

OTHER SERVICES AND PROGRAMS

BOOKSTORE

Web Site: <http://www.stanfordbookstore.com>

Organized in 1897, Stanford Bookstore, (650) 329-1217, located at 519 Lasuen Mall, provides a diverse selection of books, course materials, and supplies to the students, faculty, staff, and community in and surrounding Stanford. The bookstore carries over 120,000 titles, including a wide selection of books written by Stanford authors, making it one of the largest bookstores in the nation. The bookstore also carries a complete selection of Stanford logo apparel, gifts and souvenirs, periodicals, and a café that provides an enhanced shopping experience. The Computer Store, in the main branch, sells academically priced computer hardware and software. Other services include shipping of purchases, gift certificates, book buyback, fax service, postage stamp sales, an ATM machine, and Enterprise Rent-A-Car hotline. There are five branches in addition to the Stanford Bookstore that also serve the community: the Stanford Professional Bookstore Palo Alto, (650) 614-0280, which carries medical and technical books, supplies, stationery, medical instruments, bestsellers, and clothing; The Track House Sports Shop, (650) 327-8870, at the corner of Campus Drive and Galvez Street; Tresidder Express convenience store in Tresidder Union; the Stanford Shop, (650) 614-0295, at the Stanford Shopping Center; and the Bookshop, (650) 725-2775, at the Cantor Center for the Arts.

STANFORD CONFERENCE SERVICES

A conference is defined as any student or adult group that convenes for part of a day (including a luncheon), overnight, or for several days, outside the regular or summer academic sessions for registered students.

To make arrangements for holding a new conference from June 18 through Labor Day, contact Conference Services at (650) 723-3126, email conferenceinquiries@stanford.edu. For conferences occurring immediately after Labor Day through June 17, contact Non-Academic Facilities Scheduling in the Office of the University Registrar, (650) 723-6755, or email reg-events@stanford.edu. Policies concerning conferences are the responsibility of the offices of the President and the Provost.

External organizations interested in meeting at Stanford must obtain sponsorship from a University department. Conferences initiated by University departments or external organizations must demonstrate consistency with the University's academic mission. The sponsoring department submits its proposal to the Director of Conferences for review in terms of available facilities and for the approval of the President's Office.

On-campus residential housing and dining services are normally available from the Sunday following Commencement through Labor Day. Assistance with arrangements for tables, chairs, audiovisual aids, signage, and other equipment may be made through Conference Services. For more information, see <http://conference.stanford.edu>. During the academic year, housing arrangements for University-sponsored visitors can be made through the SLAC Guest House; see <http://slacguesthouse.stanford.edu>.

OMBUDS

Stanford University Ombuds: David Rasch
Ombuds Office: Building 310, Room 104, Main Quad
Phone: (650) 723-3682
Email: rasch@stanford.edu
Web Site: <http://www.stanford.edu/dept/ocr/ombuds/>
School of Medicine Ombuds: Martha McKee
Email: martha.mckee@stanford.edu

The charge to the Ombuds office at Stanford is: "The Ombudsperson's task is to protect the interests and rights of members of the Stanford community from injustices or abuses of discretion, from gross inefficiency, from unnecessary delay and complication in the administration of University rules and regulations, and from inconsistency, unfairness, unresponsiveness, and prejudice in the individual's experience with University activities. The Ombudsperson's office exists to receive, examine, and channel the complaints and grievances of members of the Stanford community, and to secure expeditious and impartial redress."

Any troublesome matter in the University community may be discussed in confidence with the University Ombuds. Services of the office are available to students, staff, and faculty.

Although possessing no decision making authority, the Ombuds has wide powers of inquiry. The Ombuds refers matters to the proper person or office expeditiously and also provides conflict resolution services. For the role of the office of the Ombuds in cases of sexual harassment, see the "Non-Academic Regulations" section of this bulletin.

POLICE SERVICES

Department Office: Corner of Campus Drive and Serra Street
Phone: (650) 723-9633
Web Site: <http://police.stanford.edu>

The Stanford Department of Public Safety is a full service police department that operates 24 hours a day, 7 days a week. For police, fire, or ambulance response, dial 9-1-1, or 9-9-1-1 from a University phone. Emergency assistance can also be obtained by using one of the nearly 100 Blue Emergency Phone Towers strategically placed around campus.

The department is comprised of the following divisions:

The Field Services Division consists of sworn and non-sworn officers who patrol the campus and respond to calls for service. Sworn officers receive their police powers through the Santa Clara County Sheriff's Office. Sworn officers have the legal authority to stop vehicles, make arrests, and enforce all laws. Non-sworn officers assist the sworn officers with security patrols, evidence collection, crime prevention presentations, and other assigned tasks.

Community Service Division: Community Service Officers (CSOs) enforce the parking rules and regulations on campus, and provide traffic control at special events, construction zones, and accident scenes. CSOs also provide building security during emergency or critical incidents.

The Support Services Division provides logistical, technical, and accounting support to the department. Special events are handled through this division as well. Special Events Personnel (SEPs) provide security at campus events including athletic events, concerts, student-sponsored events, and dignitary visits. SEPs are available for hire by groups needing security at their University events. Contact the special events office at (650) 723-4924, or email event_security@stanford.edu, for more information.

The Administrative Support Division supports the department through training, recruiting, payroll, human resources, and other business functions.

For additional safety information or to view the yearly crime statistics, see the *Stanford Safety and Security Almanac*, available free from Public Safety, or see <http://police.stanford.edu>.

OFFICE FOR RELIGIOUS LIFE

Phone: (650) 723-1762

Web Site: <http://religiouslife.stanford.edu>

The Office for Religious Life in Memorial Church nurtures spiritual, religious, and ethical life for the Stanford University community and beyond. Multifaith exploration and dialogue, central in Stanford's history from its founding, is a vital part of both its ethos and education.

The Deans for Religious Life oversee and provide support for Stanford Associated Religions (S.A.R.), approximately thirty religious organizations invited to offer their spiritual services to the campus. The deans are committed to welcoming students of all genders and sexual orientations, all religious and non-religious traditions, and all cultural backgrounds. They strive to ensure that students, faculty and staff find lively, thoughtful and supportive contexts on Stanford's campus, in which to pursue their spiritual journeys.

STANFORD ALUMNI ASSOCIATION

Web Site: <http://www.stanfordalumni.org>

Phone: (800) 786-2586 or (650) 723-2021

Established in 1892 by members of Stanford's first graduating class, the Stanford Alumni Association oversees alumni activities and services, including reunions/homecoming, campus conferences, regional and class programming and events, *Stanford Magazine*, a web site, enrichment education, faculty-led travel, and alumni networking, mentoring, and volunteering.

The Stanford Alumni Association Student Outreach department provides students with networking forums, celebratory and social events, and awards to assist in meeting the needs of college life and transitions after graduation. The Alumni Association seeks to foster classmate and student/alumni connections and develop programs that leverage a community of 200,000 students, alumni, and faculty worldwide. Networking programs include Student-Alumni Connection Lunches and Dinners that take place at alumni homes and businesses and an Alumni Speaker Series that brings successful alumni to campus for conversations about how Stanford has impacted their lives. Award programs include: the J.E. Wallace Sterling Award which recognizes a graduating senior who has demonstrated service to the university and potential for continued service to the University; the Robert L. Pierce Memorial Award which provides funding to a student or student group for a creative project that serves the student community; and Cardinal Class Core, a program for graduating seniors who have demonstrated outstanding leadership and involvement as students and plan to become active alumni volunteers. Celebratory events include a Homecoming Tailgate for students and pre-Commencement events for graduating seniors including Senior Send-Off, Senior Dinner on the Quad, Senior Class Day Luncheon, and The Night Before Party.

STANFORD EVENTS

Stanford Events supports the mission and goals of Stanford University through open engagement of the campus community and the worldwide public. The department has three divisions: Public Events, Stanford Lively Arts, and the Stanford Ticket Office.

Public Events oversees, advises, and produces University events and ceremonies as designated by the President's office such as: Commencement, Baccalaureate, the University President's inaugurations, New Student Orientation Convocation, Community Day/Founders' Celebration, and other high-profile university events. This division also serves in an advisory capacity to the schools, departments, and student groups on campus, and oversees University policy and procedure regarding campus events. The Public Events office has final approval authority of Stanford facility and open space use for non-academic public events on campus.

Information about University event planning, policies, procedures, and University facilities can be found at <http://stanfordevents.stanford.edu>, or (650) 723-2551.

Stanford Lively Arts, the University's presenting program, annually brings to campus a full season of music, dance, and theater by world-famous artists and exceptional newcomers. It furthers research and creativity through world premieres, unique collaborations, and commissions. In addition to on-stage performances, Lively Arts extends and supplements the academic life of the University through master classes, extended residencies, workshops, lectures and demonstrations, and group discussions. Internationally acclaimed artists perform serious work with Stanford students in classrooms as well as in residence halls. Discounts on performances are available for faculty, staff, and students. For tickets and more information, see <http://livelyarts.stanford.edu>, or call (650) 725-ARTS (2787).

Stanford Ticket Office provides ticketing services for the arts and entertainment events of Stanford University. Tickets for Stanford Lively Arts, Stanford music and drama departments, Stanford Jazz Workshop/Festival, and the ASSU Concert Network are among the event tickets that are available through this office. For more information, see <http://tickets.stanford.edu>, or call (650) 725-ARTS (2787).

AWARDS AND HONORS

FACULTY AND STAFF AWARDS

KENNETH M. CUTHBERTSON AWARD

The Kenneth M. Cuthbertson Award was established in 1981 for recognition of exceptional service to Stanford University. It was established by members of the faculty who wish to remain anonymous. All members of the Stanford community are eligible for the award; the sole criterion is the quality of the contribution that the recipients have made to the University. The award provides a way of honoring members of the staff and faculty for their efforts on behalf of the University.

Ordinarily, one award is made each year. The award was first presented in 1981 to the person for whom it is named. Kenneth M. Cuthbertson was one of the early architects of Stanford's long-term financial planning and fundraising program. His service to Stanford has set an enduring standard for those who will come after him. The award is made annually at the University Commencement Ceremony.

LLOYD W. DINKELSPIEL AWARDS

The Lloyd W. Dinkelspiel Awards recognize distinctive and exceptional contributions to undergraduate education at Stanford University. The two principal awards are made to the faculty or staff members adjudged to have made the most distinctive contribution to the development and enrichment of undergraduate education in its broadest sense. Two awards are also made to graduating seniors who combine academic achievement with effective contributions to undergraduate student life. Preference is given to service in the School of Humanities and Sciences in the area of liberal education. The awards are made from an endowment fund established in memory of Lloyd W. Dinkelspiel, a Stanford alumnus and trustee. The awards are made annually at the University Commencement Ceremony.

WALTER J. GORES AWARDS

The Walter J. Gores Faculty Achievement Awards for excellence in teaching were established by bequest of Walter J. Gores, Stanford Alumnus of the Class of 1917 and a professor at the University of Michigan for 30 years. Teaching is understood in its broadest sense and includes, in particular, lecturing, leading discussions, tutoring, and advising at the undergraduate or professional levels. Any member of the teaching staff of the University is eligible for an award, including all faculty of professorial rank, instructors, lecturers, teaching fellows, and teaching and course assistants. Ordinarily, awards are made to a senior faculty member (associate or full professor) or senior lecturer; a junior faculty member or member of the teaching staff; and a teaching assistant (graduate or undergraduate student). The awards are made annually at the University Commencement Ceremony.

ALLAN COX MEDAL FOR FACULTY EXCELLENCE FOSTERING UNDERGRADUATE RESEARCH

The Allan Cox Medal for Faculty Excellence Fostering Undergraduate Research is awarded annually to a faculty member who has established a record of excellence directing undergraduate research over a number of years. It may also go to a faculty member who has done an especially outstanding job with just one or two undergraduates who demonstrated superior work. The medal was established in memory of the former professor of Geophysics and Dean of the School of Earth Sciences, a strong supporter of faculty-student research collaboration.

HERBERT HOOVER MEDAL FOR DISTINGUISHED SERVICE

David Starr Jordan's firm belief that every academic degree should represent work actually done in or under the direction of the institution granting it has meant that, since its founding, Stanford has awarded no honorary degrees. As a means of recognizing extraordinary individuals who deserve special acknowledgment, the Stanford Alumni Association in 1962 voted to establish the Herbert Hoover Medal for Distinguished Service. The name pays tribute to the former President's example of service to his University, to his country, and to the cause of world humanitarianism. Indeed, Mr. Hoover was the first award recipient. The gold medal is presented following selection by an anonymous committee appointed by the Chair of the Board of Directors of the Alumni Association. There have been 11 honorees.

STUDENT AWARDS

BOOTHE PRIZE FOR EXCELLENCE IN WRITING

Awarded during the freshman year, the Boothe Prize recognizes excellence in writing. Students are selected for this honor on the basis of essays written for courses fulfilling the Introduction to the Humanities or Writing and Rhetoric requirements. The prize is named for Mr. and Mrs. D. Power Boothe, Jr., whose gifts to the University reflect their interest in the humanities.

PRESIDENT'S AWARD FOR ACADEMIC EXCELLENCE IN THE FRESHMAN YEAR

The President's Award honors students who have exceptionally distinguished academic records that exemplify a strong program of study in the freshman year. Students eligible for the award normally have completed Writing and Rhetoric and Introduction to the Humanities requirements during their first year at Stanford.

DEANS' AWARD FOR ACADEMIC ACHIEVEMENT

The Deans of Earth Sciences, Engineering, and Humanities and Sciences recognize from five to ten undergraduate students each year for their academic endeavors. Honorees are cited for noteworthy accomplishments which represent more than a high grade point average or success in course work. Faculty nominate students who have exceptional tangible achievements in classes or independent research, national academic competitions, a presentation or publication for a regional or national audience, or exceptional performance in the creative arts.

FIRESTONE MEDAL FOR EXCELLENCE IN RESEARCH

The Firestone Medal is awarded to seniors in recognition of excellence in undergraduate research. Departments in the School of Humanities and Sciences nominate students who have completed outstanding honors projects in the social, physical, and natural sciences.

ROBERT M. GOLDEN MEDAL FOR EXCELLENCE IN THE HUMANITIES AND CREATIVE ARTS

The Golden Medal recognizes outstanding achievement in the humanities and the creative arts. Seniors receive these medals upon nomination by their major department.

HOEFER PRIZE FOR EXCELLENCE IN UNDERGRADUATE WRITING

The Hoefer Prize recognizes students and faculty for their work in courses that meet the University Writing Requirement for writing in the major. Prizes are awarded in each of the five areas of the undergraduate curriculum: humanities, social sciences, natural sciences, engineering, and earth sciences.

FREDERICK EMMONS TERMAN ENGINEERING SCHOLASTIC AWARD

The School of Engineering annually presents the Terman Award to seniors for outstanding academic achievement. The awardees share their award with a high school teacher of their nomination.

PHI BETA KAPPA

Phi Beta Kappa is a nationwide society honoring students for the excellence and breadth of their undergraduate scholarly accomplishments. Membership in the Stanford Chapter (Beta of California) is open to undergraduates of all majors. To be elected to Phi Beta Kappa at Stanford, a student must achieve academic distinction in the major as well as in courses across a broad range of fields.

Approximately a tenth of the members of a graduating class are elected to Phi Beta Kappa. Of this number, about one fifth are chosen in their junior year, the remainder in their senior year.

The chapter's election guidelines define breadth of study as excellence beyond the major field. To be considered for election, a student must have taken at least three courses of 3 units or more at Stanford by the time elections are held early in the Spring Quarter with a letter grade of 'B-' or better in each of the following three major domains of knowledge: humanities; science, engineering, and math; and social sciences. Students who transfer in their junior year must have taken at least two courses at Stanford in two of the major domains and at least one course in the third domain, and must have completed a minimum of 75 units of academic work at Stanford by the end of Winter Quarter. Students who transfer in their sophomore year must have taken at least two courses at Stanford in each of the major domains.

There is no direct correlation between Stanford University General Education Requirements (GER) and Phi Beta Kappa breadth requirements. The elections committee analyzes the content of individual courses to determine which major domain requirement they may satisfy. IHUM, PWR, and first-year language courses do not satisfy the PBK breadth criterion.

A grade of '+' or 'CR' is not considered a sign of distinction. Minimally satisfying the breadth criterion is not considered a sign of distinction.

The academic records of eligible students are automatically reviewed, so no special action is required for students wishing to be considered for membership. Anonymity in the election process is ensured by removal of the students' names from their academic records before consideration. Students who desire that their records not be made available for consideration by the Stanford chapter of Phi Beta Kappa should inform the Registrar, Old Union, Stanford, CA 94305-3005.

EXCHANGE PROGRAMS AND CROSS-ENROLLMENT AGREEMENTS

Stanford has exchange programs and cross-enrollment agreements with a number of other colleges and universities. The purpose of these programs and agreements is to offer Stanford students courses and training that are not available in the Stanford curriculum.

EXCHANGE PROGRAMS UNDERGRADUATE

Stanford has exchange programs with four colleges and universities that allow students to exchange schools for a quarter/semester or for a year, depending on the school. These programs are best suited to students in their junior year, when the major area of study has been determined. Stanford students register for zero units at Stanford during the quarter(s) in which they are attending another college or university and pay the regular Stanford tuition. Courses taken at the other institution are treated as transfer credit back to Stanford. Students should contact the External Credit Evaluation section of the Office of the University Registrar to determine whether the courses taken through an exchange program may qualify for credit toward a Stanford degree. Only the number of units accepted in transfer, not the course titles or the grades received, are recorded on the Stanford transcript.

Exchange programs are currently available at three historically black institutions: Howard University in Washington D.C.; and Morehouse College and Spelman College in Atlanta, Georgia. The exchange program at Dartmouth College in Hanover, New Hampshire, focuses on Native American Studies. Further information is available at the Undergraduate Advising Center.

GRADUATE

The Exchange Scholar Program is open to doctoral students in the fields of humanities, social sciences, and sciences who have completed one full year of study at one of the participating institutions. These students may apply to study at Stanford for a maximum of one academic year to take advantage of particular educational opportunities not available on the home campus. The participating institutions are Brown University, University of Chicago, Columbia University, Cornell University, Harvard University, Massachusetts Institute of Technology, Princeton University, University of Pennsylvania, and Yale University. Further information on the program may be obtained from the Office of the University Registrar, or the graduate dean's office at participating institutions. Some institutions may place restrictions on specific departments.

Stanford also has separate exchange programs with the University of California, Berkeley, and the University of California, San Francisco. Further information may be obtained at the Office of the University Registrar.

CROSS-ENROLLMENT AGREEMENTS FOR ROTC

Stanford has cross-enrollment agreements for the Reserve Officers' Training Corps (ROTC) with the Navy and Marine Corps ROTC program at the University of California at Berkeley, the Army ROTC program at Santa Clara University, and the Air Force ROTC program at San Jose State University. The purpose of these agreements is to allow Stanford students to engage in military training while working on their degrees from Stanford. Courses taken in ROTC programs are offered by and through UC Berkeley, Santa Clara, and San Jose State. The courses do not qualify to be used towards the 12-unit requirement for full-time registration status or satisfactory academic progress requirements for Stanford undergraduates. Certain ROTC courses may be eligible to be used as transfer credit if they qualify under Stanford's transfer credit practices.

Normally, students who participate in ROTC training complete a four-year course of instruction at the respective institution that consists of two years of basic courses during the freshmen and sophomore years, and an advanced course of instruction during the junior and senior years. Students who accept ROTC scholarships are generally subject to a service obligation, depending on the regulation of the particular service.

Stanford students who are enrolled in ROTC programs under the cross-enrollment agreements are eligible to compete for scholarships to include full tuition and a monthly stipend (Navy and Air Force), or other varying amounts (Army). Students normally compete for national scholarships as high school seniors, although current Stanford students may be eligible to enroll in ROTC on a non-scholarship basis. Non-scholarship ROTC students are eligible to compete for scholarships, and individual services may offer additional scholarship programs to current qualifying undergraduate and graduate students. Interested students should contact the appropriate military professor at the host institution to obtain information on these programs and to initiate application procedures (see below).

Students who satisfactorily complete an ROTC program and are awarded a Stanford degree qualify for a commission as a Second Lieutenant in the U.S. Army, an Ensign in the U.S. Navy, a Second Lieutenant in the U.S. Marines, or a Second Lieutenant in the U.S. Air Force.

For questions concerning the ROTC programs, Stanford students should consult one of the following: Air Force ROTC, San Jose State University, San Jose, CA 95192-0051, telephone (408) 924-2960; Army ROTC, Department of Military Science, Santa Clara University, Santa Clara, CA 95053, telephone (408) 554-6836; Naval ROTC, 152 Hearst Gym, University of California, Berkeley, CA 94720-3640, telephone (510) 642-7602.

COURSES

AIR FORCE ROTC

The following are offered by San Jose State University:

AS 001A,B. The Foundation of the United States Air Force— Freshman year. Introduces students to the Air Force and AFROTC. The characteristics, missions, and organization of the Air Force. Officership and professionalism, career opportunities, military customs and courtesies, and communication skills. Required leadership lab.

AS 002A,B. The Evolution of the United States Air and Space Power— Sophomore year. Air and space power through historical study and analysis. The capabilities, function, and doctrinal employment of aerospace forces. Emphasis is on oral and written communication skills. Required leadership lab.

AS 131A,B. Air Force Leadership Studies— Junior year. Leadership, management fundamentals, professional knowledge, Air Force personnel system, ethics, and communication skills. Application-level knowledge of skills required of junior Air Force officer through case studies, practical exercises, and seminar discussion. Required leadership lab. Prerequisites: AS 001A,B, AS 002A,B, or as determined by department chair.

AS 141A. National Security Affairs— Senior year. The national security process, international and regional relations, advanced leadership ethics, and Air Force doctrine with focus on the military as a profession, officership, military justice, civilian control of the military, and current issues affecting military professionalism. Required leadership lab. Pre- or corequisites: AS 131A, or as determined by department chair.

AS 141B. Preparation for Active Duty— Senior year. The role of the Air Force officer in contemporary society emphasizing skills to facilitate a smooth transition from civilian to military life. Required leadership lab. Pre- or corequisites: AS 131A,B, or as determined by department chair.

Leadership Laboratory (LLAB)—Mandatory. Hands-on. Drill and ceremony; Air Force customs and courtesies; leadership and follower-ship skills. Guest speakers.

ARMY ROTC FRESHMAN YEAR

MILS 11. Basic Leadership I: Introduction to Leading Organizations—Taught on Stanford campus. The Army's theory of leadership through the primary field manual on leadership plus supplementary readings as assigned. Basic soldier skills. The Army's physical fitness program. One 60-minute class per week; three 3-hour leadership labs required. One weekend field exercise away from the University.

MILS 12. Basic Leadership II: Leadership Theory—Taught on Stanford Campus. Review Army leadership theory from MILS 11 and survey other leadership theories. Comparative leadership theory. The Army's formal ethical decision making process. Effective communication techniques. One 60-minute class per week. Three 3-hour leadership labs required. One evening military formal dinner.

MILS 13. History of Military Leadership—Taught on Stanford campus. How leadership is a central factor in preparing for and winning battles. How leaders succeed or fail. Leadership principles to train, prepare for, and conduct military operations. One 60-minute class per week. Three 3-hour leadership labs required. One weekend field training exercise away from the University.

SOPHOMORE YEAR

MILS 21. Basic Leadership III: Leadership in Practice—Taught on Stanford campus. Army leadership theory. Case studies of leadership. How personal leadership is critical to the success or failure of an organization. Ethical organizational climate. One 60-minute class per week. Five 3-hour labs per quarter. One weekend field training exercise away from the University.

MILS 22. Battle Analysis—Taught on Stanford campus. Analysis of military battles to understand the reasons for success or failure of both leaders and units in the battles. The principles of war, the role played by formal tactics in battle, the role of weapons systems and their improvements, and the role of leaders. Battles may include examples from the classical period, the American Civil War, WW II, and a modern American battle. One 60-minute class per week. Five 3-hour labs per quarter. One evening military formal dinner.

MILS 23. Troop Leading Procedures—Taught on Stanford campus. Plans and orders that enable small units to complete assigned tasks. Formal military decision making process. Planning techniques used to develop orders. Briefing plans and decisions. Review of basic soldier skills. One 60-minute class per week. Five 3-hour labs per quarter. One field training exercise away from the university.

JUNIOR YEAR

MILS 131. Leading Small Organizations I—Taught at Santa Clara University. Troop leading procedures and military decision making process in small unit planning and preparation. Advanced planning techniques and writing formal orders. Emphasis is on developing advanced skills needed for Army ROTC National Advanced Leadership Camp. Three 60-minute classes or two 90-minute classes per week. Five 3-hour labs per quarter. One field training exercise away from the university. Prerequisites: MILS 11, 12, 13, 21, 22, and 23, or consent of department chair.

MILS 132. Leading Small Organizations II—Taught at Santa Clara University. How small organization leaders exercise control of their organizations. Emphasis is on planning strategies, problem solving, practical exercises, and preparation for the Army ROTC National Advanced Leadership Camp. Army risk assessment and risk management doctrine. Three 60-minute classes or two 90-minute classes per week. Five 3-hour labs per quarter. One evening military formal dinner. Prerequisite: MILS 131, or consent of department chair.

MILS 133. Leading Small Organizations III—Taught at Santa Clara University. Small unit tactical proficiency. Troop leading procedures and the military decision making process in the preparation of Patrol OPORD's. How to call for, adjust, and integrate indirect fires into a scheme of maneuver. Conditions and procedures utilized at advance camp to

prepare cadets to render optimal performance in the camp environment. Three 60-minute classes or two 90-minute classes per week. Five 3-hour labs per quarter. One field training exercise away from the University. Prerequisite: MILS 132, or consent of department chair.

SENIOR YEAR

MILS 141. Leadership Capstone I: Staff Management—Taught at Santa Clara University. First course in the Capstone to the Army ROTC program. Management of a small Army organization, the Army ROTC cadet battalion, through regular formal meetings and briefings. Assignment to an actual staff or leadership position within the battalion organization. Depending on the position assigned, students are responsible for management areas including budget, logistics, personnel, public affairs, training, and organization operations. Students must show proficiency in understanding Army leadership principles and methods as well as planning and procedures for leading small organizations. Two 90-minute seminars per week. Five 3-hour labs per quarter. One weekend field training exercise away from the University. Prerequisite: MILS 133, or consent of department chair.

MILS 142. Leadership Capstone II: Military Ethics—Taught at Santa Clara University. Second course in the Capstone to the Army ROTC program. Management of the Army ROTC cadet battalion. New position assignments. Introduction to just war theory. Two 90-minute seminars per week. Five 3-hour labs per quarter. One evening military formal dinner. Prerequisite: MILS 141.

MILS 143. Leadership Capstone III: Transition to Lieutenant—Taught at Santa Clara University. Final course in the Capstone to the Army ROTC program. The moral employment of forces and weaponry. Goal is to ensure a smooth transition into the Army as a second lieutenant. Two 90-minute seminars per week. Five 3-hour labs per quarter. One weekend field training exercise away from the University. Prerequisite: MILS 142.

NAVAL ROTC

The Department of Naval Science at UC Berkeley offers programs of instruction for men and women leading to active duty reserve commissions in the U.S. Navy or U.S. Marine Corps. Navy option students enrolled in one of the four-year programs normally complete the following courses during the first two years. Students should consult <http://navsci.berkeley.edu/> for more information and changes to course offerings.

NS 1. Introduction to Naval Science—Freshman year.

NS 2. Sea Power and Maritime Affairs—Freshman year.

NS 3. Leadership and Management—Sophomore year.

NS 10. Ship Systems—Sophomore year.

Navy option students enrolled in either the four- or two-year program normally complete the following courses during their junior and senior years.

NS 12A. Navigation and Naval Operations I—Junior year.

NS 12B. Navigation and Naval Operations II—Junior year.

NS 401. Naval Ship Systems—Senior year.

NS 412. Leadership and Ethics—Senior year.

In addition to the above courses, Navy option ROTC students are required to participate in weekly professional development laboratories (drill) at UC Berkeley and complete a number of other courses at Stanford including one year of calculus, physics, and English, and one quarter of computer science, and military history or national security policy.

In lieu of NS 401, NS 10, NS 12A and NS 12B, Marine option students participate in Marine Seminars and complete MA 154, History of Littoral Warfare, and MA 20, Evolution of Warfare, or a designated equivalent course. Marine option students also participate in the weekly professional development laboratories.