# TABLE OF CONTENTS

1. ROLE OF THE HANDBOOK AND RELATED UNIVERSITY PUBLICATIONS ................................................................. 4
   1.1 Handbook................................................................................................................................................... 4
   1.2 Stanford Bulletin........................................................................................................................................ 4
   1.3 Graduate Academic Policies and Procedures (GAP)..................................................................................... 4

2. TIMETABLE OF PROGRESS TOWARDS THE Ph.D. DEGREE IN LINGUISTICS ........................................ 4
   2.1 Program Length ......................................................................................................................................... 4
   2.2 Degree Progress Checklist ...................................................................................................................... 4
       By the end of the FIRST YEAR, students should have ................................................................. 4
       By the end of the SECOND YEAR, students should have ............................................................ 5
       By the end of the THIRD YEAR, students should have ............................................................... 5
       By the end of the FOURTH YEAR, students should have ............................................................ 5
   2.3 Timeline of Milestones for the Ph.D. Program ......................................................................................... 6

3. DEPARTMENT REQUIREMENTS AND EXPECTATIONS FOR THE Ph.D ..................................................... 7
   3.1 Ph.D. Learning Outcomes ..................................................................................................................... 7
   3.2 Courses ................................................................................................................................................... 7
       The Basic Course Requirement ........................................................................................................ 7
       Other Coursework ................................................................................................................................ 8
       Expectations Regarding Courses ....................................................................................................... 8
   3.3 Qualifying Papers ................................................................................................................................... 8
       QP Content .............................................................................................................................................. 9
       QP Committee ....................................................................................................................................... 9
       QP Timeline ........................................................................................................................................... 9
       QP Extensions ....................................................................................................................................... 10
       QP Oral .................................................................................................................................................. 10
       After the QP Oral: Final Revisions and Committee Approval ............................................................ 11
   3.4 Language Requirement .......................................................................................................................... 11
       The Language Requirement Paper ..................................................................................................... 11
       Timeline and Approval ......................................................................................................................... 11
   3.5 Ph.D. Dissertation .................................................................................................................................... 11
       Establishment of a Reading Committee .............................................................................................. 11
       Written Proposal .................................................................................................................................. 12
       Extensions ............................................................................................................................................. 13
       Proposal Meeting ............................................................................................................................... 13
       University Oral Examination ........................................................................................................... 13
       University Oral - Scheduling ............................................................................................................... 14
       University Oral - Format ..................................................................................................................... 14
       Submission of the Dissertation in Approved Final Form .................................................................... 14
   3.6 Advising .................................................................................................................................................. 15

4. UNIVERSITY REQUIREMENTS AND EXPECTATIONS FOR THE Ph.D .................................................. 16
   4.1 Academic Progress .................................................................................................................................. 16
       Students with Documented Disabilities .......................................................................................... 16
   4.2 Residency and Unit Requirements ...................................................................................................... 17
   4.3 Transfer Credit ....................................................................................................................................... 17
   4.4 Candidacy ............................................................................................................................................... 17
       Candidacy Decision ............................................................................................................................. 17
       Departmental Requirements for Ph.D. Candidacy ............................................................................. 18
Candidacy Proposal. ................................................................. 18
4.5 The M.A. En Route to the Ph.D.................................................. 18
4.6 Terminal Graduate Registration (TGR) .................................... 18
TGR Eligibility ........................................................................... 18
TGR Registration ...................................................................... 18
4.7 Graduation Quarter Registration .......................................... 19
Registration for Graduation Quarter ........................................ 19

5. TEACHING ................................................................. 19
5.1 Teaching Load ..................................................................... 19
5.2 TA Selection ........................................................................ 19
5.3 TA Eligibility ........................................................................ 20
5.4 TA Training ......................................................................... 20
5.5 TA Responsibilities ............................................................. 20
5.6 TA Evaluation ...................................................................... 20
5.7 Coordination of TAs ............................................................. 20

6. RESEARCH ................................................................. 21
6.1 University Research Policies and Guidelines for Graduate Students .......................................................................................................................... 21
6.2 Human Subjects .................................................................. 21
6.3 Research Opportunities ....................................................... 22
6.4 Publications and Presentations ............................................ 22

7. FINANCIAL MATTERS .................................................. 22
7.1 Types of University Funding ................................................ 22
University Fellowships .............................................................. 22
Teaching Assistantships ........................................................... 22
Predoctoral Research Assistantships ........................................ 23
Research Assistantships ............................................................ 23
Summer Quarter Research Assistantships ............................. 23
Summer Quarter University Fellowships at the TGR Tuition Rate ...................................................................................... 23
Health Insurance ..................................................................... 24
7.2 Funding Scenarios ............................................................. 24
Five-Year Departmental Funding Package ............................. 24
Interaction of Internal and External Funding ......................... 24
An Internal/External Funding Example: NSF/Departmental Funding Package ...................................................... 25
7.3 Tax Information .............................................................. 25
7.4 Department Funds for Ph.D. Student Research and Travel .............................................................................. 26
Available Travel and Research Funds .................................... 26
Allowable Uses of Funds .......................................................... 26
Non-Allowable Uses of Funds .................................................. 26
Funding Caps ........................................................................... 27
Travel Advances .................................................................... 27
The Reimbursement Process ................................................... 27
General Reimbursement Documentation ............................. 27
Travel Expenses ...................................................................... 27
Research Expenses ............................................................... 27
Funding for a Personal Computer .......................................... 27

8. DEPARTMENT ACTIVITIES ........................................ 28
8.1 Commencement ............................................................... 28
1. **ROLE OF THE HANDBOOK AND RELATED UNIVERSITY PUBLICATIONS**

1.1 HANDBOOK
This handbook is designed as a supplement to various other University publications, in particular the 2016-2017 Stanford Bulletin, which is the definitive legal resource for all Stanford University policies and procedures. It is the responsibility of all Linguistics Ph.D. students to familiarize themselves with University and Department of Linguistics (hereafter referred to as 'Department') policies on study at Stanford in general, and Linguistics in particular. It is also the student's responsibility to review the Ph.D. handbook on an annual basis. The Department reserves the right to make handbook changes at any time without prior notice.

1.2 STANFORD BULLETIN
The online Stanford Bulletin is the official statement of Stanford degree requirements and courses. The Bulletin is composed of two parts. Explore Degrees lists University requirements and regulations, degree requirements, and other information pertinent to acquiring a degree at Stanford. Explore Courses is the Bulletin's online course catalog and schedule of classes.

1.3 GRADUATE ACADEMIC POLICIES AND PROCEDURES (GAP)
The Graduate Academic Policies and Procedures (GAP) handbook is a compilation of university policies and other information related to the academic progress of Stanford graduate students—from their application and admission, to the conferral of degrees and retention of records. The information contained in the GAP is drawn from several sources, including:

- the Stanford Bulletin, containing University and degree-specific requirements.
- various forms provided by the Stanford University Office of the Registrar.
- documentation related to the PeopleSoft Student Administration (SA) and Graduate Financial Support (GFS) applications.
- the record of actions taken by the Academic Senate and its Committee on Graduate Studies.
- information regarding professional standards for graduate students.

2. **TIMETABLE OF PROGRESS TOWARDS THE Ph.D. DEGREE IN LINGUISTICS**

2.1 PROGRAM LENGTH
The Ph.D. program in Linguistics is considered a full-time program. Admitted students are generally expected to have completed all Department and University Ph.D. requirements, including submission of the dissertation in final form, by the end of the fifth year. The five-year funding package provided to new Ph.D. students reflects this expectation.

2.2 DEGREE PROGRESS CHECKLIST
In the following checklist for progress towards the Ph.D. degree, University requirements are capitalized and bold. Detailed descriptions of each University requirement can be found in the University Requirements and Expectations for the Ph.D. section of this handbook.

By the end of the FIRST YEAR, students should have:
- Made a significant start on completion of the nine basic courses, including the three sequences.
- Completed 294 (Linguistic Research Discussion Group, Autumn Quarter).
- Completed 396 (Research Projects in Linguistics, Winter Quarter).
- Taken 398 (Directed Research, Spring Quarter) with the first Qualifying Paper (QP1) Committee Chair.
- Completed 395 (Research Workshop, Spring Quarter).
- Begun to formulate a plan for completing the language requirement.
- Applied for an NSF or other national fellowship in the first quarter, if eligible (usually only US citizens and resident aliens in their first year of graduate study post-B.A. or B.S. are eligible). More information about fellowships can be found on the Department website.
By the end of the SECOND YEAR, students should have:

- Completed seven of the nine basic courses, including at least two sequences.
- Completed the first Qualifying Paper (QP1) by the end of Autumn Quarter.
- **FILED FOR CANDIDACY BY THE END OF THE SIXTH QUARTER**, upon completion of seven basic courses (including at least two sequences), the first Qualifying Paper, and a plan for the language requirement. Please see the Bulletin for University policies surrounding candidacy.
- Optionally completed the M.A. en route to the Ph.D. (45 units beyond B.A. and a thesis or one Qualifying Paper); the M.A. program proposal form should be filed with the Student Services Officer (SSO) by early Spring Quarter. Apply for graduation in Axess to receive the M.A.
- Attended the Center for Teaching and Learning (CTL) TA orientation (Autumn Quarter) and completed 394 (TA workshop, Autumn Quarter); also likely served as a TA for one course.
- Attended Spring Quarter presentation meetings devoted to second Qualifying Paper (QP2) research.

By the end of the THIRD YEAR, students should have:

- Completed all required coursework:
  - all nine basic courses, including three sequences
  - Foundations (200, offered alternate years)
  - completed the second Qualifying Paper (QP2) by the end of Autumn Quarter
- Completed the language requirement.
- Applied for fellowships or grants to support fieldwork or other research expenses for the dissertation, if applicable.
- Completed the second TA assignment.

By the end of the FOURTH YEAR, students should have:

- **SET UP THE DISSERTATION COMMITTEE AND COMPLETED THE DOCTORAL DISSERTATION READING COMMITTEE FORM** (Autumn Quarter).
- Completed the written dissertation proposal (by the end of Autumn Quarter).
- Completed the oral discussion of the dissertation proposal with an augmented reading committee (Autumn or Winter Quarter).
- **FILED FOR Terminal Graduate Registration (TGR) STATUS AS SOON AS 135 UNITS HAVE BEEN COMPLETED.** Note: The Reading Committee form must be on file before TGR status will be granted.
- Applied for Dissertation Year Fellowships (typically Autumn Quarter).
- Completed the TA requirement.

By the end of the FIFTH YEAR, students should have:

- Applied for teaching, postdoctoral or other positions (Autumn Quarter).
- Completed the UNIVERSITY ORAL EXAMINATION.
- Completed writing the DISSERTATION.
- Filed the dissertation.
- Applied in Axess for graduation to receive the Ph.D.

Note: By the end of each year, students should have filed a [summer commitments form](#) if taking Department summer funding or if registering for Summer Quarter.
2.3 Timeline of Milestones for the Ph.D. Program
3. DEPARTMENT REQUIREMENTS AND EXPECTATIONS FOR THE Ph.D.

3.1 Ph.D. LEARNING OUTCOMES
The Ph.D. is conferred upon candidates who have demonstrated the ability to conduct substantive, independent research in linguistics. Through completion of advanced coursework and rigorous methodological and analytical training, the Ph.D. program prepares students to make original contributions to knowledge in linguistics, to articulate the results of their work, and to demonstrate its significance to linguistics and related fields.

3.2 COURSES
A summary of the course requirements may be found on the Department’s candidacy form.

The Basic Course Requirement
Departmental course requirements for students in the Linguistics Ph.D. program include the following:

- Students are required to take nine basic courses: These must include at least three two-quarter sequences (from either Group I and/or Group II). Furthermore, of the nine courses, at least three courses must be from each of Group I and Group II.
- At least seven of these courses (including at least two sequences) must be completed prior to admission to candidacy, and all nine must be completed by the end of the third year. Students are encouraged to take a number of these basic courses in the first year of study.
- Although the Department has no cap on the number of courses in any subarea that can be counted towards the basic course requirement, the expectation is that students will not include more than three courses in any subarea among their nine basic courses. The Department wants to ensure that students use the basic course requirement to achieve breadth across the different areas of linguistics. Students may take more courses in any given subarea as additional courses.
- All nine courses must be completed with a grade of B or better.
- The majority of courses should be taken for four units and no course may be taken for less than two units.

The basic courses are divided into Groups I and II (two-quarter sequences are as indicated):

<table>
<thead>
<tr>
<th>Group I</th>
<th>Group II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonetics/Phonology: any two of</td>
<td>Computational Linguistics</td>
</tr>
<tr>
<td>205A (Phonetics) or</td>
<td>280 (From Languages to Information) or</td>
</tr>
<tr>
<td>205B (Advanced Phonetics) or</td>
<td>284 (Natural Language Processing with Deep</td>
</tr>
<tr>
<td></td>
<td>Learning) and</td>
</tr>
<tr>
<td>210A (Phonology) or</td>
<td>Any additional course numbered 281-289</td>
</tr>
<tr>
<td>210B (Advanced Phonology) or</td>
<td></td>
</tr>
<tr>
<td>212A (Seminar in Phonology)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>Morphology: any two of</td>
<td>240 (Language Acquisition I) and either</td>
</tr>
<tr>
<td>216 (Morphology) or</td>
<td>241 (Language Acquisition II) or</td>
</tr>
<tr>
<td>217 (Morphosyntax) or</td>
<td>248 (Seminar in Developmental Psycholinguistics)</td>
</tr>
<tr>
<td>218 (Seminar on Morphological Theories)</td>
<td></td>
</tr>
<tr>
<td>Syntax</td>
<td>Sociolinguistic Variation</td>
</tr>
<tr>
<td>222A (Foundations of Syntactic Theory I)</td>
<td>250 (Sociolinguistic Theory and Analysis) and</td>
</tr>
<tr>
<td>and</td>
<td>Any additional course numbered 251-259</td>
</tr>
<tr>
<td>222B (Foundations of Syntactic Theory II)</td>
<td></td>
</tr>
<tr>
<td>Semantics</td>
<td>Historical Linguistics</td>
</tr>
<tr>
<td>230A (Intro to Semantics and Pragmatics) and</td>
<td>260A (Historical Morphology and Phonology)</td>
</tr>
<tr>
<td>either</td>
<td>and</td>
</tr>
<tr>
<td>230B (Semantics and Pragmatics) or</td>
<td>260B (Historical Morphosyntax)</td>
</tr>
<tr>
<td>232A (Lexical Semantics)</td>
<td></td>
</tr>
</tbody>
</table>
Courses other than those listed above may be substituted with the approval of the Graduate Studies Advisor (GSA) in consultation with faculty responsible for teaching the course in question.

Students may also petition to build a more individualized curriculum that satisfies the same goals as the suggested curriculum. Such curricula must consist of nine courses, seven of which are completed prior to candidacy. The courses may include up to two broadly language-related courses from outside the Department if these will enhance a student’s future research. Students should make their best effort to include in such curricula only such courses as are expected to be offered in the relevant time frame. However, if a planned course is ultimately not offered, another may be substituted within the spirit of the overall curriculum and with GSA approval. Petitions for an individualized curriculum must be approved by the GSA and the QP Chair (or the student’s first year Second Advisor). Students must receive approval before the study list deadline of the Autumn Quarter of the second year.

Other Coursework

During the first year, all students must take 294 (Linguistic Research Discussion Group) in Autumn Quarter followed by 396 (Research Projects in Linguistics) in Winter Quarter. First year students must also take 395 (Research Workshop) and at the same time register in 398 (Directed Research) with their QP1 Committee Chair.

Finally, all students must take 200 (Foundations of Linguistic Theory) before reaching TGR status. 200 is not usually taken in the first year of study and it is generally offered in alternate years.

Although the Department has no official coursework requirement beyond the nine basic courses and previously mentioned requirements, students are encouraged to complete additional coursework that will enhance their research efforts in the area of interest and help meet their professional goals. In choosing courses, students should consider seminars and methods courses, within and outside the Department. The majority of these additional courses should be taken for a letter grade. The GSA and the student’s advisor will provide guidance on coursework plans at the regularly scheduled student advising meetings.

Expectations Regarding Courses

Students must maintain a satisfactory record in the number and distribution of units completed; see the Academic Progress section of this handbook. The overall coursework grade average must be at least a ‘B’ (3.0 GPA), and all “basic” courses must be taken for a letter grade and completed with at least a ‘B’. Generally, students in the Ph.D. program are expected to receive a B+ or above in their coursework. This requirement is more restrictive than the University GPA requirement. Students with a GPA of less than 3.3 are not making satisfactory academic progress and may be at risk for dismissal from the program.

Although grades are considered when a student applies for admission to candidacy, grades alone will not assure successful admission to candidacy. Please review the University policy on candidacy and the Candidacy section of this handbook for specific details.

All students must meet instructor deadlines for assigned coursework and to complete all courses for which they are registered each quarter. Grades of Incomplete are discouraged. Per University policy, students are responsible for contacting instructors to request a grade of incomplete and should only make such a request in exceptional circumstances. Should the instructor agree to the Incomplete, a deadline by which outstanding work is to be submitted must be confirmed with the instructor, and the student must notify the SSO of the agreed-upon date for work submission.

3.3 QUALIFYING PAPERS

Each prospective Linguistics Ph.D. candidate must complete two substantial research papers in different subfields of linguistics, one in the second year and one in the third year. These papers, which are known as qualifying papers (QPs), are intended to provide experience in carrying out independent, original research projects before embarking on the dissertation. Each QP is discussed orally with a committee of faculty in what is known as the ‘QP Oral’.
At the time of each student’s candidacy review the faculty carefully assesses the student's performance researching and writing the first QP. The quality of this QP plays an important role in the candidacy decision, though other factors are also considered in whether or not a student will be admitted to candidacy (see Candidacy section).

**QP Content**
The quality of the QP is measured in depth, not length. The QP must be a substantial and original research paper that shows the student’s ability to carry out an independent research project—that is, to formulate and delimit a research question, develop a hypothesis concerning its solution, select an appropriate research methodology to test the hypothesis, collecting relevant data and proposing an analysis of this data. Further, the paper itself must show the student’s ability to make a compelling and cogent linguistic argument in writing and to place the research within the context of related work in the field. The suggested average length for a QP is 25 pages. Often, an adequate QP is a paper that would qualify as the draft of a satisfactory contribution to a linguistics conference. While a satisfactory QP is more substantial than the typical term paper for a course, a term paper is often an excellent starting point for a QP, and students are encouraged to enroll in courses that through topics covered, and work required, will directly advance their work on a QP.

The subject matter of the two QPs must be clearly distinct, i.e. from different basic areas, though they may be related. Although some students may wish to use a QP as the basis of their dissertation work, many others will prefer to use their QPs to broaden the scope of their portfolio. Examples of past QPs can be found on the QP webpage.

**QP Committee**
Each QP is evaluated by a committee composed of at least three faculty members. The GSA asks for student preferences regarding QP Committee members in early Winter Quarter of their first and second years. The faculty recommends that students maintain some continuity in membership across the first and second QP Committees, and students should consider this recommendation when stating their preferences for members of the QP2 committee.

The faculty meets in the second half of Winter Quarter to assign QP Committees. Committee assignments respect student preferences as much as is possible while ensuring that the advising load is spread equitably across the faculty. An ideal QP Committee will include some breadth of faculty interests to provide students with a diversity of advice and interactions across varied research areas.

One faculty member is designated as QP Committee Chair, and students are expected to work most closely on developing the QP research and on writing the QP with this faculty member. Students should meet regularly with each committee member from the outset, though the frequency of the meetings may vary. In this way, the student can benefit from the advice of all committee members and the committee members are apprised of the student's QP progress. The Chair should ensure that the student meets with the other committee members, but it is the student’s responsibility to schedule these meetings. Students are also encouraged to meet with any other faculty members who can be helpful even if they are not committee members.

QP Committee members should provide the student with feedback on QP drafts. Most QPs require a minimum of two or three drafts before they are considered ready for the Oral. Students should provide committee members with drafts and revisions far enough in advance of a scheduled meeting date to allow adequate time for review. When they consider the QP ready for the Oral, committee members meet with the student to review the paper in a group context; see QP Oral below. After the Oral, committee members advise on how approved QPs might be further revised for submission to journals or conferences.

**QP Timeline**
The QP1 is developed and discussed in the Research Workshop (395), Spring Quarter of the first year. In the same quarter, students enroll in three units of Directed Research (398) under the supervision of their QP Committee
Chair. The first QP—both the final approved version of the paper and the Oral—must be completed by the end of the Autumn Quarter of the second year.

The QP2 is begun in the Spring Quarter of the second year. In this quarter, all second year students present the initial stages of their research at a cohort meeting with the GSA. At the end of the quarter each student submits to the GSA a progress report, including a problem statement, timeline and working bibliography. The second QP—both the final approved version of the paper and the Oral—must be completed by the end of the Autumn Quarter of the third year.

Students should inform the SSO when they meet critical milestones in the QP process (e.g. submission of the first complete draft, scheduling of the Oral, submission of the post-Oral revision). Students are urged to meet with their entire QP Committee early in Autumn Quarter of the second or third year to discuss their progress to date and the remaining stages of the QP research and writing. Students should seriously consider enrolling in Directed Research (398) for 2-3 units during the quarter in which they are completing their QP research, typically Autumn Quarter.

Students should complete both QPs by the end of Autumn Quarter in the third year, so that they can start work on the dissertation during the third year.

**QP Extensions**

Requests for extensions must be made on the appropriate Department form ("Extension of Qualifying Paper Deadline"), completed by the student and the QP Committee Chair, and approved by the GSA. The request must include a clear and complete progress report and a work plan for QP completion that recognizes the remaining steps involved (e.g. write-ups of specific sections, full draft, Oral, post-Oral revisions, final reading by committee, etc.). Students are usually expected to have completed the research and at least a first draft before requesting an extension.

An extension request must be made before the end of the relevant Autumn Quarter. The maximum extension is normally one quarter beyond the deadline. A hold may be put on the student’s future registration if the QP is not completed by the extended time specified. A student who does not complete the QP within this time frame is not meeting minimal academic progress requirements and a significant delay in QP1 completion could have a serious negative impact on the candidacy decision; see the Candidacy and Academic Progress sections below.

**QP Oral**

The Department stresses the value of explicating a piece of research orally when it is mostly complete, much as one would at a conference. The QP Oral should be understood in this context: it provides a forum for an extensive discussion of the QP—both its form and content. Its goal is to clarify any remaining issues and to consider next steps.

The QP Oral should be held at least two weeks prior to the end of the quarter in which the QP is due to allow time for any needed revisions or clarifications. No formal paperwork is required to schedule the QP Oral, but by one week prior to the Oral, the student should have apprised the GSA and SSO of the upcoming Oral day, time, and location. By this time, the student should also have provided a QP draft to their committee. The committee Chair will ensure that the committee has read the paper thoroughly and regards the draft as ready for the Oral. A minimum of three committee members, one of whom must be the Chair, is required for the Oral.

Students should schedule two hours for the Oral: 10 minutes for a summary of the QP main points and its significance for the field, followed by 60 minutes for questions and discussion. The student then leaves the room while the committee discusses the paper and the Oral presentation; the last 15 minutes are spent discussing with the student recommendations for revision (if any), suggestions for further development of the paper, and plans for the future. If the committee makes suggestions for improving the paper, implementing them may or may not be required for satisfying the QP requirement. QP Committee Chairs are urged to put summaries of required changes
(if any) in writing very soon after the Oral. (Note that, unlike the University Oral Examination, the QP Oral does not involve an official vote.)

After the QP Oral: Final Revisions and Committee Approval
Students are urged to complete any required post-Oral revisions to the QP as expeditiously as possible. They should submit the revised QP to their committee enough in advance that the committee members can read the revision and approve it within the relevant quarter. When they submit the revised QP to their committee, students should include a cover note summarizing the substantive changes they have made.

Once the final version of the QP document has been approved by the QP Committee, the ‘Qualifying Paper Report’ should be completed with committee members’ signatures. If the QP fulfills the language requirement, this should be noted on the Qualifying Paper Report. This report and a final copy of the QP should be submitted to the GSA who will sign the report and convey both documents to the SSO in electronic format.

3.4 LANGUAGE REQUIREMENT

Students are required to demonstrate that they can carry out a sustained piece of linguistic research on a language other than English. The choice of language must be made in consultation with the GSA.

The Language Requirement Paper
Students demonstrate the required in-depth knowledge of the chosen language by completing a research paper on some facet of the language. This process includes implementation of all phases of the project, including the choice of research question, the method used to address it (e.g. fieldwork, design of experimental materials or data collection surveys, use of primary and secondary sources), and the analysis of the language data collected. The paper should also convey that the student has a larger understanding of the language and is approaching the research topic within this context.

Students develop the language requirement paper in consultation with a faculty member, who will be asked to certify that the completed paper fulfills the requirement. Many language requirement papers are begun as projects in regularly scheduled courses and are further developed through Directed Research (398) devoted to the project. The requirement may be fulfilled by satisfactory completion of a QP on the relevant language.

Timeline and Approval
Students must complete the language requirement by the end of the third year; however, students must submit a realistic plan for completing the requirement as part of the Proposal for Candidacy, which is due in the 5th week of Winter Quarter, second year.

The Qualifying Paper Report can be used to document both acceptance of a QP and certification of fulfilling the language requirement. To certify a paper other than a QP for fulfillment of the requirement, students should complete the ‘Language Requirement Report’ and submit the form with a copy of the relevant paper to the GSA for signature and filing with the SSO.

3.5 Ph.D. DISSERTATION

The dissertation demonstrates that the student has the ability to complete a substantial piece of original research work, to articulate the results of this work in an appropriate manner for the Linguistics community, and to demonstrate the work’s significance in the general field of Linguistics. The process of writing a dissertation involves hypothesis development, data collection, analysis and interpretation of research results, and drawing conclusions from them.

Establishment of a Reading Committee
The purpose of the Reading Committee is to help the student define a topic, to provide feedback and guidance as the student carries out the dissertation research and to read and critique drafts of the work. Students should
select a principal dissertation advisor, who will have the prime responsibility for guiding the dissertation research. The student should work in conjunction with this advisor to select other committee members.

The Committee is composed of at least three readers—the principal dissertation advisor who must be from the Stanford Department of Linguistics, and at least two other members. Two of the three readers must be members of the Academic Council (i.e. Full, Associate, or Assistant Professors). Consulting faculty, emeriti faculty, visiting faculty, or faculty from other universities may be members of Oral examination and Reading Committees, provided they agree to do the work involved. Emeriti faculty members and faculty from other departments or institutions may be co-principal advisors, but may not serve alone as principal advisor with the following exception. A co-advisor is not required during the first two years following retirement for emeritus Academic Council members who are recalled to active service. Students are especially encouraged to seek outside members if no faculty member at Stanford University is an expert on their designated language. Note that neither the University nor the Department provides funds for travel to campus for outside committee members.

Obtain and complete the ‘Doctoral Dissertation Reading Committee’ form, and return to the SSO. (This form is required before students may file for TGR; it must be filed with the SSO at least one quarter before completing the dissertation.) In addition, approval for a non-Academic Council member of a committee must be obtained through a ‘Petition for Doctoral Committee Members’, submitted to the SSO for signature approval by the Department Chair. The Reading Committee composition can be changed (as can the tentative title of the dissertation) at a later date. It is the student’s responsibility to ensure that changes to the Reading Committee membership are formalized through the ‘Change to Reading Committee’ form.

Written Proposal
Each Ph.D. candidate must submit a written dissertation proposal (approximately 10-15 pages long), which must be approved by the candidate’s Reading Committee. The proposal should be written and submitted before the student undertakes the bulk of the dissertation research. It establishes the background, feasibility and interest of the proposed research, and it details the procedures for accomplishing it in a timely manner.

A dissertation proposal will clearly specify the leading research questions and hypotheses, the data relevant to answering those research questions, the theoretical framework and the methods of analysis. It will provide a brief literature review, elucidating the relationship of the proposed research to other current research, and a clear work plan. The proposal should also present and interpret progress to date if the research is already underway. Finally, it should briefly discuss any research costs involved and the anticipated sources of funding.

The written proposal is modeled on the project description for an NSF Doctoral Dissertation Improvement Grant (DDRIG) in Linguistics. The project description is a major part of the full NSF DDRIG application for dissertation funding, so the dissertation proposal can serve as a stepping stone towards a complete DDRIG application. For those who choose not to seek NSF funding, the proposal format will still be helpful for other types of fellowship and funding applications. Examples of written proposals can be found on the dissertation proposal website.

The proposal, as a plan of work specifying questions still to be answered, should not be considered a publishable paper, although it may include work that has been published (for example in conference proceedings). Despite its important role in defining the dissertation, little, if any, of the proposal’s contents is likely to be included in the dissertation; however, parts might serve as drafts of introductory and literature review sections.

The written proposal must be approved by the dissertation Reading Committee. As soon as the proposal has been approved, a copy with a ‘Dissertation Proposal Form’ signed by the Reading Committee should be submitted to the GSA who will file it with the SSO. If the Reading Committee changes at a later date, the student should ensure that new committee members approve the dissertation proposal informally.

The dissertation proposal must be completed and approved by the Reading Committee by the end of the Autumn Quarter of the fourth year. Students are encouraged to complete the proposal as early as possible to maximize
the time available for the dissertation. Furthermore, departmentally approved proposals are often required for dissertation year fellowship or research grant applications, typically due in the Autumn Quarter of the fourth year.

**Extensions**

Requests for an extension of the dissertation proposal deadline must be made on the appropriate Department form (‘[Extension of Dissertation Proposal Deadline’](https://example.com/extension-form)), completed by the student and the principal dissertation advisor, and approved by the GSA. The request must be made before the end of Autumn Quarter of the fourth year. The maximum extension is normally one quarter. A hold may be put on the student’s future registration if the dissertation proposal is not completed by the extended time specified. **A student who does not complete the dissertation proposal within this time frame is not meeting minimal academic progress requirements; see the Academic Progress section below.**

**Proposal Meeting**

After the approval of the written dissertation proposal, each student is required to meet with their Reading Committee plus one or more faculty members who are not Reading Committee members. The purpose of the meeting is to provide the student with further guidance on how best to undertake the dissertation research and complete the dissertation in a timely matter. Thus, unlike the QP Orals and the University Oral, this meeting is advisory rather than evaluative. The proposal meeting is expected to take place in Autumn or Winter Quarter of the fourth year; in no instance, should it be postponed beyond Spring Quarter of the fourth year.

Students should schedule two hours for the proposal meeting. The student should begin with a 10-15 minute overview of the proposal content and a review of the research issues that would particularly benefit from discussion at the meeting. The rest of the meeting takes the form of a constructive and thorough discussion by those present of the student’s dissertation research program. Topics for discussion might include research priorities, the best formulation of the research questions and hypotheses, design of experimental, corpus, or field studies, the proposed research timeline, funding, and the preparation of grant applications. At the conclusion of the meeting, the Reading Committee Chair completes the ‘Dissertation Proposal Meeting’ form, which serves to record for the student the major recommendations from the meeting.

The proposal meeting includes one or more faculty members who are not part of the student’s Reading Committee. These faculty members can provide a fresh perspective on the dissertation research to benefit the student and the Reading Committee members. The additional faculty member(s) who attend(s) the dissertation proposal meeting should be chosen by the dissertation advisor in consultation with the student.

**University Oral Examination**

In the Department of Linguistics, the Oral Examination may be scheduled only after the Reading Committee agrees that the dissertation draft submitted is an acceptable pre-final version of the dissertation. This version will include a clear presentation of the dissertation’s principal empirical and theoretical contributions, and most chapters of the dissertation will be in a near-final state at the time of scheduling the University Oral. See [University Oral Examination](https://example.com/oral-exam) for more policy information.

The examining committee for the University Oral is minimally composed of five people: the student’s Reading Committee members (at least three), a Chair (from another department), and an additional member to be selected by the student, subject to Department approval. (The latter applies only when the student’s Reading Committee consists of three members.)

The University Chair ensures that the examination is carried out in a fair and responsible manner (i.e. serves as ‘Umpire and Quality Controller’). Students are encouraged to suggest and obtain the Chair, and it is strongly advised to start this search early. If a Chair cannot be identified, it is the responsibility of the student’s advisor to obtain a Chair (or to delegate this task to another committee member). The Chair cannot be from the Stanford Department of Linguistics or have an appointment in the same department as does the principal dissertation advisor.

13

Ph.D. Handbook
University Oral - Scheduling
The student must be registered in the quarter of the University Oral Examination. S/he is responsible for coordinating the Oral Exam schedule and location. The student should begin planning for the Oral, including identifying a University Chair, with their principal advisor about five weeks prior to the desired exam time. The exact time and place must be set at least two weeks in advance of the Oral itself. When these are determined, students should complete the ‘Oral Examination Schedule’ and return it to the SSO, at least two weeks prior to the exam date. The SSO can help with room scheduling for the exam.

The student is responsible for providing the GSA with an abstract of the dissertation that can be used in an announcement of the public part of the University Oral, at least two weeks in advance of the Oral.

The student must submit a draft of the dissertation or long abstract (12 pages minimum) to the University Chair at least one week before the Oral; the SSO will assemble a file for the University Chair. The Chair may ask for the complete dissertation draft prior to the Oral.

University Oral - Format
The University Oral takes up to three hours; in the Department of Linguistics it has the following form:

(i) A public talk of 30-45 minutes by the candidate outlining the dissertation purposes and implications for the field. Visual aids should be made available. Notes may be used, but the talk should not be read. Failure to observe these requirements may result in cancellation of the Oral. In such circumstances, cancellation may be requested by any member of the Oral Committee within the first five minutes of the talk.

(ii) Questions from non-Committee members of the audience; the introduction of the student by the Reading Committee Chair, the question period, and the public talk together should take no more than 75 minutes.

(iii) After the open part concludes, there will be a closed part including questions from Committee members on the content of the talk; these are not limited to the dissertation topic alone; each Committee member has approximately 20 minutes for questions, including the University Chair.

(iv) The Committee discusses the dissertation and the Oral in the absence of the candidate, and votes on whether the Oral is passed or failed.

Submission of the Dissertation in Approved Final Form
Dissertations may be submitted either in paper form or electronically. Guidelines for each option can be found on the Registrar’s Office site:

Checklist for electronic submission (additional lists and instructions can be found in the “Directions for Preparing Doctoral Dissertations for Electronic Submission”)

1. Application to Graduate must be filed online through Axess by the appropriate deadline.
2. One hard copy of an original signature page submitted to the Student Services Center.
3. One hard copy of the dissertation title page submitted to the Student Services Center.
4. Confirm the names of all Reading Committee member in Axess, and designate a Final Reader.
5. Confirm candidacy as valid through degree conferral date.
6. Confirm completion of all required University milestones.
7. One electronic copy of the dissertation in PDF format for online submission.
8. Confirm via Axess that the designated Final Reader has electronically-approved the ‘Certificate of Final Reading of Dissertation’.
Checklist for paper submission (additional lists and instructions can be found in the “Directions for Preparing Doctoral Dissertations”)

1. Application to Graduate must be filed online through Axess by the appropriate deadline.
2. Four unbound copies of the dissertation with original signatures of all members of the faculty Reading Committee. The copy for Proquest must be single-sided.
3. Three additional separate copies of the title page of the dissertation.
4. The ‘Certificate of Final Reading of Dissertation’ signed by one member of the Reading Committee to approve the dissertation in final form.
5. One separate copy of the abstract of the dissertation signed by the student’s advisor.
6. The ‘Doctoral Dissertation Agreement Form’ for Proquest.
7. The ‘Survey of Earned Doctorates’.
8. A receipt from the University Cashier for payment of the fee for binding four copies of the dissertation. If Copyright is requested, the receipt must also include the Copyright fee.

Students must be registered in the quarter in which they submit the dissertation. The dissertation submission deadline is a strict deadline and students who miss it will be required to register for an additional quarter. Please allow plenty of time to complete the steps required for the final submission. The student is also responsible for ensuring that faculty will be available to sign the signature page or act as Final Reader.

The Office of the University Registrar does not provide bound copies of the dissertation for personal use. Students who want additional dissertation copies bound for personal use should contact the Binding and Finishing office in Meyer Library (room 380) or Postal Annex in Hayward, CA.

3.6 ADVISING

A Department faculty member serves as Graduate Studies Advisor (GSA). Typically, the GSA keeps track of the general degree progress of all M.A. and Ph.D. students, offers advice on meeting Department and University milestones, coordinates Departmental advising and TAing, and approves special petitions. Each student also has an individual advisor, usually chosen based on shared research interests, who advises on coursework, research projects and meeting professional goals.

Students are assigned a second advisor for their first two quarters in the program. Student preferences are gathered in the summer before their first year, and the GSA makes final assignments to ensure that advising is spread equitably across the faculty. The second advisor helps new students get started with their graduate career, offering advice on appropriate coursework to help them achieve their goals and how best to get started with research. Beginning with Spring Quarter of the first year, the student’s Qualifying Paper committee Chair serves as the advisor. On completion of the qualifying papers, students choose a faculty member as their dissertation advisor (i.e. Chair of their dissertation Reading Committee). Students are encouraged to work closely with at least two or three faculty members early in the Ph.D. program to benefit from their various perspectives and learn which faculty members might be particularly appropriate for their dissertation Reading Committee.

Students are encouraged to communicate clearly and frequently with their advisors, especially the GSA. It is important to set clear expectations for advising and to revisit those expectations periodically. An important part of the student-advisor relationship is that students learn to advocate for themselves. If the advisor relationship is not conducive to academic progress or is otherwise problematic, it is the student’s responsibility to contact the GSA to discuss the issue. In some cases, this might result in a change of advisor. Additional resources on advising are offered by VPGE and students are encouraged to familiarize themselves with Stanford’s Guidelines for Good Practices in the Graduate Student-Faculty Advisor Relationship.
4. UNIVERSITY REQUIREMENTS AND EXPECTATIONS FOR THE Ph.D.

For more details, see the relevant sections of the Stanford University Bulletin, particularly the sections on degree-specific requirements and regulations regarding academic progress, dismissal, and grievance procedures.

4.1 ACADEMIC PROGRESS

The Department of Linguistics faculty is responsible for providing students enrolled in the Ph.D. program with timely and constructive feedback on their degree progress. Department faculty meet annually to evaluate each student’s degree progress and to identify any areas of concern. Students in the second year and later are reviewed in the Spring Quarter; first year students are reviewed at the beginning of Autumn Quarter of the second year. After these meetings, the GSA summarizes for each student the faculty discussion, and expectations going forward. Failure to correct any deficiencies in a timely manner may be cause for academic probation or dismissal. However, at any point during the degree program, evidence that a student is performing at a less than satisfactory level may be cause for a formal academic review of that student.

Candidates for advanced degrees are expected to satisfy degree requirements as expeditiously as possible. Further, the University requires that registered graduate students must enroll for at least 10 units and must pass a total of 24 units in 3 quarters, normally at least 8 units a quarter. Those registering at 8-10 units must enroll for 8-10 units and pass a total of 18 units in 3 quarters, normally at least 6 units a quarter. Additionally, graduate students must maintain a ‘B’ (3.0) grade point average. First year students in the Department of Linguistics are funded for 11-18 units, and are expected to take an average of 15 units per quarter.

In assessing satisfactory academic progress, Department faculty considers the student’s stage in the Ph.D. program. During the first two years, students devote much of their effort to developing a strong foundation in linguistics in general and in the subareas of research interest in particular through appropriate coursework. They also begin research via course projects, the mentored research project, and the QP1. Thus, coursework performance is a significant component of the progress assessment in the first two, pre-candidacy years. However, the faculty also gives strong consideration to other indicators of promise as a researcher, including the QP1 and other research projects, as discussed in the ‘Candidacy Decision’ section. Post-candidacy, students shift their focus from coursework to research. At this stage in the Ph.D. program, the progress assessment focuses on the student’s research. Students are expected to carry out high-quality, independent research; they should show clear and steady progress on their research each quarter and take all necessary steps to acquire any needed additional background and skills. Thus, students are expected to assume more responsibility for their progress and for creating an educational program to meet their needs and prepare them for their professional career. This includes seeking out presentation and publication opportunities to build a strong professional profile and, if necessary, funding opportunities to support their research.

Students who fail to meet Department or University milestones in a timely manner or who do not meet the requirements for grade point average or minimal progress will be reviewed by the Department and may be subject to academic probation. The GAP provides detailed information regarding University expectations about academic progress, and the consequences of not meeting these expectations.

Students with Documented Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located in the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. A new letter is needed every quarter. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).
4.2 RESIDENCY AND UNIT REQUIREMENTS

University residency for all students is determined by the number of units completed. Units completed are calculated on the basis of courses taken at Stanford. The University’s minimum graduate degree requirements are a program of study that includes 90 units of graduate coursework and research done at Stanford and 135 completed units of residency. The doctoral program may include an M.A. degree; however, the minimum requirement for a Ph.D. degree taken after a Stanford M.A. degree is 90 units of unduplicated work. Directed Reading and Directed Research units may be included in these totals. For students who have done graduate work at another institution, a maximum of 45 units done at that institution may be used in the residency calculation by petition; see the Transfer Credit section below.

4.3 TRANSFER CREDIT

Students entering the Linguistics Ph.D. program who have done graduate work, including an M.A. degree, from another accredited institution may have their coursework evaluated by the Department for possible transfer credit. University policy stipulates that students be enrolled at Stanford for at least one quarter prior to applying for transfer credit. (Getting transfer credit precludes earning an M.A. at Stanford, unless an additional three quarters of residency are completed.) A maximum of 45 units of coursework may be validated to meet requirements for the doctoral degree. Specific criteria regarding the units that may be transferred are described in the GAP.

Students interested in transferring credit should discuss this with the GSA to understand how the transfer of credit will interact with the Stanford Linguistics Ph.D. program. If after this discussion, the student chooses to have work completed at another university evaluated for residency credit, they should obtain the ‘Application for Graduate Residency Credit’ form. This form should be completed in consultation with the GSA, and returned to the SSO with an original transcript from the M.A. institution. After Department-internal approval, the application for residency credit is sent to the Graduate Degree Support Progress section of the Registrar’s Office for final approval.

4.4 CANDIDACY

Candidacy is the most important University milestone on the way to the Ph.D. degree. Admission to candidacy rests both on the fulfillment of Department prerequisites and on an assessment by the Department faculty that the student has the potential to successfully complete the Ph.D.

Candidacy Decision
The candidacy admission decision is grounded in an overall assessment of the student’s performance and potential. A student will only be admitted to candidacy if, in addition to fulfilling Department prerequisites, the faculty judges that the student has demonstrated the qualities to successfully complete the remaining Ph.D. degree requirements at a level of superior quality. The decision rests largely upon indicators of the student’s ability to produce original and independent research. Admission is not automatic and is not based solely upon grades in courses, satisfactory completion of prerequisites, or meeting the University’s minimum requirements for academic ‘good standing’, although all of these are weighed in the decision.

Following University policy, students are expected to complete the candidacy requirements by the end of the sixth full academic quarter of graduate study. The Department faculty reviews each student at that time and votes on whether to admit the student to candidacy. Students not admitted to candidacy will be dismissed from the Ph.D. program; however, at the Department’s discretion, students may be provided with the option of completing any remaining requirements for the M.A. and receiving this degree.
Departmental Requirements for Ph.D. Candidacy
Satisfactory completion of the following:

- Seven of the nine basic courses
- A plan for completing the language requirement
- At least one of the two Qualifying Papers
- A topic and expected completion date for the second Qualifying Paper

Candidacy Proposal
Students should meet with the GSA and their QP advisor to prepare a ‘Proposal for Candidacy’, which specifies how the student plans to fulfill the candidacy requirements and satisfy any remaining degree requirements. This proposal should be submitted with the advisor’s signature to the GSA by the end of the fifth week of the Winter quarter of the second year. Candidacy proposals will be reviewed by the GSA and SSO by early Spring Quarter; the GSA may choose to bring some proposals to the full faculty for discussion. Approval of the Proposal for Candidacy simply affirms that the Department has approved the student’s proposal for how the requirements will be fulfilled; it is not an indication of whether the student will be admitted to candidacy. Approved proposals will be returned to the student with the GSA’s signature.

4.5 THE M.A. EN ROUTE TO THE Ph.D.

The M.A. in Linguistics may be completed en route to the Ph.D. Students need to have completed 45 units of coursework beyond the B.A., the M.A. language requirement, and one of the Qualifying Papers.

After submitting the ‘Proposal for Candidacy’ and filing the Foreign Language Report and the Qualifying Paper Report, submit the Graduate Authorization Petition in Axess. Then petition for degree conferral via Axess. The application deadline for degree conferral is usually at the end of the 8th week for Autumn and Winter Quarters and at the beginning of the quarter for Spring Quarter.

4.6 TERMINAL GRADUATE REGISTRATION (TGR)

Achieving Terminal Graduate Registration (TGR) status is another University milestone on the way to the Ph.D. This registration status attests to the completion of all degree requirements apart from the dissertation. This milestone must be reached by the end of Spring Quarter of the fourth year of graduate study, although many students reach it a quarter earlier. This registration status allows a student to pay only a basic registration fee without having to pay and register for units.

TGR Eligibility
TGR eligibility requirements for Linguistics Ph.D. candidates include:

- Admission to candidacy
- Completion of all coursework
- Completion of all Department requirements (e.g., the QPs and the language requirement), except the dissertation and the University Oral Examination
- Accumulation of 135 units
- Completion of the Reading Committee Form

Students use the TGR Request form to petition for TGR status when these items are completed.

TGR Registration
When TGR status has been approved, Ph.D. candidates register for TGR Dissertation with a faculty advisor (LINGUIST 802, 0 units). Students can register for up to 3 units per quarter (in addition to 802) while on TGR status.
4.7 GRADUATION QUARTER REGISTRATION

Students who have completed all Ph.D. degree requirements except the submission of the dissertation in its final form, are eligible for one quarter of reduced tuition status, the "Graduation Quarter". Students must have completed the University Oral Examination, and have been enrolled or have been on an approved leave of absence in the preceding quarter to be eligible for this special registration status.

Students registered with Graduation Quarter status are considered full-time students, and are therefore assessed a minimal tuition charge set by the University, plus ASSU fees, Campus Health Services fees and Cardinal Care health insurance fees (unless evidence of comparable insurance coverage is presented by the quarterly deadline).

Registration for Graduation Quarter
Submit the 'Petition for Graduation Quarter' to the SSO for signature approval, and then to the Registrar’s Office prior to the first day of the intended graduation quarter.

Students registered under the Graduation Quarter designation must enroll in LINGUIST 802 (Linguistics TGR Dissertation, 0 units).

Students who do not submit the dissertation during their Graduation Quarter will be assessed tuition at the TGR rate in all subsequent quarters that they are registered.

5. TEACHING

The University and the Department regard teaching as an essential and integral part of a Ph.D. program, since all professional careers, academic or not, involve some aspect of teaching. To help students develop as teachers, the Department provides all Ph.D. students with pedagogical training and related professional activities, and with several TA assignments under the supervision of a faculty member that provide experience with various facets of teaching. See the TA Handbook for more information regarding Department guidelines.

5.1 TEACHING LOAD

All Ph.D. students must serve as a TA for two academic quarters; students must either serve as a TA for a third quarter or work as a research assistant (RA) on a faculty member’s externally funded grant for one academic quarter, during which time this grant provides tuition and stipend funding.

Students typically start teaching in their second year, and distribute their other teaching assignments over the third and fourth years. Students may serve as a TA for only one course per quarter. The Department aims to give all students a varied range of TA experience. A Mentor TAship provides advanced students who have an excellent teaching record with the opportunity to train other Department TAs (see Coordination of TAs, below). Very limited opportunities may be available to students with excellent teaching records to propose a special course for undergraduates offered by the Department.

5.2 TA SELECTION

Each Spring Quarter students who have not yet satisfied their TAing requirement are asked to list their teaching preferences for the following academic year. The GSA, in consultation with the Department Chair, makes TA course assignments, taking student preferences into account. Assignments include undergraduate courses, and very occasionally, a graduate course. Special TA opportunities are also available: Corpus TA, Lab TA, Voices of California (VoCal) TA, Mentor TA and Undergraduate Research Mentor. See the TA Handbook for more information.
5.3 TA ELIGIBILITY

Students must meet minimal progress requirements to be eligible for a TA position. Any exceptions to this will be discussed on a case-by-case basis with the GSA.

Students whose native language is not English must obtain TA Eligibility Certification with the English for Foreign Students (EFS) Program before their first TA quarter.

5.4 TA TRAINING

Reflecting the importance that the Department and University place on teaching as a professional skill, both provide many resources to help students develop as teachers. All second year students are expected to attend the half-day TA orientation workshop offered by the Vice Provost for Teaching and Learning (VPTL) a few days prior to the start of the Autumn Quarter; this session is followed immediately by a brief Department TA orientation. (Incoming second year students should keep the orientation dates in mind when making their summer plans.) In addition, second year students register for and attend an Autumn Quarter workshop (394) prepared by the Department of Linguistics Mentor TA on pedagogical content specific to teaching Linguistics courses. Second year students are required to take a one-hour sexual harassment training class designed for Stanford academic staff. Second year students are also required to watch the video ‘Major Stanford policies and practices every TA should know’. This video is shown during one of the break-out sessions at the VPTL orientation. VPTL provides additional professional development opportunities, and students are encouraged to take advantage of them.

5.5 TA RESPONSIBILITIES

TA assignments are for 50% time, with the expectation that the student will work an average of 20 hours per week during the quarter. TAs should meet with the course instructor before the start of the course to clarify expectations about tasks and responsibilities. Generally, TAs help with course planning, develop and grade assignments and exams, hold office hours, answer student questions, and in many courses, plan and teach discussion sections. For courses without discussion sections, TAs are often given the opportunity to teach at least one class session and to be evaluated.

5.6 TA EVALUATION

All TAs will be evaluated by students in their section using the University TA evaluation form in Axess. Evaluation results are available to TAs and instructors after class grades are submitted. Results can be found in Axess, under the Teaching tab in the Student Center. Instructors are urged to attend sections at least once.

Instructors evaluate TA teaching using the Department’s faculty evaluation form. (The instructor completes it, discusses it with the TA, and gives it to the SSO for inclusion in the TA’s Department file). Students are also encouraged to use VPTL assessment services. See the VPTL website for information about services available for TAs.

5.7 COORDINATION OF TAS

The Mentor TA coordinates TA training, supervision, and trouble-shooting, in consultation with the GSA. The Mentor TA serves as resource to TAs during the year, ensuring that students and faculty implement the Department’s TA guidelines, observing and evaluating sections or other teaching, maintaining and updating the TA Handbook, and serving as liaison with VPTL. See the TA Handbook for more information.
6. RESEARCH

6.1 UNIVERSITY RESEARCH POLICIES AND GUIDELINES FOR GRADUATE STUDENTS

Graduate students are responsible for knowing and understanding the policies and guidelines involving the conduct of research that pertain to them. These policies are summarized in the "Research Policies for Graduate Students" section of the Graduate Education page of the Bulletin, as well as on the VPGE's Research-Related Policy page. More detailed information can be found in the Research Policy Handbook from the Office of the Vice Provost and Dean of Research.

6.2 HUMAN SUBJECTS

Students must seek IRB Panel approval prior to undertaking a project if it both involves human subjects and qualifies as research. The following guidelines will help students decide whether they need to seek such approval, but students should always consult the Panel staff if unsure whether approval is required or with any questions on the submission of an experimental protocol or human subjects research. The GSA and Professor Penelope Eckert can also provide advice.

Human subjects are any people about whom researchers obtain data. Typical linguistic research falling under this rubric includes (but is not limited to) experiments in sound perception or language processing, developmental studies of children’s language, ethnographic observation of communities and their language use, interviews, and some work with social media. Observation (with or without interaction) requires IRB approval if researchers keep records or images that would identify the individual. On the other hand, consulting with a fellow linguist or other language professional, or using archival data or previously published data, does not require approval. Working with a native speaker as consultant, when all that is being collected is linguistic data and grammaticality judgments, is not human subjects research. However, if such research is done outside of the United States, or if it involves the collection of information about the consultant, it does require approval.

‘Research’ is scientific activity designed to develop or contribute to generalizable knowledge, whether or not this research is eventually published. Research gathered without IRB approval cannot be used for publication, presentations at conferences, colloquia, or workshops; informal dissemination via working papers; or deposit of the information in the library or in the Department for access by other interested parties. Theses (undergraduate and graduate) and dissertations always fall in this category, and the presumption is that Qualifying Papers and most other projects do too. Two common exceptions are: 1) Practica. These are class exercises not expected to lead to publishable results, and 2) Pilot studies. A pilot study is work done for the purpose of refining a method of observation or data collection before starting the project proper. Data obtained as part of unapproved practicum or pilot work cannot be used for publication. For the actual study, researchers must solicit IRB approval, gather new data, and base the conclusions on the new data.

The Department has a general human subjects protocol for carrying out linguistic experiments that involve minimal risk. Students must be supervised or actively collaborating with a faculty member listed on the protocol in order to do experiments under the protocol. They must also comply with the protocol conditions, including making reports to the Lab TA before and after the experiment and using the appropriate consent form. The protocol and information about required steps for protocol use are available on the Experimental Protocol web page on the Department web site.

However, student must receive IRB approval if their projects involve the collection of personal information about the speaker (e.g., gender, age, education, hometown), even for aggregate statistical use, or if data are elicited through personal discussion or interaction.

Whether or not the work requires IRB approval, the Department expects that researchers will follow standard ethical guidelines. Researchers should protect people from unnecessary discomfort or risk of harm; ensure that
they know that participation is voluntary and that they can withdraw at any time; inform them in advance of the nature of the work (purpose, procedures, risks and benefits, discomforts, compensation, time requirements, confidentiality or credit, use and disposition of recordings); and obtain their explicit consent. If researchers work with a minor, a parent or guardian must also give permission. These issues of informed consent are all addressed more fully in materials supplied by the Panel; please consult them.

Research Compliance Office

6.3 RESEARCH OPPORTUNITIES

Stanford graduate students in Linguistics have an array of research opportunities beginning early in their graduate career. Opportunities include a wide variety of ongoing research projects, both within the Department and the Center for the Study of Language and information (CSLI). In addition, there are established connections with a number of Silicon Valley company laboratories through which students may obtain further experience and employment opportunities.

6.4 PUBLICATIONS AND PRESENTATIONS

The Department strongly recommends students considering a professional academic career in Linguistics to present papers at conferences and workshops, both within the Department and outside. Students are also advised to prepare papers for publication in refereed journals. Conference participation and publication serve a number of important functions and play a crucial role in the professional development of the student, and are therefore viewed as an integral part of the program, though they are not a curriculum requirement per se.

Students should seek additional advice and guidance from the advisor and/or other faculty members on which work to submit and the appropriate venues for submission. Students are also advised to get faculty feedback before submitting an abstract to a conference or a paper for publication.

7. FINANCIAL MATTERS

The following information is intended to clarify issues related to graduate financial aid. It includes snapshots of some typical funding scenarios, which differ according to the source of funding, but it does not cover every student’s funding situation.

Further, these funding types and scenarios are subject to change in the future depending on the availability of funding or changes in conditions on internal or external funding. Each student receives an award letter each academic year that gives quarter-by-quarter details of their particular funding award for that year.

7.1 TYPES OF UNIVERSITY FUNDING

University Fellowships
A University Fellowship (UF) provides the student with a living stipend and pays for tuition appropriate to the student’s stage in the program. Students in their first year are generally on 3 academic year quarters of UF, which includes 15 units of tuition support per quarter. The second year is generally funded by a combination of UF and TA (and/or RA, in certain circumstances); these quarters include 10 units of tuition support. Once students reach TGR (usually no later than the beginning of the fifth year), they are on a UF again, which this time includes TGR tuition. Students holding UFs are paid the full amount of the stipend (minus applicable taxes and fees) on the first day of the quarter.

Teaching Assistantships
Students typically complete the teaching requirement (at least 3 quarters as a teaching assistant (TA)) by the end of the fourth year. Usually students receive one quarter of teaching assistantship in each of the second, third and
fourth years. Students on TAships are paid a semi-monthly salary and also receive 10 units of tuition per teaching quarter (or TGR tuition if they have reached TGR). Payment for some of the special TAs such as Corpus TA, Lab TA, or Voices of California TA may be done on a different schedule; students holding one of these positions will be informed of the relevant arrangements.

**Predoctoral Research Assistantships**

Once students have been admitted to candidacy, their funding generally takes the form of Predoctoral Research Assistantships in all non-TA quarters until they reach TGR status. The third and fourth years are generally funded by a combination of Predoctoral Research Assistantships and TAships (and/or RAships on faculty members’ grants). Students on Predoctoral RAships are paid a semi-monthly salary and receive 10 units of tuition per quarter.

**Research Assistantships**

Opportunities also exist for students to receive Research Assistant (RA) appointments on faculty members’ grants, as an alternative to UF or Predoctoral Research Assistantship quarter(s). Students are encouraged to consider these opportunities seriously, if they arise, as they provide invaluable experience. Students on RAships are paid a semi-monthly salary and receive 10 units of tuition per quarter (or TGR tuition if they have reached TGR).

**Summer Quarter Research Assistantships**

Ph.D. students are eligible for two summers of Department RA funding, unless they are already receiving comparable funding through an SGF, NSF, or other fellowship. Students may use this support in any two summers following years 1-3 of graduate study; it may not be postponed to a later year. Students are expected to be on campus during the Summer Quarter; however, they may petition the Department for permission to use one of the two summers of RA support to attend a summer school or to carry out fieldwork.

Summer funding is for the 8-week Summer Quarter. Students receive a one-quarter stipend of 80% of the academic year stipend. The stipend rates are those for the previous academic year. The level of tuition support provided is determined by the number of coursework units required given the student’s stage in the graduate program. Typically, this support will be for 8-10 units of tuition support for both Summer Quarters; however, during a funded summer away from campus, students receive 1-3 units of tuition.

Students must be in good academic standing and making satisfactory progress on their degree requirements to receive Department summer funding. Specifically, students must have been admitted to candidacy to receive funding in the summer after their second year of graduate study, and students must have completed both QPs to receive funding in the summer after their third year of graduate study.

Requests for off-campus summer funding are due no later than the mid-April date by which students must request Departmental summer support. Students must provide a brief description of these alternate summer plans, and these plans must be approved by a faculty advisor and the GSA.

**Summer Quarter University Fellowships at the TGR Tuition Rate**

Students are eligible to receive a third summer of funding after their fourth academic year of graduate study unless they are already receiving comparable funding through an SGF, NSF, or other fellowship for that summer. This funding takes the form of a University Fellowship to allow recipients to devote themselves full-time to their dissertation. The funding is for the 8-week Summer Quarter. Students receive the TGR tuition allowance, which includes registration for 1-3 units, if desired, and a one-quarter stipend of 80% of the academic year stipend. The stipend rates are those for the previous academic year. Students receiving this support are expected to be on campus and to meet regularly with their dissertation advisor(s); however, students may petition the Department for permission to be away from campus if required to continue progress on the dissertation research.

In order to qualify for this funding, students must meet the following requirements before the relevant Summer Quarter begins: they must have reached TGR status, have an approved dissertation proposal, have successfully completed the dissertation proposal meeting, and be in good academic standing and making satisfactory progress on their degree requirements. The funding is only available for the summer immediately after the fourth year of
graduate study and cannot be postponed to a future date. Students who plan to take a leave of absence during years 1-4 should consult the GSA before beginning the leave to discuss how the leave will interact with the availability of this funding.

Health Insurance
During each quarter of Department support, students in the first through fifth year of graduate study are eligible to receive a health insurance benefit that includes the cost of their Cardinal Care University health care coverage. Students must elect Cardinal Care insurance coverage to receive these benefits. Students may learn more about Cardinal Care benefits at their website. Should students receive support in any quarter from non-Department sources, the full cost of Cardinal Care might not be covered. In addition, students are responsible for paying the Campus Health Services Fee each quarter.

7.2 FUNDING SCENARIOS

Five-Year Departmental Funding Package
This award provides 15 quarters of academic year funding, consisting of 8 quarters of University Fellowship, 3 quarters of Teaching Assistantship, 4 quarters of Predoctoral Research Assistantship, 2 quarters of Summer Quarter RAship, and 1 quarter of Summer Quarter University Fellowship. An example of funding details for the academic year portion of a 5-year award is as follows:

Year 1: Three quarters of UF (with 15 units of tuition support each quarter)
Year 2: Two quarters of UF, one quarter of TAship (with 10 units of tuition support each quarter)
Year 3 and 4: Two quarters of TAship, four quarters of Predoctoral RAship (with 10 units of tuition support each quarter)
Year 5: Three quarters of UF (with TGR tuition support each quarter)

The summer portion of the 5-year award typically takes the form of two Summer Quarter RAships and one Summer Quarter University Fellowship at the TGR tuition rate; all support is for the 8-week Summer Quarter. The Summer Quarter RAships are designated for the summers after two of the first three years of graduate study. The third summer of funding may only be used for the summer following the fourth year of graduate study and usually takes the form of a UF with TGR tuition support. Students will be able to receive summer support from Stanford sources for additional summers beyond the three that the Department is committed to providing, if there is additional funding available beyond what is needed to support those students who are eligible for Department funding or if there is funding for a project that requires a student with specialized skills.

Interaction of Internal and External Funding
Students are urged to seek external fellowship support from University internal or external sources to cover their tuition and/or stipend during some or all of the five years of the Ph.D. program. Some fellowships include benefits that the Department can’t provide, such as additional summer or research support; furthermore, they allow the Department’s own funding to go further. The Department maintains a web page listing fellowship opportunities.

When a student enters the program with external fellowship support or receives it at a later point in the Ph.D. program, the Department supplements the award, if necessary, so that the student receives at least the level of tuition and stipend funding provided by the five-year Departmental funding package (see above).

A Ph.D. student who secures a major, qualifying external fellowship is also eligible for an additional $5,000 of travel and/or research funding from the Department. A student may receive this incentive twice during the Ph.D. program. To qualify, the fellowship must contribute at least $20,000 towards academic year tuition and/or stipend that would normally have been paid for the student by the Department. Qualifying fellowships include NSF Graduate Research Fellowships, Ford Predoctoral or Dissertation Fellowships, AAUW American Dissertation Fellowships, Spencer Dissertation Fellowships, and ACLS Dissertation Completion Fellowships, as well as Stanford’s Diversifying Academia, Recruiting Excellence (DARE) Fellowships and Interdisciplinary Graduate Fellowships (SIGFs). Mellon, Geballe, and Lieberman Dissertation Year Fellowships qualify only if students take them in the
fifth year of graduate study; furthermore, the combination of fellowship and Department funding received during
the fifth year will qualify as the fifth year of Department support, so that the student would not be eligible for
subsequent Department support. Stanford Graduate Fellowships (SGFs) do not qualify for the research/travel
incentive as they are part of the initial funding allocation received by the Department. Any fellowships not listed
here must be approved by the Department’s GSA.

Some external fellowships, e.g. the NSF Graduate Research Fellowships (GRF) and SIGFs, have restrictions on
additional employment, which may have repercussions for the way a student can satisfy the TA requirement. In
this case, the Department and student will work on an appropriate plan. Please ask the SSO about restrictions.

An Internal/External Funding Example: NSF/Departmental Funding Package
When a student enters the program with an NSF Graduate Research Fellowship, the Department supplements the
award so that the student receives 5 years of funding. The NSF award provides 3 years of funding, including
summers, a generous living stipend and a small contribution towards tuition; the remainder of the tuition during
these three years is paid by the Department.

One funding scenario for the NSF award is as follows:
· Years 1-3: NSF, with Department supplementation. Tuition support appropriate given student’s year.
· Year 4: Three academic year quarters of Department funding, including a combination of Predoctoral RAship
  and TAship (if the TA requirement has not yet been completed), full-time tuition support plus one
  quarter of summer funding at the TGR tuition rate (see ‘Summer Quarter University Fellowship at the
  TGR Tuition Rate’)
· Year 5: Three academic year quarters of UF with TGR tuition support each quarter

The student should speak with the SSO and the GSA about the TA requirement as they intersect with NSF funding
policies regarding additional employment.

7.3 TAX INFORMATION

The following is general information about taxes. Please note that Department administrative staff cannot assist
students in this matter; we strongly recommend that students obtain professional help in the preparation of
federal and state taxes. International students should take advantage of the special tax seminars held in March and
April at the Bechtel International Center.

U.S. citizens and permanent residents who received fellowship stipend checks (quarterly, lump sums from which
taxes were not withheld) will NOT receive W-2s. Stipends are taxable but are not subject to withholding or
reporting by Stanford. (Tuition is not taxable for degree-seeking students. It is tax reportable for non-degree
seeking students, e.g., postdoctoral fellows.)

International students who received fellowship stipends (quarterly lump sums) ARE subject to withholding and will
receive a summary from the Controller’s Office in February or March. This will not be a W-2 (a report of wages)
because these students did not receive payroll salaries; instead, it will be a 1042-S listing scholarship/fellowship
and taxes withheld. International students from treaty countries who are claiming exemption from taxes based on
the treaty will be receiving 1042-S forms by March 15, and should report these earnings. This applies to either
salary or stipend amounts. If students do not receive the 1042-S form by March 15, they may contact the
University Payroll Office at 723-2259. Students will need to indicate their full name, SU ID number, social security
number, and current address.

Students on all types of assistantships (RAships and TAships) receive W-2 forms via Axess during the 2nd half of
January. If a student has not received the form by February 1, they may contact the University Payroll Office at
723-2259. Students will need to indicate full name, SU ID number, social security number, and current address.

Tax Information
7.4 DEPARTMENT FUNDS FOR Ph.D. STUDENT RESEARCH AND TRAVEL

The Department of Linguistics provides Ph.D. students with internal funding for conference and research travel, as well as some research expenses. Allocations are based on currently available funding from the School of Humanities and Sciences and may change. Students must be in good academic standing and not on academic leave to receive funding. Funds may be used in the summer if the student is registered in the preceding Spring Quarter and the following Autumn Quarter. The GSA can offer students advice on budgeting funds over their graduate career, as well as on relevant external funding sources, which primarily support research; see the Department’s Graduate Fellowship and Funding Information web page for potential external funding sources.

Students should consult the Finance Administrator at least two weeks prior to incurring expenses or undertaking travel with any questions or concerns; they should allow for more time in the summer. Reimbursement requests that do not meet University and/or Department guidelines may be rejected.

Students should register foreign travel with the Office of International Affairs before departure.

Available Travel and Research Funds
- $3,000 for all students, for travel and research expenses at the start of the Ph.D. program.
- $1,000 after timely completion of the dissertation proposal and proposal meeting milestones.
- $5,000 additional allocation for recipients of major external fellowships contributing at least $20,000 towards academic year tuition and/or stipend during years 1-5. See the Interaction of Internal and External Funding section of this handbook.
- $5,000 additional allocation for students who receive RA tuition and stipend paid from a faculty member’s externally funded grant for two or more academic year quarters. (Note: a given RA quarter can only qualify a student for this incentive or for a waiver of one quarter of the TA requirement; see Teaching section).
- Students may not receive an additional allocation more than twice in their graduate career.

Allowable Uses of Funds
The faculty believes that it is important for students to develop a strong professional profile; for this reason students are urged to give priority to using their Department funds for travel to present their research. Each student can decide how to distribute their funding among the following allowable uses:

- Paper or Poster Presentations at Professional Meetings, Conferences, and Workshops: Payment of domestic or international travel costs, including airfare and ground transportation; registration fees; meals; and lodging.
- Summer Schools: Payment of domestic or international travel costs only to attend one summer school. Students with special $5,000 allocations may also be reimbursed for tuition, fees, and/or living expenses for this summer school.
- Research Expenses: Purchase of specialized equipment, software, or data sets (which remain the Department’s property); payment of human subjects or language consultants; and data entry or transcription costs. If required, a human subjects protocol must be submitted and approved before costs are incurred.
- Research Travel: Payment of travel costs and/or living expenses for one research related trip (e.g., field research, visits to labs directly connected to the student’s research, travel to libraries or archives).
- Job Search Expenses at the End of the Ph.D. Program: Payment of costs to attend conferences where the student is to be interviewed for future professional employment.

Non-Allowable Uses of Funds
Funds may not be used for the following purposes: travel costs to attend conferences, but not present research; health insurance in the field; dissertation write-up expenses; payments to assistants; professional society dues.
Funding Caps

- Prior to the dissertation proposal and proposal meeting, the recommended cap on reimbursements is $1,000 per year (defined as September-August).
- After these milestones, the recommended cap increases to $1,500 per year.
- Students with special $5,000 allocations are not subject to these annual caps, but the Department recommends that they reserve $750-$1,000 in funds for each remaining year in the graduate program.

Travel Advances

Travel advances are occasionally made in special circumstances. Please consult the Finance Administrator.

The Reimbursement Process

Reimbursement requests should be submitted promptly to the Finance Administrator upon completion of travel, research-related purchases, or experimental and consultant work. Following federal regulations, reimbursements made more than 60 days after the expenses are incurred will be reported to the IRS as taxable income.

General Reimbursement Documentation:

The following documentation is required with all reimbursement requests:

- Student Certification Form (available on the Department’s Resources web page)
- All relevant, itemized receipts showing proof of payment (name, last 4 digits of credit/debit card used)
- A complete statement of the business purpose (who, what, when, where, and why)
- Additional documentation as necessary for travel or research expenses, as detailed below

Travel Expenses: Additional documentation accompanying the general documentation:

- Paper or Poster Presentations at Professional Meetings, Conferences, or Workshops:
  - The meeting program showing the student's name as a presenter
- Summer School:
  - Proof of paid registration in the student's name
- Research Travel:
  - Nothing required beyond the General Reimbursement Documentation
- Job Search Related Travel:
  - Evidence of a job interview, e.g., an e-mail confirmation of the interview time and place

Research Expenses: Additional documentation accompanying the general documentation:

- Human Subjects:
  - Human Subjects Incentive Certification Form
  - Human Subjects Pay Form
  - Human Subjects Protocol Number
- Miscellaneous Expenses (e.g., equipment, software, data sets):
  - Check with the Finance Administrator prior to purchase in case approval is necessary
  - Nothing required beyond the General Reimbursement Documentation

Funding for a Personal Computer

The Department provides each student with up to $1500 for the purchase of one computer for their use during the Ph.D. program. (That is, if the computer costs less than $1500, the student cannot put the balance remaining towards the purchase of another computer.) This funding is available as soon as the student begins the Ph.D. program; however, if a student does not need to purchase a computer at that time, the funding will be reserved for this purpose should it be necessary later in the student's graduate career. This funding is restricted and cannot be used for the purchase of software or peripherals. If the student leaves the program for any reason prior to completion of the second QP milestone, the computer must be returned to the Department; otherwise, the student may keep the computer following degree conferral.
Students should purchase the computer with their own funds and then submit dated, original itemized receipts with proof of payment to the SSO for reimbursement. The reimbursement will be in the form of a stipend check. Students are responsible for reading and complying with the Stanford Computer and Network Usage Policy (Administrative Guide Memo 62).

8. DEPARTMENT ACTIVITIES

Students are expected to participate in Departmental affairs (conferences such as the annual QP Fest, the Linguistics Colloquium series, workshops, committee work, parties, and other social events, etc.). Such participation is valuable for both professional identification and breadth of experience. All members of the Department, faculty and students alike, are urged to lend their support and active help in all Departmentally-sponsored functions, whatever their own area of specialization.

8.1 COMMENCEMENT

Students who have completed all degree requirements are strongly encouraged to participate in Commencement. In addition to the University festivities, the Department holds a diploma award ceremony for its degree recipients. This is an informal ceremony and a wonderful opportunity for friends and family to share in the accomplishment; the ceremony is held at the end of Spring Quarter.

Students who are close to completing all degree requirements and who would not be able to attend the commencement ceremonies following degree completion can petition to ‘walk-through’ the Department’s diploma ceremony. M.A. candidates who wish to walk-through must have an approved draft of their M.A. thesis or project and must expect to complete the degree by the end of the Summer Quarter following commencement. Ph.D. candidates must have completed the University Oral Exam, or have submitted the ‘University Oral Examination Schedule’ form; they also must expect to complete the degree requirement by the end of the Summer Quarter following commencement. Exceptions to these requirements require approval of the primary Ph.D. advisor and the GSA, on the basis of a substantial part of the dissertation having been written and being available to the student’s Reading Committee.

To ‘walk-through’ commencement ceremonies, obtain and complete the Departmental ‘walk-through’ petition from the SSO or from the Resources page of our Department website. ‘Walk-through’ petitions must be submitted to the SSO by the quarterly deadline to file the dissertation, as established in the University Calendar.

9. OPPORTUNITIES BEYOND THE DEPARTMENT

9.1 EXCHANGE SCHOLAR PROGRAM

Two exchange programs with other universities are available for graduate students. One allows a student to spend up to a year at one of the following campuses: Brown, University of Chicago, Columbia, Cornell, Harvard, MIT, Princeton, and Yale (for more information: http://www.upenn.edu/grad/exchange.html). The other allows a student to take courses at UC Berkeley. Note that the academic calendars of other universities, including UC Berkeley, do not coincide with Stanford’s and this may cause logistical problems.

In both cases, exchange students pay tuition and fees ONLY at the home campus. Foreign students must complete all INS details at the home campus far in advance of the requested quarter of exchange study. For Berkeley, a new application is required each semester (by the end of the third week of classes), and must be submitted to Berkeley Graduate Degrees and Petition Office, 302 Sproul Hall (forms are available from that office). Petitions to attend courses at all other campuses are available from the Graduate Degree Progress section of the Registrar’s Office.
9.2 COGNITIVE SCIENCE DESIGNATION

Linguistics is participating with the Departments of Philosophy and Psychology in an interdisciplinary program in Cognitive Science for doctoral students. The program is intended to provide an interdisciplinary education as well as a deeper concentration in linguistics. Students who complete the Linguistics and Cognitive Science requirements receive a special designation in Cognitive Science along with the Ph.D. in Linguistics.

To receive this designation, students must complete 30 units of approved coursework. The 30 units cannot include courses counted elsewhere towards the Ph.D. Courses may be drawn from the participating departments, as well as from other departments, as long as their content is appropriate to the designation. At least 18 of the 30 units must be from outside the student’s major department and must include coursework in at least two other departments. Special topic seminars are excluded in favor of more foundational courses.

Ph.D. students wishing to receive the Cognitive Science designation should inform the GSA of their interest. Students are urged to consult with the GSA early in their second year of graduate study. This schedule can help ensure ample time to develop a plan accommodating both Department requirements and the additional coursework for the designation before the student begins serious dissertation work. Through this consultation, the student develops a proposed course plan for the designation which should be submitted to the SSO preferably no later than Autumn Quarter of the third year.

9.3 LEAVE OF ABSENCE

Students working for advanced degrees enroll for at least Autumn, Winter, and Spring Quarters of each year from the time of first matriculation until receipt of the degree. The only exception is a formal leave of absence. A leave is normally granted for no more than one year, and must be approved by the Department and the Registrar’s Office. Any student who fails to file a formal leave of absence is declared inactive and can re-enroll only by means of formal reinstatement, which must be approved by the Department.

Taking a Leave of Absence

Students considering a leave of absence should schedule a meeting with the GSA to discuss the implications of taking a leave. Once they have decided to take a leave, they should complete the ‘Leave of Absence Petition’ and return it to the SSO. A leave for academic purposes such as fieldwork will require a detailed letter about the work to be accomplished and a plan to stay in regular contact with the student’s advisor. A research leave is unlikely to be approved before a student is admitted to candidacy.

International students must consult with the Bechtel International Student Center (and are strongly encouraged to consult with the GSA and SSO) prior to requesting a leave of absence; leaves of absence are closely monitored by the U.S. Department of Homeland Security’s Student and Exchange Visitor Information System (SEVIS) database. International students must secure approval for any leave of absence from the Department, the Registrar’s Office, and the Bechtel International Student Center.

Please also see the GAP for university policies surrounding leaves of absence.

Returning From a Leave of Absence

It is the student’s responsibility to notify both the Department AND the Office of the Registrar of their intention to return in a timely fashion. It is extremely important that students comply with all deadlines in this regard. Failure to do so could result in a student being out of status. It will be costly to be reinstated to the graduate program. Since financial aid for the following academic year is allocated in March/April, students should let the Department know by then about a return for the following academic year. International students should keep in mind that visa paperwork must be initiated well in advance of their return.
Extending a Leave of Absence
In exceptional circumstances a leave of absence may be extended for an additional period of time. This should be discussed with the student’s advisor and the GSA well in advance of the initial leave expiring. To apply for an extension, obtain and complete the ‘Extension of Leave of Absence’ form. Leaves of absence may not exceed a cumulative total of two years.

Implications of a Leave of Absence
Students on a leave of absence are not registered at the University and, therefore, do not have the rights and privileges of registered students. They cannot fulfill any Department or University requirements during the leave. Once a leave is approved, the GSA or the SSO will notify the student of the effect of the leave on future and outstanding degree milestones and requirements. However, a leave of absence does not stop the clock on the time limit for resolving Incompletes, so students must complete any remaining work related to any Incomplete grades that fall due during the leave.

Students on a leave of absence are not eligible to receive Department travel or research funds. They are also not allowed to live in student housing. Students should contact the Privileges Division of Green Library to discuss the effect of a leave on library access and borrowing privileges. Students on leave may also have to start repayment of student loans; it is a student’s responsibility to determine if this will be the case when deciding whether to take a leave of absence.

Students are eligible to enroll in Cardinal Care as an unregistered student during Winter, Spring or Summer quarter(s) if they were registered for classes during at least one quarter during the academic year and if they were enrolled in Cardinal Care for the prior quarter within the same academic year. Students may not purchase Cardinal Care as an unregistered student during Autumn Quarter. Cardinal Care is a full-year plan — students who enter Stanford in Autumn Quarter and who do not opt out of Cardinal Care by September 15 are charged for the entire year and covered for the entire year even if they go on leave. Students who enter Stanford in other quarters and who do not opt out of Cardinal Care by the applicable deadline are charged for the remainder of the academic year and covered for the remainder of the academic year. For more information please see the Vaden site.

9.4 RETURNING TO THE Ph.D. PROGRAM: REINSTATEMENT

Prior to candidacy, students who do not register for a quarter during the academic year and do not take an approved leave of absence must reapply for admission to the Department. The Department sets conditions for reinstatement.

Subsequent to candidacy, students who wish to be considered for program reinstatement should discuss this prospect with the GSA. Reinstatement is normally conditional upon completing any requirements outstanding at the time of leave from the program and on finding an advisor. Students who have gone on leave after all coursework and requirements have been completed, and have been absent from the program for over two years, must show evidence that they are fully acquainted with recent Linguistics work in their area of specialization.

To apply for reinstatement, obtain and complete the ‘Application for Reinstatement in Graduate Study’. Submit this to the Office of Graduate Admissions by the first day of the quarter for which re-enrollment is requested, along with: a new statement of purpose, an application for extension of candidacy (if candidacy has expired), transcripts of work done at educational institutions since last enrolled at Stanford, and a reinstatement fee as determined by the Office of Graduate Admissions.

9.5 EXITING THE Ph.D. PROGRAM

Some students may find that the Linguistics Ph.D. program is not the best fit for them, whether for professional or personal reasons, and the faculty understands that in such circumstances students may decide to leave the program. The faculty supports students in their effort to explore and find other options, and students are encouraged to speak with the GSA as early as possible on this matter. Various University resources may also be
Students have opted to leave the program at different stages. Occasionally, students have left the program in the first year, either for a graduate program better suited to their interests or for another career path. Other students have left later, often at or near candidacy. Still others have used a summer or a leave of absence for an internship or related opportunity to explore alternative options before deciding whether to finish the program. Students who complete the first QP and one of the language requirements are encouraged to complete the administrative steps necessary to receive an M.A. degree before leaving the program; in this way, they have a credential to show for their time at Stanford. Students must be enrolled in the quarter in which they receive the M.A. degree.

10. **HONOR CODE AND FUNDAMENTAL STANDARD**

10.1 HONOR CODE

The Honor Code is the University’s statement on academic integrity written by students in 1921. It articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work:

- The Honor Code is an undertaking of the students, individually and collectively:
  - 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;
  - 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.
- 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.
- 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 regarded as being in violation of the Honor Code include:

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

10.2 THE FUNDAMENTAL STANDARD

The Fundamental Standard has set the standard of conduct for students at Stanford since 1896. It states: Students at Stanford are expected to show both within and without the University such respect for order, morality, personal honor and the rights of others as is demanded of good citizens. Failure to do this will be sufficient cause for removal from the University.

For more information about the Honor Code and Fundamental Standard, please visit: https://communitystandards.stanford.edu/student-conduct-process/honor-code-and-fundamental-standard
11. OTHER RESOURCES

Bechtel International Center

Bulletin

BEAM: Career Education

Department Resources page
(forms, funding information, etc)

Explore Courses

Graduate Academic Policies and Procedures

Graduate Life Office

Hume Center for Writing and Speaking

Office of Accessible Education

Office of Community Standards

Office of International Affairs

Office of the Vice Provost of Graduate Education

Office of the Vice Provost for Teaching and Learning

Registrar's Publications and Forms

Sexual Harassment Policy Office

Title IX Office

Vaden Health Services

12. DEPARTMENT ADMINISTRATION

2016-17 CONTACTS

Katherine Burtt, Student Services Specialist
(650) 498-8720
kdburtt@stanford.edu

Dan Jurafsky, Department Chair
(650) 723-0924
jurafsky@stanford.edu

Sue Learned-Driscol, Department Manager
(650) 723-4285
sld@stanford.edu

Beth Levin, Graduate Studies Advisor
(650) 723-1476
bclevin@stanford.edu

Gabby Magana, Administrative Assistant
(650) 723-4284
gmagana@stanford.edu

Ann Marie Pettigrew, Student Services Officer
(650) 725-1552
ampetti@stanford.edu

Rebekah Quijas, Financial Analyst
(650) 725-2587
rquijas@stanford.edu