadership Camp. Army risk assessment and risk management doctrine. Three 60-minute classes or two 90-minute classes per week. Five 3-hour labs per quarter. One formal military dinner. Prerequisite: MILS 131, or consent of department chair.

**MILS 133. Leading Small Organizations III**—Taught at Santa Clara University. Small unit tactical proficiency. Troop leading procedures and the military decision making process in the preparation of Patrol OPORD’s. How to call for, adjust, and integrate indirect fires into a scheme of maneuver. Conditions and procedures utilized at advance camp to prepare cadets to render optimal performance in the camp environment. Three 60-minute classes or two 90-minute classes per week. Five 3-hour labs per quarter. One formal military dinner. Prerequisite: MILS 132, or consent of department chair.

**SENIOR YEAR**

**MILS 141. Leadership Capstone I: Staff Management**—Taught at Santa Clara University. First course in the Capstone to the Army ROTC program. Management of a small Army organization, the Army ROTC cadet battalion, through regular formal meetings and briefings. Assignment to an actual staff or leadership position within the battalion organization. Depending on the position assigned, students are responsible for management areas including budget, logistics, personnel, public affairs, training, and organization operations. Students must show proficiency in understanding Army leadership principles and methods as well as planning and procedures for leading small organizations. One 3-hour seminar per week. Five 3-hour labs per quarter. One weekend field training exercise away from the University. Prerequisite: MILS 133, or consent of department chair.

**MILS 142. Leadership Capstone II: Military Ethics**—Taught at Santa Clara University. Second course in the Capstone to the Army ROTC program. Management of the Army ROTC cadet battalion. New position assignments. Introduction to just war theory. One 3-hour seminar per week. Five 3-hour labs per quarter. One evening formal military dinner. Prerequisite: MILS 141.

**MILS 143. Leadership Capstone III: Transition to Lieutenant**—Taught at Santa Clara University. Final course in the Capstone to the Army ROTC program. The moral employment of forces and weaponry. Goal is to ensure a smooth transition into the Army as a second lieutenant. One 3-hour seminar per week. Five 3-hour labs per quarter. One weekend field training exercise away from the University. Prerequisite: MILS 142.

**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.

**NS 1. Introduction to Naval Science**—Freshman year.
**NS 2. Sea Power and Maritime Affairs**—Freshman year.
**NS 3. Leadership and Management**—Sophomore year.
**NA 10. 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.

**NS 12A. Navigation and Naval Operations I**—Junior year.
**NS 12B. Navigation and Naval Operations II**—Junior year.
**NS 401. Naval Ship Systems**—Senior year.

**NS 412. 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, and military history or national security policy.

In lieu of NS401, NS10, NS12A and NS12B, Marine option students participate in Marine Seminars and complete MA154, History of Littoral Warfare, and MA20, Evolution of Warfare or a designated equivalent course. Marine option students also participate in the weekly professional development laboratories.

This file has been excerpted from the Stanford Bulletin, 2003-04, pages 670-677. Every effort has been made to ensure accuracy; post-press changes may have been made here. Contact the editor of the bulletin at arod@stanford.edu with changes or corrections. See the bulletin website at http://bulletin.stanford.edu for late changes.
STATEMENT OF NONDISCRIMINATORY POLICY

Stanford University admits students of either sex and any race, color, religion, sexual orientation, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate against students on the basis of sex, race, age, color, disability, religion, sexual orientation, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other University-administered programs.

AMERICANS WITH DISABILITIES ACT/REHABILITATION ACT GRIEVANCE PROCEDURE

For information concerning policies and procedures for students with disabilities, see http://www.stanford.edu/dept/ocr/access/student.html, or the ADA Section 504 Compliance Officer, Diversity and Access Office, Building 310, Main Quad, Mail Code 2100, (650) 723-0755 (Voice), (650) 723-1216 (TTY), (650) 723-1791 (Fax); see also the Student Disability Resource Center at http://www.stanford.edu/group/DRC/.

POLICY

The following is quoted from the policy:

I. Policy

Stanford University, in compliance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of its education-related programs and activities, and has an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified.

Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, have the right to use this grievance procedure.

II. Applicability

The grievance procedure set forth below is applicable to undergraduate and graduate students of the University. In general, it is designed to address disputes concerning the following:

A. Disagreements regarding a requested service, accommodation, or modification of a University practice or requirement;
B. Inaccessibility of a program or activity;
C. Harassment or discrimination on the basis of disability;
D. Violation of privacy in the context of disability.

For disputes regarding certain specific academic accommodations or modification of academic requirements (such as reduction in the number of academic course units taken quarterly or yearly, requests for substitution of courses, or issues relating to academic standing), the alternate procedure set forth in Section V (C) of the Stanford University Policy and Procedure for Student Requests for Services and Accommodations should be followed. For questions regarding which procedure is applicable, contact the Compliance Officer at the Diversity and Access Office.

These two sets of procedures supplant the Statement on Student Academic Grievance Procedures (set forth in the Stanford Bulletin) for disability-related grievances.

III. Compliance Officers

Stanford University’s Compliance Officers are responsible for administering this grievance procedure as well as ensuring compliance with applicable laws. Rosa González is the designated Compliance Officer.
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.

H. 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.

VI. 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.

VII. Remedies
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.

VIII. 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, Room 112, 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 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).

STUDENT GRIEVANCES

A Stanford undergraduate or graduate student who believes that he or she has been subject to an improper decision on an academic matter may file a grievance pursuant to the Statement on Academic Grievance Procedures (see the “Academic Policies and Statements” section of this bulletin). For other types of grievances, students should consult concerning applicable procedures with the University’s Vice Provost for 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 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://adminguide.stanford.edu/15_5.pdf.

COPYRIGHT

Copyright laws protect original works of authorship and give the owners of copyrights the exclusive right to do and to authorize others to do certain things in regard to a copyrighted work, including: make copies, distribute the work, display or perform the work publicly, and create derivative works. Copyright laws apply to nearly all forms of captured content, including traditional works like books, photographs, music, drama and sculpture. The laws also adapt to changes in technologies, and include in their scope modern forms of works like motion pictures, electronic media, software, multimedia works and some databases. Registration is not required to obtain a copyright, so if in doubt, assume a copyright applies.

Unless an exception to the copyright owner’s exclusive rights applies, you must obtain permission from the copyright owner to copy, distribute, display or perform a copyrighted work in any medium for any purpose. Be especially mindful of copyright principles when using the Internet. Just because a work is posted on the Internet does not mean that the owner of the copyright has given you permission to use it. And, you should not be posting material onto the Internet without copyright clearance.

Stanford has licenses with many publishers, which licenses permit copying of materials in accordance with the educational, research or administrative functions of the University. In addition, there are four major exceptions to the copyright owner’s exclusive rights, which permit copying without permission under limited circumstances. These are: the fair use exception, the library exception, the face-to-face teaching exception, and the distance-learning exception. For a more detailed explanation of these exceptions, the copyright laws and Stanford’s copyright policies, please review the Provost’s Copyright Reminder, http://www.stanford.edu/dept/ucomm/provost/copyright_reminder.html. It is each person’s responsibility to be aware of and abide by copyright law; violation may result in civil or criminal liability, and constitutes grounds for University discipline, up to and including discharge, dismissal and expulsion.

PEER-TO-PERFILE SHARING

The use of file-sharing networks and software to download and share copyrighted works like software, music, and movies can violate copyright laws. Both the person who makes an illegal copy of a copyrighted work available and the person who receives or downloads an illegal copy have violated the law and Stanford policies. Under the Digital Millennium Copyright Act (DMCA), copyright owners are entitled to notify
Internet service providers, such as Stanford, that IP addresses linked to the Stanford network are sharing copies of music and videos without authorization. The law requires the University to respond to such complaints by eliminating access to the infringing materials, and may further require Stanford to identify students, faculty, staff, or others who have violated copyright laws. The University will eliminate access and will provide information as required by law. Furthermore, the University also will suspend or terminate computer access to members of the community who continue to violate copyright laws. Finally, the University will take action through the student, employee, or faculty disciplinary processes if necessary. For more information about file-sharing, please refer to Residential Computing’s online resource, File-Sharing and Copyright Law at http://rescomp.stanford.edu/info/dmca/.

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 Vaden 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 AND CONSENSUAL SEXUAL OR ROMANTIC RELATIONSHIPS


SUMMARY

Stanford University strives to provide a place of work and study free of sexual harassment, intimidation or exploitation. Where sexual harassment is found to have occurred, the University will act to stop the harassment, prevent its recurrence, and discipline and/or take other appropriate action against those responsible.

POLICY

The following is quoted from the policy:

1. In General
   a. Applicability and Sanctions for Policy Violations—This policy applies to all students, faculty and staff of Stanford University, as well as to others who participate in Stanford programs and activities. Its application includes Stanford programs and activities both on and off-campus, including overseas programs. Individuals who violate this policy are subject to discipline up to and including discharge, expulsion, and/or other appropriate sanction or action.
   b. Respect for Each Other—Stanford University strives to provide a place of work and study free of sexual harassment, intimidation or exploitation. It is expected that students, faculty, staff and other individuals covered by this policy will treat one another with respect.
   c. Prompt Attention—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, prevent its recurrence, and discipline and/or take other appropriate action against those responsible.
   d. Confidentiality—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.
   e. Protection Against Retaliation—Retaliation and/or 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 making a false report or providing false information, however, is grounds for discipline.
   f. Relationship to Freedom of Expression—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 harassment, 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.

2. 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:

a. 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
b. 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 hierarchichal relationship.
• It may be aimed 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 Guide Memo 23.3, Sexual Assault, http://adminguide.stanford.edu/23.3.pdf) may also apply when sexual harassment involves physical contact.

3. What To Do About Sexual Harassment

Individuals seeking further information are directed to the following resources:

• The Sexual Harassment Policy Office (Main Quad, Bldg. 310, Room 104; (650) 723-1583 or 327-8259; email: harass@stanford.edu for information, consultation, advice, or to lodge a complaint. Note that anonymous inquiries can be made to the SHPO by phone during business hours.
• Any designated Sexual Harassment Adviser or resource person listed in 3.a or 5.a.

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.
a. Consultation—Consultation about sexual harassment is available from the Sexual Harassment Policy Office, Sexual Harassment Advisers (including residence deans), human resources officers, employee relations specialists, counselors at Counseling and Psychological Services (CAPS) or the Help Center, chaplains at Memorial Church, ombudspersons and others. A current list of Sexual Harassment Advisers is available from the Sexual Harassment Policy Office and at http://harass.stanford.edu/index.html#Advisers. 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), http://caps.stanford.edu/
- Counselors at the Help Center, http://www.stanford.edu/dept/helpcenter/
- Chaplains at Memorial Church
- The University Ombudsperson, http://www.stanford.edu/dept/ocr/ombudsperson/
- The Medical Center Ombudsperson, http://www.med.stanford.edu/ombuds/

In these latter cases, the level of confidentiality depends on what legal protections are held by the specific persons receiving the information and should be addressed with them before specific facts are disclosed. For more information see http://harass.stanford.edu/Shissues.html#CONRESOURCES.

For further information on confidentiality, see Section 1(d) above.

b. 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.

c. Third Party Intervention—Depending on the circumstances, third party intervention in the workplace, student residence or academic setting may be attempted. Third party intervenors may be the Sexual Harassment Advisers, human resources professionals, the ombudsperson, other faculty or staff, or sometimes mediators unrelated to the University.

When third party intervention is used, typically the third party (or third parties) will meet privately with each of the persons involved, try to clarify their perceptions and attempt to develop a mutually acceptable understanding that can insure 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.

d. Formal Grievance, Appeal, and Disciplinary Processes—Grievance, appeal, or disciplinary processes may be pursued as applicable.

1. Grievances and Appeals—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 Director of the Sexual Harassment Policy Office or the Director of Employee and Labor Relations 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.

A list of the established grievance and appeal procedures is located at http://hrweb.stanford.edu/clr/policies/list_grievance_procedures.html. Copies may also be obtained from the Sexual Harassment Policy Office, http://www.stanford.edu/group/SexHarass.

Copies of the following may be obtained from Employee and Labor Relations, 651 Serra Street:

• “Solving Workplace Problems at Stanford: Understanding the Staff Dispute Resolution Policy” (also at http://hrweb.stanford.edu/forms/staffresolution.pdf.)
• “Solving Workplace Problems at Stanford: Information for Academic Staff – Librarians and Academic Staff – Research Associates”
• “The Dispute Resolution Process (A User’s Guide)”

2. Disciplinary Procedures—In appropriate cases, disciplinary procedures may be initiated. The applicable disciplinary procedure depends on the status of the individual whose conduct is in question. For example, faculty are subject to the Statement on Faculty Discipline http://www.stanford.edu/dept/provost/faculty/policies/handbook/ch4.html#statementonfacultydiscipline and students to the Fundamental Standard. For additional information related to student judicial affairs, see http://www.stanford.edu/dept/vpsa/judicialaffairs/

The individuals referenced in this section are available to discuss these options and differing methods for dealing with sexual harassment.

4. Procedural Matters

a. 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.

b. Recordkeeping—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.

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 for purposes such as to identify individuals or departments likely to benefit from training so that training priorities can be established. No identifying information will be retained in cases where the individual accused was not informed that there was a complaint.

c. Indemnification and Costs—The question sometimes arises as to whether the University will defend and indemnify a Stanford employee accused of sexual harassment. California law provides, in part, “An employer shall indemnify [its] employee for all that the employee necessarily expends or loses in direct consequence of a sexual harassment proceeding.” California Government Code, Section 12953. This applies only to the costs incurred in the defense of the individual. State and Federal laws may provide additional protection to the individual in a sexual harassment proceeding.
of the discharge of his [or her] duties as such . . . .” The issue of indemnification depends on the facts and circumstances of each situation. Individuals who violate this policy, however, should be aware that they and/or their schools, institutes, or other units may be required to pay or contribute to any judgments, costs and expenses incurred as a result of behavior that is wrongful and/or contrary to the discharge of the employee’s duties. In general, see Administrative Guide Memo 15.7 (http://adminguide.stanford.edu/15_7.pdf).

5. Resources for Dealing with Sexual Harassment
   a. Advice—Persons who have concerns about sexual harassment should contact the Sexual Harassment Policy Office, any Sexual Harassment Adviser at http://harass.stanford.edu/index.html#Advisers or one of the other individuals listed below. 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 the Sexual Harassment Policy Office or 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, they are:
   • Sexual Harassment Advisers (http://harass.stanford.edu/index.html#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; most of the residence deans also have been appointed as Sexual Harassment Advisers. Advisers are also authorized to receive complaints.
   • The Director of the Sexual Harassment Policy Office is responsible for the implementation of this policy. The Director’s Office also provides advice and consultation to individuals when requested; receives complaints and coordinates their handling; 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 (http://harass.stanford.edu).
   • As stated above, 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. For more information, see http://harass.stanford.edu/Shisissues.html#CONRESOURCES.

   b. External 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, e.g., 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. A violation of this policy may exist even where the conduct in question does not violate the law.

6. Consensual Sexual or Romantic Relationships
   a. In General—There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions, and parties in such a relationship assume those risks. In the University context, such positions include (but are not limited to) teacher and student, supervisor and employee, senior faculty and junior faculty, mentor and trainee, adviser and advisee, teaching assistant and student, coach and athlete, and the individuals who supervise the day-to-day student living environment and student residents. Because of the potential for conflict of interest, exploitation, favoritism, and bias, such relationships may undermine the real or perceived integrity of the supervision and evaluation provided, and the trust inherent particularly in the teacher-student context. They may, moreover, be less consensual than the individual whose position confers power or authority 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 by third parties when that relationship gives undue access or advantage, restricts opportunities, or creates a perception of these problems. 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.

   Where such a relationship exists, the person in the position of greater authority or power will bear the primary burden of accountability, and must ensure that he or she—and this is particularly important for teachers—does not exercise any supervisory or evaluative function over the other person in the relationship. Where such recusal is required, the recusing party must also notify his or her supervisor, department chair or dean, so that such chair, dean or supervisor can exercise his or her responsibility to evaluate the adequacy of the alternative supervisory or evaluative arrangements to be put in place. Staff members may notify their local human resources officers. To reiterate, the responsibility for recusal and notification rests with the person in the position of greater authority or power. Failure to comply with these recusal and notification requirements is a violation of this policy, and therefore grounds for discipline.

   b. With Students—At a university, the role of the teacher is multifaceted, including serving as intellectual guide, counselor, mentor and advisor; the teacher’s influence and authority extend far beyond the classroom. Consequently and as a general proposition, the University believes that a sexual or romantic relationship between a teacher and a student, even where consensual and whether or not the student would otherwise be subject to supervision or evaluation by the teacher, is inconsistent with the proper role of the teacher, and should be avoided. The University therefore very strongly discourages such relationships.

7. Policy Review and Evaluation
   This policy went into effect on October 6, 1993, and was amended on November 30, 1995, and on May 30, 2002. It is subject to periodic review, and any comments or suggestions should be forwarded to the Director of the Sexual Harassment Policy Office.

RESOURCES

The following is a summary of resources concerning sexual harassment available to members of the Stanford Community:

A brochure containing the policy, a list of current sexual harassment advisers, confidential resources, and other helpful information is available online at http://harass.stanford.edu, and in printed form from the Sexual Harassment Policy Office at (650) 723-1583, Building 310, Main Quad, Room 104, MC: 2100. Copies of the University policy on sexual assault, which complements this sexual harassment policy, as well as 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 can be directed to the local Personnel Officer or Regional Human
Non-Academic Regulations

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


Summary

The following summarizes the policy on Sexual Assault and provides information on resources available to members of the Stanford community.

Background—Stanford University’s policy and procedures on sexual harassment are published in Administrative Guide Memo 23.2 and are re-published annually in the Stanford Bulletin and elsewhere. The University’s Policy on Sexual Assault supplements them, describing Stanford University’s policy and procedures specifically concerning sexual assault. That policy has been enacted by Stanford University in accordance with California State Law, Assembly Bill 3098, Postsecondary Education: Student Safety, July, 1990.

Definition—For the purposes of the policy, “sexual assault” includes, but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

Policy—Sexual assault by force or coercion, including deliberate coercion through the use of drugs or alcohol, is absolutely unacceptable at Stanford University. Any member of the Stanford community who commits sexual assault at or on the grounds of the University, or at any of the University’s off-campus facilities or activities, or at the facilities or activities of any affiliated student organization, will face maximal institutional sanctions, in addition to any prosecutions external authorities may undertake. Stanford University is committed to providing information on services, resources, and treatment available to victims of sexual assault.

Notification—With the consent of the victim, charges of sexual assault received by University offices or personnel shall be communicated promptly to the Department of Public Safety, 711 Serra Street, telephone 9-911 for emergency response or (650) 723-9633 during normal business hours, or, in the case of a student, to the sexual assault response team at Counseling and Psychological Services (CAPS) at Vaden Health Service, 866 Campus Drive, telephone 723-3785.

Legal Reporting Requirements—Health care professionals are expected to fulfill legally mandated reporting requirements.

Emergency Services Available to Victims—Victims of sexual assault are urged to seek immediate attention from emergency police, medical, and counseling services. On the Stanford campus and in the immediate vicinity, the following provide 24-hour response and will arrange for police assistance, medical assistance, emotional support services, and advocacy and support:

“911” Emergency Network: dial 9-911 from University phones or 911 from outside phones
Santa Clara Valley Medical Center, 751 South Bascom Avenue, San Jose, telephone (408) 885-5000
Mid-Peninsula Rape Crisis Center, 4161 Alma Street, Palo Alto, telephone (650) 493-RAPE (7273)
Sexual Assault Response Team (CSART), for students, at the Vaden Health Service, telephone (650) 723-3785
Stanford University Hospital, 300 Pasteur Drive, Stanford, telephone (650) 723-5111

Non-Emergency Resources—Additional resources for students are available at Vaden Health Service at (650) 723-3785, including short-term counseling, referral to long-term therapy, follow-up pregnancy testing, and testing and treatment for sexually transmitted diseases. Additional services for faculty and staff are available at the University’s HELP Center, Galvez House (723-4577), including general counseling, information, support, and referral. The University ombudsperson (723-3682) is available to all in the Stanford community for general counseling, advice, and advocacy.

Ongoing Case Management Procedures—Both informal procedures and formal grievance procedures for case management of sexual assault charges are given in the University’s policy on Sexual Harassment appearing as Administrative Guide Memo 23.2 and published annually in the Stanford Bulletin. Victims are to be kept informed by those responsible for those procedures of the status of any disciplinary proceedings and the results of any disciplinary action or appeal, providing that the victim agrees in advance, in writing, to treat this information as confidential. The offices of the Dean of Students are available to help student victims deal with academic difficulties that may arise because of the victimization and its impact.

Information Requests and Confidentiality—The University offices responding to charges of sexual assault have established protocols for protecting confidentiality and for handling inquiries from the press, concerned students, and parents.

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.

Summary

The following summarizes the policy on Political Activities:

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.

Policy

The following is quoted from the policy:

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 coordinated 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 prior approval from the Director of Government and Community Relations 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. 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, political activities which do not reasonably imply University involvement or identification may be undertaken so long as regular University procedures 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 subject to rules of the Internal Revenue Service, the Federal Election Commission, and the California Fair Political Practices

b. Guidelines for Avoiding Prohibited Partisan Political Activities: the following guidelines should assist in preventing the involvement or apparent involvement of the University in political 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 telephone service that is paid by the University, likewise, should not be used for partisan political purposes. (Obviously, a student’s dormitory room and telephone service that are personal to the student may be used for these purposes.)
3. Use of Title: the University title of a faculty or staff member or other person should be used only for identification and should be accompanied by a statement that the person is speaking as an individual and not as a representative of the University.
4. Use of Services and Equipment: University services, such as Interdepartmental Mail; equipment, such as duplicating machines, computers, and telephones; and supplies should not be used for partisan 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. Prohibited and Restricted Political Activities

a. In General:

1. No person may, on behalf of the University, engage in any political 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 University resources to lobby) any federal, state, or local legislative or administrative official or staff member unless specifically authorized 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 facilities or receive University support, except in the limited ways described in section 3A, below.
5. No person may use for lobbying activities federally-funded contract 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. Therefore, any person engaging in the activity, or contemplating doing so, should consult with the Director of Government and Community Relations.

Nonacademic Regulations
Commission, 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 themselves or groups with which they are associated, but not as representatives of the University, should clearly indicate, by words and actions, 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 Government and Community Relations and/or the General Counsel. All other questions on whether planned activities are consistent with the University’s obligations should be addressed directly to the Director of Government and Community Relations or the General Counsel.

CAMPUS DISRUPTIONS

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/judicial-affairs/index.html.

POLICY

The following is quoted from the policy:

Because the rights of free speech and peaceful 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.

It is a violation of University policy for a member of the faculty, staff, or student body to:

1. prevent or disrupt the effective carrying out of a University function or approved activity, such as lectures, meetings, interviews, ceremonies, the conduct of University business in a University office, and public events.

2. obstruct the legitimate movement of any person about the campus or in any University building or facility.

Members of the faculty, staff, and student body have an obligation to leave a University building or facility when asked to do so in the furtherance of the above regulations by a member of the University community acting in an official role and identifying himself or herself as such; members of the faculty, staff, or student body also have an obligation to identify themselves, when requested to do so by such a member of the University community who has reasonable grounds to believe that the person(s) has violated section (1) or (2) of this policy and who has so informed the person(s).

APPLICATION

The following are examples to illustrate the policy:

The policy has been applied to the following actions: refusal to leave a building which has been declared closed; obstructing the passage into or out of buildings by sitting in front of doorways; preventing University employees from entering their workplace; preventing members of a class from hearing a lecture or taking an examination, or preventing the instructor from giving a lecture, by means of shouts, interruptions, or chants; preventing others from hearing a scheduled speaker by means of shouts, interruptions, or chants; refusing to leave a closed meeting when unauthorized to attend; and intruding upon or refusing to leave a private interview.

It should be understood that while the above are examples of extraordinarily disruptive behavior, the application of the policy also takes situational factors into consideration. Thus, for example, conduct appropriate at a political rally might constitute a violation of the Policy on Campus Disruption if it occurred within a classroom.

There is no “ordinary” penalty which attaches to violations of the Policy on Campus Disruption. Each case is fact-specific; considerations would include: the gravity of the offense, and prior similar misconduct. As a general rule, the more serious the offense, the less it matters that the violation had otherwise not done wrong.

USE OF THE MAIN QUADRANGLE AND MEMORIAL COURT

POLICY

The following is quoted from the policy:

The Main Quadrangle and Memorial Court are part of Stanford University’s academic preserve due to their locations at the heart of the campus. To protect and enhance their historic status, University policy limits activities primarily to established or traditional ceremonies and events.

Unscheduled events or activities are prohibited.

Requests for waivers to this policy must be submitted in writing to the Director of Public Events. Exceptions may be granted only in extraordinary cases.

RESOURCES

The following is a summary of resources available:

For instructions on use of the Main Quadrangle/Memorial Court, contact the Director of University Public Events at (650) 723-2551, http://stanfordevents.stanford.edu/. Note that other venues on campus (such as White Plaza) are made available for events other than scheduled “established or traditional ceremonies and events” including those that may involve amplified sound. For further information on the use of such other venues, contact the Office of Student Activities at (650) 723-2733, http://www.stanford.edu/dept/OSA/.

NOISE AND AMPLIFIED SOUND

POLICY

The following is quoted from the policy:

Stanford is not only an academic institution but a residential community as well. It is the responsibility of all faculty, students and staff to moderate noise especially during an event or activity held on campus. Supporting the mission of the University and respecting those who are studying, researching, or otherwise carrying out academic-related activities is a Stanford priority. The campus must require a conducive atmosphere to ensure these endeavors are accomplished and supported. Disturbing noise in or around a residence or other campus buildings which infringe on the rights of other residents or members of the University community is considered a violation of this policy. As part of the event planning process, the event sponsor must obtain all appropriate approvals regarding the use of amplified sound during an event or activity.

RESOURCES

Information regarding whether and how the use of amplified sound is permitted is available from the following sources, which must be consulted for prior approval:
b. Registrar’s Scheduling Office: phone (650) 723-6755, or see http://registrar.stanford.edu/event/

PROHIBITION OF THE POSSESSION OF DANGEROUS WEAPONS ON CAMPUS

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

POLICY

The following is quoted from the policy:

Except for authorized academic purposes, the knowing possession by any student on any Stanford campus of the following is prohibited: firearms, explosives, or any instrument or weapon of the kind commonly known as blackjack, slingshot, billy club, sandclub, sandbag, or metal knuckles.

The following is quoted from the policy:


CONTROLLED SUBSTANCES AND ALCOHOL


SUMMARY

The following material summarizes the policy on Controlled Substances and Alcohol.

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.

In order to make informed decisions about alcohol and other drug use, students should educate themselves about the health and safety risks associated with their use, as well as about state and local laws on possessing, serving, and consuming alcohol. It is widely recognized that the misuse and abuse of drugs (“controlled substances”) and the abuse of alcohol are major contributors to serious health problems, as well as to social and civic concerns. Among the health risks associated with the use of illicit drugs and the abuse of alcohol are various deleterious physical and mental consequences including dependency, severe disability, and death. Information concerning the known effects of alcohol and specific drugs is available from the Alcohol and Other Drug Abuse Prevention Program at Vaden Student Health Service.

POLICY

The following is quoted from the policy:

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.

APPLICATIONS

The following are examples to illustrate the policy:

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 purchase of alcohol. No alcoholic beverages may be served at all-freshman house events in common area spaces (e.g., lounges, hallways, patios/outdoor areas).

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.

* Controlled substances are those defined in 21 U.S.C. 812; they include, but are not limited to, such substances as marijuana, heroin, cocaine, and amphetamines.
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 not 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 University Department of Public Safety. 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 emergencies 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); Vaden Health Service’s Medical Advice Line, 24 hours (723-4841); The Bridge, 24-hour Peer Counseling (723-3392).

The Alcohol and Other Drug Abuse Prevention Program at Vaden Health Service: 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—Alcoholics Anonymous (650) 592-2364, Alanon (650) 873-2356 or (408) 379-1051.

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

The following is quoted from the policy:

1. 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.

2. Guidelines

a. Smoking-Prohibited Areas—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.

b. Outdoor Smoking Areas—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 provided. Costs associated with providing designated smoking areas and ashtrays will be absorbed by the specific academic or administrative unit(s).

3. 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.

a. Smoking Cessation Information—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.

b. Repeated Violations—Faculty, staff, and students repeatedly violating this policy may be subject to appropriate action to correct any violation(s) and prevent future occurrences.

4. 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


POLICY

The following is quoted from the policy:

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.

SUMMARY

The following summarizes the policy on Computer and Network Usage:

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 is also 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.

POLICY

The following is quoted from the policy:

1. 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. For purposes of this policy, these sites are collectively referred to as forums.

2. Establishment of Forums

a. Connection with University Activities—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.

b. University Role—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.

c. Terms of Use—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.

3. 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.

This file has been excerpted from the Stanford Bulletin, 2003-04, pages 678-688. Every effort has been made to ensure accuracy; postpress changes may have been made here. Contact the editor of the bulletin at arod@stanford.edu with changes or corrections. See the bulletin website at http://bulletin.stanford.edu for late changes.
### COURSES CERTIFIED FOR 2003-04 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 2003-04, although some courses may not be offered this year. Refer to individual department listings in this bulletin. Certain sequences must be completed in their entirety for General Education Requirement fulfillment, and those sequences are noted below. Courses offered overseas during 2003-04 which satisfy the General Education Requirements are listed at the end of this section.

### GENERAL EDUCATION REQUIREMENTS, 2003-04

**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)

- IHUM 46. Visions of Mortality
- IHUM 47. Citizenship
- IHUM 49. Finding Voices, Forging Selves
- IHUM 51. Transformations: The Intersection of High Art and Contemporary Culture
- IHUM 52. Love and Deception
- IHUM 54. Bodies in Place: Investigating Selfhood and Location
- IHUM 55. The Literature of Crisis
- IHUM 56. Old World Encounters: Civilizations in Dialogue Before the Modern Age

(Offered Winter and Spring)

- IHUM 2.3. Epic Journeys, Modern Quests
- IHUM 8A.9A. Myth and Modernity: Culture in Germany
- IHUM 23A.B. Reason, Passion, and Reality
- IHUM 27A.B. Encounters and Identities
- IHUM 31A.B. Ancient Empires
- IHUM 33A.B. Power and Passion: Women and Men from the Bible to Modernity
- IHUM 37A.B. Literature into Life: Alternative Worlds
- IHUM 38A.B. Roots and Routes: Narrative Geographies of the Americas

**AREA 2: NATURAL SCIENCES, APPLIED SCIENCE AND TECHNOLOGY, AND MATHEMATICS**

**AREA 2A: NATURAL SCIENCES**

- ANTHSCI 5/214. The Biology and Evolution of Language
- ANTHSCI 6/206. Human Origins
- ANTHSCI 180/280. Introduction to Anthropological Genetics
- BIOSCI 14N. Plants and Civilization
- BIOSCI 15N. Environmental Literacy
- BIOSCI 16N. Island Ecology
- BIOSCI 18N. Plant Genetic Engineering
- BIOSCI 26N. Maintenance of the Genome
- BIOSCI 29N. The Origin and Limits of Life
- BIOSCI 102. Demography of Humans and Other Species
- BIOSCI 106Q. The Heart of the Matter
- BIOSCI 120. General Botany
- CEE 63/263C. Weather and Storms
- CEE 64/263D. Air Pollution: From Urban Smog to Global Change
- CHEM 23N. Chemistry and Biology in Biotechnology
- CHEM 26N. Macromolecules: Is Bigger Better?
- CHEM 27N. Lasers: The Light Fantastic
- CHEM 30. Introduction to Chemistry
- CHEM 31. Chemical Principles
- CHEM 32. The Frontiers of Chemical Science
- CHEM 33. Structure and Reactivity
- EARTHSYS 10. Introduction to Earth Systems
- EARTHSYS 104. The Water Course
- EARTHSYS 110. Geosphere
- GENE 106Q. The Heart of the Matter
- GEOPHYS 102. Geosphere
- GEOPHYS 104. The Water Course
- GES 1. Fundamentals of Geology
- GES 2. Earth History
- GES 8. The Oceans: An Introduction to the Marine Environment
- GES 39N. The Search for Life in the Solar System
- GES 41N. A Transition to Sustainability: Development and Environment in the 21st Century
- GES 46N. The Beach
- GES 49N. Field Trip to Death Valley and Owens Valley
- GES 50Q. The Coastal Zone Environment
- GES 52Q. Geologic Development of California
- GES 53Q. In the Beginning: Theories of the Origin of the Earth, Solar System, and Universe
- GES 54Q. California Landforms and Plate Tectonics
- GES 55Q. The California Gold Rush: Geologic Background and Environmental Impact
- GES 57Q. How to Critically Read and Discuss Scientific Literature
- GES 151. Sedimentary Geology and Petrography: Depositional Systems
- GES 152. Stratigraphy and Applied Paleontology
- HUMBIO 2A. Genetics, Evolution, and Ecology
- HUMBIO 3A. Cell and Developmental Biology
- HUMBIO 4A. The Human Organism
- HUMBIO 137. Demography of Humans and Other Species

**AREA 2B: APPLIED SCIENCE AND TECHNOLOGY**

- BIOSCI 118Q. Genomics, Bioinformatics, and Medicine
- CHEM 32. The Frontiers of Chemical Science
- CEE 46Q. Fail Your Way to Success
- CEE 70. Environmental Science and Technology
- CEE 80N. The Art of Structural Engineering
- CEE 173A/207A. Energy Resources
- CEE 173B/207B. The Coming Energy Revolution
APPENDIX A

HISTORY 246/346. Successful Futures for Africa: An Inventory of the 1990s-2000s
HISTORY 246S/446. Popular Culture in Africa
HISTORY 247/347. Greater East Africa and Its Historical Writing
HISTORY 284/384. History of Islam in the Classical Period
HISTORY 284D/384D. Islam Today
HISTORY 296A/396A. Chinese Women’s History
HISTORY 297A/397A. Modernizing Women in Japan
HPS 60. Introduction to Philosophy of Science
HPS 61. Philosophy and the Scientific Revolution
HUMNTIES 192G. Musical Shakespeare: Theater, Song, Opera, and Film
ITALGEN 41N. Imagining Italy
ITALGEN 191Q. Eating Life
ITALGEN 235E. Inferno
ITALALLIT 127. Inventing Italian Literature: Dante/Boccaccio/Petrarca
ITALALLIT 128. The Italian Renaissance and the Path to Modernity
ITALALLIT 129. Modern Italian History and Literature
ITALALLIT 283. Modern Italian Poetry
JAPANGEN 71N. Language and Gender in Japan: Myths and Reality
JAPANGEN 92. Traditional East Asian Civilization: Japan
JAPANGEN 138/238. Survey of Modern Japanese Literature in Translation
JAPANGEN 187/287. Romance, Desire, and Sexuality in Modern Japanese Literature
LINGUIST 70/270. Structure of English Words
MUSIC 8A. Rock, Sex, and Rebellion
MUSIC 11Q. The Allure of Chamber Music
MUSIC 13N. Art versus Pop
MUSIC 14N. Women Making Music
MUSIC 15N. The Role of Technology in the Arts
MUSIC 15Q. Topics in American Music
MUSIC 16N. Explorations in World Music
MUSIC 16Q. Ki ho’alu: The New Renaissance of a Hawaiian Musical Tradition
MUSIC 17N. The Operas of Mozart
MUSIC 17Q. Perspectives in North American Taiko
MUSIC 18A. Jazz History: Ragtime to Bebop, 1900-1940
MUSIC 18B. Jazz History: Bebop to Present, 1940-Present
MUSIC 19. Introduction to Music Theory
MUSIC 20A. Jazz Theory
MUSIC 21. Elements of Music I
MUSIC 22. Elements of Music II
MUSIC 23. Elements of Music III
MUSIC 31N. Opera on Film
MUSIC 32N. A Passion for Bach
MUSIC 41. Music History 1600-1830
MUSIC 42. Music History Since 1830
MUSIC 121. Analysis of Tonal Music
MUSIC 148/248. Musical Shakespeare: Theater, Song, Opera, and Film
MUSIC 150. Musical Acoustics
MUSIC 151. Psychophysics and Cognitive Psychology for Musicians
PHIL 10. God, Self, and World: An Introduction to Philosophy
PHIL 11N. Belief, Reason, and Faith
PHIL 13N. What is the Truth?
PHIL 14N. Time and Meaning
PHIL 15N. Freedom, Community, and Morality
PHIL 16N. Darwin
PHIL 60. Introduction to Philosophy of Science
PHIL 61. Philosophy and the Scientific Revolution
PHIL 78. Medical Ethics
PHIL 80. Mind, Matter, and Meaning
PHIL 100. Greek Philosophy
PHIL 101. Introduction to Medieval Philosophy: Freedom, Community, and Evil
PHIL 102. Modern Philosophy, Descartes to Kant

RELIGST 2N. Prophecy and Politics in America: The Thought of Abraham Joshua Heschel and Martin Luther King, Jr.
RELIGST 3N. The Historical Jesus
RELIGST 4N. The Creation of Woman
RELIGST 6N. Religious Classics of Asia
RELIGST 7N. Soren Kierkegaard
RELIGST 14. Introduction to Buddhism
RELIGST 18. Zen Buddhism
RELIGST 24. Introduction to Christianity
RELIGST 30. Christian Theology in Modernity
RELIGST 42. Philosophy of Religion
RELIGST 53. Jews and Judaism in America
RELIGST 108. Japanese Religion through Film
RELIGST 127. Introduction to Classical Judaism
RELIGST 150. Mahayana Buddhism
RELIGST 151. T’ien-T’ai Buddhism
RELIGST 161. Judaism, Zionism and the State of Israel
RELIGST 181A. Adventures in Religious Poetry
RELIGST 196F. St. Paul: Theologian, Philosopher, Revolutionary
RELIGST 196T. Introduction to Heidegger
RELIGST 263. Judaism and the Body
SIS 122Q. The Sagas of Medieval Iceland
SLAVGEN 13N. Russia, Russian, Russians
SLAVGEN 14N. Oedipus in Russia: Identity Narratives and Generational Conflict in Modern Russian Fiction and Film
SLAVGEN 15N. Tolstoy’s War and Peace in Context
SLAVGEN 161. Russian Art and Poetry of the Russian Avant Garde
SLAVGEN 177Q. Russia’s Weird Classic: Nikolai Gogol
SLAVGEN 145/245. The Age of Experiment, 1820-50
SLAVGEN 146/246. The Age of Transgression: The Great Russian Novel
SLAVGEN 147/247. The Age of Revolution: Russian Literature and Culture since 1917
SLAVGEN 151/251. Dostoevsky and His Times
SLAVGEN 155/255. Anton Chekhov and the Turn of the Century
SLAVGEN 161/261. Poetics: The Grammar of the Self when the Poet is a Woman
SLAVLIT 129/229. Poetry as System: Introduction to Theory and Practice of Russian Verse
SLAVLIT 187/287. Russian Poetry in the 18th and 19th Centuries
SPANLIT 102/302. Composition and Writing Workshop
SPANLIT 111N. Contemporary Spain: The Challenge of Change
SPANLIT 116N. New World Creation Narratives
SPANLIT 118N. Latin America’s 19th Century through Literature and Film
SPANLIT 136. Introduction to Modern Peninsular Spanish Literature
SPANLIT 178N. Del Otro Lado: Latina/o Performance Art in the U.S.
SPANLIT 194. Women in Film and Film by Women: A Different Gaze?
SPANLIT 252. Written by Women: The New Latin American Narratives
SPANLIT 284E. Chicana/o Literature and Visual Art
SPECLANG 199Q. Literature and Culture of Modern Greece
STS 110. Ethics and Public Policy
STS 115. Ethical Issues in Engineering
STS 117. Art and Technology
STS 210. Ethics, Science, and Technology

AREA 3B: SOCIAL SCIENCES
AMSTUD 179. Introduction to American Law
ANTHSCI 1. Introduction to Prehistoric Archaeology
ANTHSCI 7. Marriage and Kinship
ANTHSCI 10. Medical Anthropology
ANTHSCI 106. Mythology and Human Origins
ANTHSCI 162/262. Indigenous Peoples and Environmental Problems
ANTHSCI 171. Aging: From Biology to Social Policy
ANTHSCI 174/274. Bioethics and Anthropology
ANTHSCI 190. Social Theory in the Anthropological Sciences
Linguistics 140/240. Language Acquisition I
Linguistics 144. Introduction to Cognitive Science
Linguistics 146. Language and Gender
Linguistics 150. Language in Society
Linguistics 160. Introduction to Language Change
Linguistics 189/289. Linguistics and the Teaching of English as a Second/Foreign Language
Philosophy 20. Introduction to Moral Philosophy
Philosophy 30. Introduction to Political Philosophy
Philosophy 190. Introduction to Cognitive Science
Political Science 1. Introduction to International Relations
Political Science 2. Introduction to American National Government and Politics
Political Science 4. Introduction to Comparing Political Systems
Political Science 21N. The Evolution of Voting Rights in the U.S.
Political Science 31N. Tolerance and Democracy
Political Science 42N. Democracies and Autocracies
Political Science 110A. Sovereignty and Globalization
Political Science 111. Peace Studies
Political Science 114S. International Security in a Changing World
Political Science 120A. American Political Sociology and Public Opinion: Who We Are and What We Believe
Political Science 120B. Parties, Interest Groups, the Media, and Elections
Political Science 120C. American National Institutions: Congress, the Executive Branch, and the Courts
Political Science 121. Urban Politics
Political Science 122. Introduction to American Law
Political Science 123. Politics and Public Policy
Political Science 126. Issues of Race and Minority Representation in American Politics
Political Science 130B/330B History of Political Thought II: The Origins of Modern Democracy
Political Science 130C/330C. History of Political Thought III: The Age of Revolutions
Political Science 140. Political Economy of Development
Political Science 141. The Global Politics of Human Rights
Political Science 142. Political Economy of Western Europe
Political Science 145. Politics and Development in Latin America
Political Science 146. Latin America Since the 16th Century: Problems of Governance and Development
Political Science 148/348. Chinese Politics: The Transformation and the Era of Reform
Political Science 215. Explaining Ethnic Violence
Political Science 240R. Revolutions
Political Science 241S. Regime Change: Comparative Theories
Political Science 323S. Analysis of Political Campaigns
Psychology 1. Introduction to Psychology
Psychology 40. Introduction to Cognitive Psychology
Psychology 60. Introduction to Developmental Psychology
Psychology 70. Introduction to Social Psychology
Psychology 90. Introduction to Clinical Psychology
Psychology 95. Introduction to Abnormal Psychology
Psychology 130. Introduction to Cognitive Science
Psychology 131. Language and Thought
Psychology 133. Human Abilities
Psychology 141. Cognitive Development
Psychology 155. Introduction to Comparative Studies in Race and Ethnicity
Psychology 165. Peace Studies
Public Policy 101. Politics and Public Policy
Public Policy 103A. Introduction to Political Philosophy
Public Policy 187. IT and Society: Unanticipated Consequences of New Technologies
Sociology 1. Introduction to Sociology
Sociology 108/208. Population and Society
Sociology 110/210. Politics and Society
Sociology 111/211. State and Society in Korea
Sociology 114/214. Economic Sociology
Sociology 118/218. Social Movements and Collective Action
Sociology 120/220. Interpersonal Relations
Sociology 121/221. Social Psychology and Social Structure
Sociology 130/230. Education and Society
Sociology 140/240. Introduction to Social Stratification
Sociology 145/245. Race and Ethnic Relations
Sociology 149/249. The Urban Underclass
Sociology 160/260. Formal Organizations
Sociology 187. Science, Technology, and Contemporary Society
Sociology 187I. Technology in Contemporary Society
Sociology 188. Introduction to Cognitive Science

Area 4: World Cultures, American Cultures, and Gender Studies

Area 4A: World Cultures

American English Language and Literature 126/226. Reflection on the Other: The Jew in Arabic Literature, the Arab in Hebrew Literature
American English Language and Literature 127/227. Land and Literature
American English Language and Literature 161/261. The Contemporary Arab World and Culture through Literature
American English Language and Literature 163/263. The Arab World through Travel Literature
Anthropology 3. Introduction to Prehistoric Archaeology
Anthropology 10. Medical Anthropology
Anthropology 11. Identity and Peoples of China
Anthropology 106. Mythology and Human Origins
Anthropology 125A/225A. 20th-Century Chinese Societies
Anthropology 125B/225B. Late Imperial China
Anthropology 141/241. Hunter-Gatherers in Archaeological Perspective
Anthropology 142. Incas and their Ancestors: Peruvian Archaeology
Anthropology 270. Advanced Medical Anthropology
Archaeology 1. Introduction to Prehistoric Archaeology
Archaeology 2. Ideas and Forms in Asian Art
Asian Studies 1/201. Introduction to Cultural and Social Anthropology
Asian Studies 15. Africa and the Diaspora
Asian Studies 72. Dance and Culture in Latin America
Asian Studies 74. South Asian Histories and Cultures through Popular Film: Bollywood and Beyond
Asian Studies 77/277. Japanese Society and Culture
Asian Studies 82/282. Medical Anthropology
Asian Studies 175. Modern South Asia: History, Societies, Cultures
Asian Studies 179/279. Anthropology of the Middle East
Chinese 73N. Chinese Language, Culture, and Society
Chinese 91. Traditional East Asian Civilization: China
Chinese 131/231. Chinese Poetry in Translation
Chinese 132/232. Chinese Fiction and Drama in Translation
Chinese 133/233. Modern and Contemporary Chinese Literature in Translation
Chinese 173. Chinese Language, Culture, and Society
Classics 130. Singers of Tales: Ancient and Contemporary Epic in Action
Dance 168. Dance and Culture in Latin America
East Asian Studies 92A. A. The Historical Roots of Modern East Asia
East Asian Studies 92C. Asia-Pacific Transformation
Economics 114. Economy and Economics of Ancient Greece
Economics 118. Development Economics
Economics 121. Development Economics, with Special Reference to East Asia
Economics 124. Contemporary Japanese Economy
History 18N. Confronting Islam: The United States in the Middle East Since 1967
History 46S. Photography and African History
History 80. Culture, Politics, and Society in Latin America
History 87. Empires and Cultures in the Modern World
History 90Q. Buddhist Political and Social Theory
History 92A. The Historical Roots of Modern East Asia
History 147A. African History in Novels and Film
History 148. Introduction to African History
History 148C. Africa in the 20th Century
HISTORY 177. Modern Latin America
HISTORY 185. Introduction to Islamic Civilization
HISTORY 186A. Modern South Asia: History, Societies, Cultures
HISTORY 187. Palestine, Zionism, and the Arab-Israeli Conflict
HISTORY 187B. The Middle East in the 20th Century
HISTORY 189B. The Ottoman Empire
HISTORY 191A. Modern Southeast Asia
HISTORY 192C. Modern China
HISTORY 194D. The Rise of Modern Japan
HISTORY 246/346. Successful Futures for Africa: An Inventory of the 1990s–2000s
HISTORY 246S/446. Popular Culture in Africa
HISTORY 247B/347A. Health and Society in Africa
HISTORY 285/385. Jewish Biography in the 19th and 20th Centuries
HISTORY 286A. The New Global Economy, Oil, and Islamic Movements in the Middle East
HUMBIO 118. Human Diversity: A Linguistic Perspective
JAPANGEN 92. Traditional East Asian Civilization: Japan
JAPANGEN 138/238. Survey of Modern Japanese Literature in Translation
LATINAM 80/170. Culture, Politics, and Society in Latin America
MUSIC 16N. Explorations in World Music
POLISCI 148/348. Chinese Politics: The Transformation and the Era of Reform
PSYCH 75. Introduction to Cultural Psychology
RELIGST 5N. Four Sacred Stories of Judaism, Christianity, and Islam
RELIGST 6N. Religious Classics of Asia
RELIGST 14. Introduction to Buddhism
RELIGST 18. Zen Buddhism
SOC 111/211. State and Society in Korea
SOC 117A/217A. China Under Mao
SOC 167A. Asia-Pacific Transformation

AREA 4B: AMERICAN CULTURES
AMSTUD 114Q. Visions of the 1960s
AMSTUD 150. American Literature and Culture to 1855
AMSTUD 151. The Transformation of American Thought and Culture, 1865 to the Present
AMSTUD 200. Perspectives on American Identity
CASA 73. Introduction to Chicano Life and Culture
CASA 150C. Introduction to Chicana/o Cultural Studies
COMPLIT 24Q. Ethnicity and Literature
COMPLIT 168. Introduction to Asian American Culture
COMPLIT 202. Comparative Fictions of Ethnicity
CSRE 64. Introduction to Race and Ethnicity in the American Experience
Drama 163/263. Performance and America
ECON 116. American Economic History
ENGLISH 123. American Literature and Culture to 1855
HISTORY 64. Introduction to Race and Ethnicity in the American Experience
HISTORY 165A. Colonial and Revolutionary America
HISTORY 165B. 19th-Century America
HISTORY 165C. The United States in the Twentieth Century
HISTORY 172A. The United States Since 1945
HISTORY 256/356. Topics in Mexican American History
HISTORY 265/365. New Research in Asian American History
MUSIC 8A. Rock, Sex, and Rebellion
MUSIC 15Q. Topics in American Music
MUSIC 16Q. *Ki ho'alu*: The New Renaissance of a Hawaiian Musical Tradition
MUSIC 17Q. Perspectives in North American Taiko
PHIL 177. Philosophical Issues Concerning Race and Racism
POLISCI 136. Philosophical Issues Concerning Race and Racism
RELIGST 53. Jews and Judaism in America
SOC 138/238. American Indians in Comparative Historical Perspective
SOC 139/239. American Indians in Contemporary Society
SOC 141A/241A. Social Class, Race/Ethnicity, Health
SOC 145/245. Race and Ethnic Relations
SOC 148/248. Racial Identity
SPANLIT 101N. Visual Studies and Chicana/o Art
SPANLIT 284E. Chicana/o Literature and Visual Art

AREA 4C: GENDER STUDIES
AMSTUD 162/262. Arab Women Writers and Issues
ANTHSCI 7. Marriage and Kinship
ANTHSCI 8. Ethnography of Childhood
CASA 132. Science, Technology, and Gender
CASA 144/244. Sex, Blood, Kinship, and Nation
CASA 145. Comparative Feminism
CLASSGEN 117. Gender, Violence, and the Body in Ancient Religion
CLASSGEN 119. Gender and Power in Ancient Rome
COMPLIT 22N. Shakespeare and Performance
COMPLIT 84Q. Shakespeare, Playing, Gender
COMPLIT 161/261. Poetess: The Grammar of the Self when the Poet is a Woman
DRAMA 12N. Antigone: From Ancient Democracy to Contemporary Dissent
ECON 145. Labor Economics
EDUC 197. Education and the Status of Women: Comparative Perspective
ENGLISH 4B/104B. Medieval Women: Faith, Love, and Learning
ENGLISH 145H. Orientations: Self, Sex, and Subterfuge in Fiction
ENGLISH 163B. Shakespeare
ETHNOSOC 78. Medical Ethics
FEMST 101. Introduction to Feminist Studies
FEMST 173B. U.S. Women’s History, 1820-1980
FRENCH 155. Women Writers and the Rise of the Novel in France
FRENCH 192E. Images of Women in French Cinema: 1930-1990
HISTORY 36N. Gay Autobiography
HISTORY 38N. The Body
HISTORY 173B. U.S. Women’s History, 1820-1980
HISTORY 173C. Introduction to Feminist Studies
HISTORY 205A. Private Lives, Public Stories: Autobiography in Women’s History
HISTORY 211/311. Body, Gender, and Society in Medieval Europe
HISTORY 217/317. Men, Women, and Power in Early Modern Russia, 1500-1800
HISTORY 217B. The Woman Question in Modern Russia
HISTORY 217C. Love, Marriage, and Family in Early Modern Europe and Russia
HISTORY 225D/325D. East European Women and War in the 20th Century
HISTORY 265A/365A. History of Sexuality in the U.S.
HISTORY 287C/387C. Women in the Modern Middle East
HISTORY 296A/396A. Chinese Women’s History
HISTORY 297A/397A. Modernizing Women in Japan
HUMBIO 10. Human Sexuality
JAPANGEN 71N. Language and Gender in Japan: Myths and Reality
JAPANGEN 187/287. Romance, Desire, and Sexuality in Modern Japanese Literature
LINGUIST 146. Language and Gender
MUSIC 14N. Women Making Music
PHIL 78. Medical Ethics
POLISCI 330S. Gender, Development, and Women’s Human Rights in International Perspective
PSYCH 12. The Psychology of Gender
RELIGST 4N. The Creation of Woman
RELIGST 263. Judaism and the Body
SLAVGEN 161/261. Poetess: The Grammar of the Self when the Poet is a Woman
SOC 142/242. Sociology of Gender
SPANLIT 155. Contemporary Chilean Women Writers
SPANLIT 194. Women in Film and Film by Women: A Different Gaze?
OVERSEAS STUDIES

BERLIN

AREA 2: NATURAL SCIENCES, APPLIED SCIENCE AND TECHNOLOGY, AND MATHEMATICS

AREA 2B: APPLIED SCIENCE AND TECHNOLOGY

OSPBER 21. The Role of Technology in Modern Life: A Comparison Between the U.S. and Germany
OSPBER 40B. Introductory Electronics
OSPBER 50B. Introductory Science of Materials

AREA 3: HUMANITIES AND SOCIAL SCIENCES

AREA 3A: HUMANITIES

OSPBER 28. Performance Berlin: Stadt als Lebenskunst
OSPBER 101A. Contemporary Theater
OSPBER 110Y. Architecture and the City, 1871-1990: Berlin as a Nucleus of Modernity
OSPBER 117V. The Industrial Revolution and its Impact on Art, Architecture, and Theory

OSPBER 83. World War II: Germany’s Ever Present Past
OSPBER 93. Globalization: International Challenges, Regional Responses
OSPBER 114X. The European Union: Superpower in the Making?
OSPBER 115X. The German Economy: Past and Present
OSPBER 126X. A People’s Union? Money, Markets, and Identity in the EU
OSPBER 161X. The German Economy in the Age of Globalization
OSPBER 174. Sports, Culture, and Gender in Comparative Perspective
OSPBER 177A. Culture and Politics in Modern Germany

AREA 4: WORLD CULTURES, AMERICAN CULTURES, AND GENDER STUDIES

AREA 4C: GENDER STUDIES

OSPBEL 174. Sports, Culture, and Gender in Comparative Perspective

FLORENCE

AREA 2: NATURAL SCIENCES, APPLIED SCIENCE AND TECHNOLOGY, AND MATHEMATICS

AREA 2B: APPLIED SCIENCE AND TECHNOLOGY

OSPFLO 40K. Introductory Electronics
OSPFLO 50K. Introductory Science of Materials

AREA 3: HUMANITIES AND SOCIAL SCIENCES

AREA 3A: HUMANITIES

OSPFLO 49. The Cinema Goes to War: Fascism and World War II as Represented in Italian and European Cinema
OSPFLO 54. High Renaissance and Maniera
OSPFLO 57. History and Culture of Jews in Italy
OSPFLO 67. Women in Italian Cinema: Maternity, Sexuality, and the Image
OSPFLO 69. Mirror of Manners: Staging Italy from Machiavelli to Pirandello
OSPFLO 72. The Fascist Decades
OSPFLO 74. The Literature of the City: Dante’s Divine Comedy
OSPFLO 111Y. From Giotto to Michelangelo: Introduction to the Renaissance in Florence
OSPFLO 115Y. The Duomo and Palazzo della Signoria: Symbols of a Civilization
OSPFLO 134F. Modernist Italian Cinema

OSPFLO 50. Fascist Italy in World War II, 1939-1945
OSPFLO 68. Italy from the End of the First Republic to the Advent of the Euro
OSPFLO 76. Car Culture
OSPFLO 78. An Extraordinary Experiment: Politics and Policies of the New European Union
OSPFLO 79. Migrations and Migrants: The Sociology of a New Phenomenon
OSPFLO 80. Contemporary Italian Politics: The Berlusconi Era
OSPFLO 84. Democratic Quality in the Contemporary World
OSPFLO 106V. Italy: from an Agrarian to a Post-industrial Society

AREA 4: WORLD CULTURES, AMERICAN CULTURES, AND GENDER STUDIES

AREA 4A: WORLD CULTURES

OSPFLO 79. Migrations and Migrants: The Sociology of a New Phenomenon

OSPFLO 67. Women in Italian Cinema: Maternity, Sexuality, and the Image

KYOTO

AREA 2: NATURAL SCIENCES, APPLIED SCIENCE AND TECHNOLOGY, AND MATHEMATICS

AREA 2B: APPLIED SCIENCE AND TECHNOLOGY

OSPKYOTO 40K. Introductory Electronics
OSPKYOTO 50K. Introductory Science of Materials

AREA 3: HUMANITIES AND SOCIAL SCIENCES

AREA 3A: HUMANITIES

OSPKYOTO 47. Islamic Culture
OSPKYOTO 121V. Russia in the Age of Nobility, 1700-1840: State, Society, and Culture

OSPKYOTO 48. Islamic Central Asia in a Globalizing World
OSPKYOTO 121V. Russia in the Age of Nobility, 1700-1840: State, Society, and Culture

OSPKYOTO 49. Islamic Law and Society
OSPKYOTO 50. Central Asia after the USSR
OSPKYOTO 55. The Soviet Union in World War II
OSPKYOTO 56. Russia in the World
OSPKYOTO 57. Social Inequality in Socialist and Post-Socialist Societies
OSPKYOTO 119X. Russian Politics
OSPKYOTO 120X. Economic Reform and Economic Policy in Modern Russia

OSPKYOTO 17R. Religion and Japanese Culture
OSPKYOTO 30. Immigration, Citizenship, and Identity in Japan
OSPKYOTO 215X. The Political Economy of Japan

MOSCOW

AREA 3: HUMANITIES AND SOCIAL SCIENCES

AREA 3A: HUMANITIES

OSPMOSC 47. Islamic Culture
OSPMOSC 121V. Russia in the Age of Nobility, 1700-1840: State, Society, and Culture

OSPMOSC 48. Islamic Central Asia in a Globalizing World
OSPMOSC 49. Islamic Law and Society
OSPMOSC 50. Central Asia after the USSR
OSPMOSC 55. The Soviet Union in World War II
OSPMOSC 56. Russia in the World
OSPMOSC 57. Social Inequality in Socialist and Post-Socialist Societies
OSPMOSC 119X. Russian Politics
OSPMOSC 120X. Economic Reform and Economic Policy in Modern Russia
General Education Requirements

**Oxford**

**Area 2: Natural Sciences, Applied Science and Technology, and Mathematics**

**Area 2B: Applied Science and Technology**
- OSPOXFRD 18. British Technology and the Second World War
- OSPOXFRD 32. Prions: From Kuru to Mad Cow Disease

**Area 3: Humanities and Social Sciences**

**Area 3A: Humanities**
- OSPOXFRD 19. Contemporary Poets of England, Ireland, and America
- OSPOXFRD 92. World War II and the British People

**Area 3B: Social Sciences**
- OSPOXFRD 30. Media and Children in the U.S. and Europe
- OSPOXFRD 34. British and American Revolutions
- OSPOXFRD 70. The European City
- OSPOXFRD 93. Archaeology of the British Isles
- OSPOXFRD 117W. Gender and Social Change in Modern Britain
- OSPOXFRD 141V. European Imperialism and the Third World, 1870-1970
- OSPOXFRD 166X. The Modern British Economy

**Area 4: World Cultures, American Cultures, and Gender Studies**

**Area 4C: World Cultures**
- OSPOXFRD 117W. Gender and Social Change in Modern Britain

**Paris**

**Area 2: Natural Sciences, Applied Science and Technology, and Mathematics**

**Area 2B: Applied Science and Technology**
- OSPPARIS 40P. Introductory Electronics
- OSPPARIS 50P. Introductory Science of Materials
- OSPPARIS 56. Natural Language and the Computer

**Area 3: Humanities and Social Sciences**

**Area 3A: Humanities**
- OSPPARIS 51. The Ancient World at the Louvre
- OSPPARIS 53. Immigration, Politics and Culture
- OSPPARIS 54. Literature and Society: Introduction to Francophone Literature from Africa and the Caribbean
- OSPPARIS 58. World War II in Literature and Film
- OSPPARIS 107Y. The Age of Cathedrals: Religious Art and Architecture in Medieval France
- OSPPARIS 120X. French Painting

**Area 3B: Social Sciences**
- OSPPARIS 22. Immigration in France
- OSPPARIS 81. France During the Second World War: Between History and Memory
- OSPPARIS 91. Globalization and Its Effect on France and the European Union
- OSPPARIS 122X. Europe: Integration and Disintegration of States, Politics, and Civil Societies
- OSPPARIS 124X. Building the European Economy: Economic Policies and Challenges Ahead
- OSPPARIS 153X. Health Systems and Health Insurance: France and the U.S., a Comparison across Space and Time
- OSPPARIS 211X. Political Attitudes and Behavior in Contemporary France

**Santiago**

**Area 3: Humanities and Social Sciences**

**Area 3A: Humanities**
- OSPPSANTG 56. Contemporary Chilean Women Writers
- OSPPSANTG 57. Cinema of the Southern Cone
- OSPPSANTG 104X. Modernization and Culture in Latin America
- OSPPSANTG 141X. Politics and Culture in Chile
- OSPPSANTG 211. Poetry of Pablo Neruda
- OSPPSANTG 225. Major Trends and Developments in Modern Hispanic Poetry

**Area 3B: Social Sciences**
- OSPPSANTG 53. Native Peoples in a Modernizing Society: the Case of the Aymara and Mapuche Peoples in Chile
- OSPPSANTG 116X. Modernization and its Discontents: Chilean Politics at the Turn of the Century
- OSPPSANTG 119X. The Chilean Economy: History, International Relations, and Development Strategies
- OSPPSANTG 129X. Latin America in the International System
- OSPPSANTG 130X. Latin American Economies in Transition
- OSPPSANTG 160X. Latin America in the International Economy
- OSPPSANTG 221X. Political Transition and Democratic Consolidation: Chile in Comparative Perspective

**Area 4: World Cultures, American Cultures, and Gender Studies**

**Area 4C: Gender Studies**
- OSPPSANTG 56. Contemporary Chilean Women Writers
## AXESS SUBJECT CODES

The following is a comprehensive list of all the subject codes used in this bulletin and in Axess.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Aeronautics and Astronautics</td>
</tr>
<tr>
<td>ACCT</td>
<td>Accounting</td>
</tr>
<tr>
<td>AFRCAM</td>
<td>African and African-American Studies</td>
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<tr>
<td>AFRCAST</td>
<td>African, African Studies, Center For</td>
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<tr>
<td>AMELANG</td>
<td>African and Middle Eastern Languages</td>
</tr>
<tr>
<td>AMSTUD</td>
<td>American Studies</td>
</tr>
<tr>
<td>ANES</td>
<td>Anesthesia</td>
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<td>ANTHSCI</td>
<td>Anthropological Sciences</td>
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<td>APPLING</td>
<td>Applied Linguistics</td>
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<tr>
<td>APPPHYS</td>
<td>Archaeology</td>
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<tr>
<td>ARTSTUDI</td>
<td>Art History</td>
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<tr>
<td>ASMAST</td>
<td>Asian American Studies</td>
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<tr>
<td>ASTRONMY</td>
<td>Astronomy</td>
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<td>ATHLETIC</td>
<td>Athletics, Physical Education, and Recreation</td>
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<td>Biological Sciences</td>
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<td>Biomedical Informatics</td>
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<td>CASA</td>
<td>Cultural and Social Anthropology</td>
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<tr>
<td>CBIO</td>
<td>Cancer Biology</td>
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<td>Chemistry</td>
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<td>Chemical Engineering</td>
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<td>CHICANST</td>
<td>Chicana/o Studies</td>
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<td>CHINGEN</td>
<td>Chinese General</td>
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<td>CHINLANG</td>
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