

Department of Anthropology | Stanford University
Department of Anthropology Best Practice Reference, New Course

Grades

GNR is simply a notation that is entered by the Registrar's Office when a grade is not reported. Please remind your instructors that they are responsible for entering a grade at the end of the course. If the student has not completed the minimum amount of work to pass the course and has not requested and been granted a grade of Incomplete, the grade entered should be an NC or NP. Updating and changing GNR notation <http://studentaffairs.stanford.edu/registrar/faculty/gnr>.

References

<http://studentaffairs.stanford.edu/registrar/faculty/grading>
<http://studentaffairs.stanford.edu/registrar/students/grades-definition>

Course Numbering (ANTHRO)

'emphasis' courses offered in this range will tend to draw from the department's undergraduate majors, only

AR courses ANTHRO 100-113

CS courses ANTHRO 120-150

EE courses ANTHRO 160-178

MA (medical anthropology) courses 179-185

'introductory courses' courses offered in this range will tend to draw larger number of students, from all over the university who are not necessarily department majors
 ANTHRO 1-90

'service courses' courses offered in this range are required or suggested for the department's undergraduate majors for department requirements for theory, methods, research and directed reading)
 ANTHRO 90-99

'upper-level undergraduate and graduate masters courses'

ANTHRO 200-level courses are intended for upper-level undergraduate and graduate masters students

AR courses ANTHRO 200-213

CS courses ANTHRO 220-250

EE courses ANTHRO 260-278

MA (medical anthropology) courses 279-285

'graduate PhD review courses'

ANTHRO 300-level courses are intended for graduate PhD students.

'graduate directed reading, milestones, and extracurricular courses'

ANTHRO 400-level courses are intended for graduate MA and PhD students. These course include directed reading style courses as well as courses related to department milestones or extracurricular events

'graduate Terminal Graduate Registration (TGR) courses'

ANTHRO 800-level courses are limited to graduate masters and PhD students who are permitted to matriculate with Terminal Graduate Registration (TGR), beyond 45 units for the MA and 135 units for the PhD.

Cross-listing option

Courses at Stanford may be crosslisted when the owner or host of the course, along with the host's department chair or curriculum committee and subject to any school-wide policies, authorizes this process and receives agreement to crosslist the course from the recipient department(s) or interdepartmental program(s). Crosslisting is considered particularly appropriate when the crosslisted course counts towards the degree requirements for a student majoring in the receiving department(s) or IDP(s) and when it is considered appropriate that the student official transcript reflect the subject of the receiving department.

References

<http://studentaffairs.stanford.edu/registrar/faculty/crosslisting>
<http://studentaffairs.stanford.edu/registrar/staff/crosslisting>

End Quarter Policy

References

<http://studentaffairs.stanford.edu/registrar/faculty/end-quarter-statement>
<http://studentaffairs.stanford.edu/registrar/staff/final-exams-procedures>
<http://studentaffairs.stanford.edu/registrar/final-exams>

Course Description**References**

<http://studentaffairs.stanford.edu/registrar/staff/course-descriptions>

<http://studentaffairs.stanford.edu/registrar/staff/bulletin-course-descr>

 Guidelines for the Maintenance and Retention of Student Records (i.e. mid and end quarter examination return policy)

There is no specific University policy that dictates what information a department must maintain locally in a student file or how long the student's record must be retained once the student leaves the program. The University also has no policy pertaining to retention of exams, either. After conferring with the Office of the University Registrar, the Office of the General Counsel, and the Office of the Vice Provost for Graduate Education, the School of Humanities and Sciences has adopted the following guidelines.

Student Records

The information that a department/program maintains in student files will vary by student career (undergraduate, coterminal master's, master's, and doctoral.). All documents that directly apply to a student's academic progress should be included in the file as should formal communications to and from the student. It may also be appropriate to include less formal communications or other items deemed pertinent and/or appropriate by the department/program.

It is highly recommended that each department/program develop a policy that identifies the documents that will be maintained in the student file. Depending on the degrees offered by the department/program, it may be necessary to have multiple policies (e.g., one for each academic career).

Retention of Student Records

Retention of the complete student file is recommended for at least five years after the degree is conferred. If a student leaves the program without graduating (i.e., dismissal or expulsion, failure to register, voluntary termination), retention of the complete file is recommended for ten years.

The student file should contain the following:

- University and department/program forms
- Milestone and other key documents (e.g., honors thesis, master's thesis, qualifying exams)
- Formal communications to and from the student
- Committee votes pertaining to academic progress
- Graduate student application files
- Any other documents that the department/program deems relevant or important

Retention of Graduate Admissions Records

Departments/programs must maintain applications to their graduate programs for three years, regardless of whether or not the applicant was offered admission. At the end of the three-year period, the files of the applicants who did not matriculate (denied or refused admission) may be disposed of. It is highly recommended that departments continue to maintain admissions records for matriculated students and follow the guidelines for document retention. Note: If the department's practice is to incorporate the admission file into the larger student file, letters of recommendation to which the applicant waived his or her access rights should be kept in a separate file.

Disposal of Student Records

Student and admissions files contain confidential information. To ensure that sensitive information does not become public, files should be shredded or destroyed in a way that ensures confidentiality.

Retention of Exams

Exams that are not collected by the student at the end of the course should be kept for at least one quarter. In cases where the student received a grade of "I" (Incomplete) or "GNR" (Grade Not Reported), exams should be retained for one year. Departments/programs may wish to establish policies requiring all exams to be held for longer than one quarter.

References

- Principles for Handling of Student Information (GAP 8.1) <http://gap.stanford.edu/8-1.html>
- Retention of Student Records (GAP 8.3) <http://gap.stanford.edu/8-3.html>
- Student Record Privacy <http://studentaffairs.stanford.edu/registrar/students/ferpa>

 Student enrollment with Instructor permission option

Class Permission Numbers allow a student to enroll in a class section even if he or she does not meet the prerequisites or if the class section is full. It also allows the student to enroll in a class that is marked as requiring either Department or Instructor Consent. It will also allow the department to track the number of permissions granted for classes in a term, which can be used to determine if more seats need to be made available in future terms.

 Course Components (i.e. is the course a laboratory, seminar, lecture...this information may be used by the department to establish room size and preference as well as to establish eligibility for a Teaching Assistantship assignment)

- *Discussion Section(s)* are typically non-credit bearing, linked to a credit bearing course, and not a stand-alone course (see seminar), and contain fewer students than the course to which the section is linked. A discussion section is a regularly scheduled course meeting, or section of a larger course, designed solely for group discussion.
- Duties - Teaching Assistantship duties are an integral part of the education and training process for many graduate students. The TA works with a faculty instructor who has primary responsibility for the course. Duties vary and may include: (1) preparing for class sections [up to three sections may be assigned] and/or laboratories where new materials may be presented; (2) marking and/or grading some portion or all of the exams or papers [but not independently assigning the final grade]; and (3) holding office hours. A TA can expect to be assigned to a class with enrollment of 40 or more undergraduate students. Usually, one TA is assigned for every 40 students enrolled in a course. Each TA may be assigned responsibilities for up to three sections in a given class. Each section may be comprised of approximately twenty (20) enrolled students.

References

<http://studentaffairs.stanford.edu/registrar/staff/course-components>
<http://ctl.stanford.edu/handbook/discussion-sections.html>

Allowable Class times (allowable by the University Registrar)

References

<http://studentaffairs.stanford.edu/registrar/faculty/class-times>
<http://studentaffairs.stanford.edu/registrar/faculty/allowable-times>

Limiting ('Capping') the number of enrolled students in a course option
 Class capacity is the total number of students who can enroll in this course. Enrollment will be closed for this course when this maximum is reached.

Unit of Credit Policy

"Every unit for which credit is given is understood to represent approximately three hours of actual work per week for the average student."

Federal regulations regarding the definition and assignment of credit hours under Section 600.2 and 600.24(f) of the Higher Education Opportunity Act now state, in part, that a unit of credit is:

"An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately ... ten to twelve weeks for one quarter hour of credit or the equivalent amount of work over a different period of time; or
- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Stanford's Unit of Credit Policy

As of July 1, 2011, per the direction of the U.S. Department of Education, our accrediting agency, WASC (Western Association of Schools and Colleges), requires that the University monitor compliance with federal regulations governing the assignment of course credit units. Stanford's long-standing policy, comports with these federal regulations. Please be sure the credit unit assignment for each course you teach is in compliance with Stanford's policy. For more information, see: <http://studentaffairs.stanford.edu/registrar/faculty/unit-of-credit>

References

http://studentaffairs.stanford.edu/sites/default/files/registrar/files/fed-reg-new_2011-05-11.pdf
<http://www.stanford.edu/dept/registrar/bulletin/4953.htm>

Library, Use of and Resources

References

<http://libguides.stanford.edu/profile.php?uid=18409>
<http://lib.stanford.edu/sulair-news/regina-roberts-now-bibliographer-anthropology-and-sociology>
<http://www.sul.stanford.edu/depts/ssrg/index.html>
http://www.sul.stanford.edu/services/for_teaching/index.html

Courseworks

References

<https://coursework.stanford.edu/portal/site/!gateway/page/!gateway-200>
<https://coursework.stanford.edu/portal/site/!gateway/>

AXESS for Faculty

References

<http://studentaffairs.stanford.edu/registrar/help/faculty-guide>
<http://studentaffairs.stanford.edu/registrar/axesshelp/faculty/classlist>

Copyright

- Faculty and TAs should link to the materials from other legitimate sites rather than scan and upload their own versions.

- Materials posted on CourseWork should be treated the same as materials compiled in a Course Pack (reader).
- SULAIR (Stanford's library system) has thousands of licenses for texts (and I imagine images, music, film) - if these exist, they can be linked to via CourseWork - faculty, TAs, etc. can contact the Information Center at the libraries to find out if an e-license exists: (650) 725-1064 or infocenter@stanford.edu

Creating an online course reader in a course management system <https://library.stanford.edu/using/copyright-reminder/common-situations/creating-online-course-reader-course-management-system> - text pasted below.

Loading reading material into CourseWork or any other course management system is legally equivalent to creating a printed course reader. Where the material is available electronically from a legitimate source (through a library database or the publisher's website, for example), the most cost-effective approach is to provide a *link* to the material, rather than loading the file into the course management tool. Linking is not "copying," and thus does not require you to pay licensing fees.

Prior to digitizing copyrighted materials, faculty should review Stanford Libraries' electronic holdings to determine if a pre-existing license for the content exists. Stanford Libraries has secured licenses to tens of thousands of online works, and many others are publicly available (e.g., through Creative Commons licenses). Additionally, there are a number excellent digitization projects, such as [Google Books](#), the [Internet Archive](#), and [HathiTrust](#) that are making public domain content available online.

If you *must* load a copyrighted document into the system, you'll need to pay appropriate licensing fees for distribution of the material to your students. Stanford does not currently have an automated method to pay those fees (though SUL is investigating tools to make this possible), so you'll need to reach out to the [Copyright Clearance Center](#) or directly to the publisher to pay.

This recent [presentation to Stanford Law School staff covers a variety of issues related to creating online course readers](http://www.youtube.com/watch?v=5F1rpN2SUyg) - <http://www.youtube.com/watch?v=5F1rpN2SUyg> and an attached PowerPoint slide show with relevant slides starting on Slide 9. The case study discussed towards the end of the video is helpful, so it is worth watching the entire 30 minutes.

References

[http://fairuse.stanford.edu/Copyright and Fair Use Overview/chapter7/7-a.html](http://fairuse.stanford.edu/Copyright%20and%20Fair%20Use%20Overview/chapter7/7-a.html)
http://www.sul.stanford.edu/libraries_collections/copyright_reminders/index.html

Community Standards

Best Practices for Faculty:

- Specify what constitutes unpermitted aid for each assignment (including use of the Internet) and be available to answer questions.
- Specify citation expectations for each assignment.
- Include this information on the syllabus and in conjunction with online course materials.
- Ensure that faculty, teaching assistants, section leaders, and students all have the same expectations.
- Have a student pick up a graded exam from a course staff member and look it over for any grading errors before leaving with it.

What is permitted:

- Providing alternate versions of tests.
- Giving an exam early or late due to illness/emergency or a Stanford-sanctioned event (e.g., athletics)
- Dispersing seating, assigning seating, and/or creating seating charts.
- Controlling whether students can keep copies of the exam.
- Copying tests showing original work to compare against re-grade requests.
- With clear, advance notice, using software to systematically compare work submitted to other sources.
- Announcing if there are penalties for working "past time" on an exam.

What is *not* permitted:

- Proctoring (being present in the examination room during an examination), with the following exception:-Instructors and teaching assistants may remain in the examination room to distribute and explain the examination, to transmit additional information or answer questions, to collect examination papers, or to investigate specific reports from students that cheating has been observed.
- Setting time limits for take-home exams (other than when they are due).
- Prescribing closed-book take-home exams.
- Engaging in penalty grading as an alternative to reporting a potential Honor Code violation.

References

<http://studentaffairs.stanford.edu/communitystandards/integrity/honor-interpretations>
<http://studentaffairs.stanford.edu/communitystandards>