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1. ROLE OF THE HANDBOOK AND RELATED UNIVERSITY PUBLICATIONS

1.1 HANDBOOK
This handbook is designed as a supplement to the Stanford Bulletin and other University publications and contains Department-specific policies, procedures, and degree requirements. 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 and seek clarification as needed. The Department reserves the right to make handbook changes at any time without prior notice. Further information and resources are available from the Graduate Studies Advisor (GSA) and the Student Services Manager (SSM).

Students are expected to follow the Departmental policies and procedures contained in the current year’s handbook, but may follow the degree requirements specifically associated with their year of matriculation into the doctoral program.

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 GAP handbook is designed to bring together into one resource the guiding policies, their rationale, and the various systems, forms and other tools related to their implementation.

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

2.1 PROGRAM LENGTH
The Ph.D. program in Linguistics is a full-time program. Admitted students are 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 entering 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 bolded. Detailed descriptions of each University requirement can be found in the University Requirements and Expectations for the Ph.D. section (§ 3) 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 two-course sets.
- 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 (QP) 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 or second 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 the three two-course sets.
• Completed the first Qualifying Paper by the end of Autumn Quarter.
• FILED FOR CANDIDACY BY THE END OF THE SIXTH QUARTER. Please see section 4.4 on Departmental requirements for candidacy and the University policies surrounding candidacy.
• Optionally completed the M.A. en route to the Ph.D. (45 units beyond the B.A. and a thesis or one Qualifying Paper); the M.A. program proposal form should be filed with the SSM by early Spring Quarter. Apply in Axess for graduation to receive the M.A.
• Attended the Center for Teaching and Learning (CTL) TA orientation (Autumn Quarter) and completed 394 (TA Training Workshop, Autumn Quarter); also likely served as a TA for one course.
• Attended Spring Quarter meeting devoted to presentations of second Qualifying Paper (QP2) research.

By the end of the THIRD YEAR, students should have:
• Completed all required coursework:
  o all nine basic courses, including three two-course sets
  o Foundations of Linguistic Theory (200, offered alternate years).
• Completed the second Qualifying Paper 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 READING 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 academic, 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 Funding Commitments Form if taking Department summer funding or if registering for Summer Quarter.
2.3 Ph.D. Degree Progress Timeline
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

Expectations Regarding Courses
Graduate students are required to maintain an overall 3.0 GPA and all basic courses (see section below) must be completed with a letter grade of ‘B’ or above. Generally, Ph.D. students are expected to receive a B+ or above in their coursework (3.3 GPA). This requirement is more restrictive than the University GPA requirement. Students with a GPA below 3.3 are not making satisfactory academic progress and may be at risk for academic probation or dismissal from the program.

During the first year, students are expected to take 15 units each academic year quarter. Beginning in the second year, students are expected to take 10 units each academic year quarter until they reach TGR status. Summer quarter enrollment is determined by the number of units required to ensure timely progress to TGR status, as well as by the summer activities the student will be engaged in; see section 7.2 on summer funding.

The following chart illustrates the academic credits which accrue if a student were to take the recommended number of units per year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Units Per Quarter</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>Summer 1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Summer 2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>10 (AW), 0 units on TGR (S)</td>
<td>20</td>
</tr>
<tr>
<td>Summer 4</td>
<td>0 units on TGR</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0 units on TGR</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td></td>
</tr>
</tbody>
</table>

Incompletes
Grades of Incomplete (I) are discouraged. Incompletes can add to an already full workload in subsequent months, and thus they can impair the student’s overall performance. It can also be more difficult to return to a course months after its completion.

Per University policy, grades of Incomplete are restricted to cases in which the student has satisfactorily completed a substantial part of the coursework. 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 the remaining work is to be submitted must be confirmed with the instructor, and the student must notify the SSM of the agreed-upon date for work submission.

Course Requirements
Departmental course requirements for students in the Linguistics Ph.D. program are listed below. A summary of the course requirements may be also found on the Department’s Application for Candidacy.
The Basic Course Requirements

Students are required to take 9 basic courses from Groups I, II and III, including:

a. Three 2-course sets from Groups I and II. The three sets should not all be in the same group.

b. 1 additional course in the group with only one set. The course should not be from the set used to fulfill item (a).

c. 1 course from Group III.

d. 1 more course from any group. The course should not be from the sets used to fulfill item (a).

e. 7 of the 9 basic courses, including two of the three Group I/II sets, must be taken prior to candidacy.

Note: All 9 courses must be completed with a letter grade of ‘B’ or better. The majority of courses should be taken for 4 units and no course may be taken for less than 2 units.

The Department has a cap on the number of courses in any subarea that can be counted towards the basic course requirement 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.

The basic courses are divided into Groups I, II, and III. Each set (Phonetics and Phonology, Morphology, Computational Linguistics, etc.) is underlined.

Courses not listed above may be substituted with approval by the Graduate Studies Advisor (GSA) in consultation with the student’s advisor.
Additional Year 1 Coursework
- 294 (Linguistic Research Discussion Group) in Autumn Quarter
- 396 (Research Projects in Linguistics) in Winter Quarter.
- 395 (Research Workshop) and concurrently register for 398 (Directed Research) with their QP1 Committee Chair in Spring Quarter.

Additional Year 2+ Coursework
- 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.
- 394 (TA Training workshop) in Autumn Quarter of the 2nd year.

Although the Department has no official coursework requirement beyond the nine basic courses and previously mentioned requirements, students are strongly encouraged to complete additional coursework that will enhance their research efforts in their 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.

Individualized Basic Course Curricula
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. Petitions for an individualized curriculum must be approved by the GSA and the QP Chair (or the student’s second advisor). Students must receive approval before the Autumn Quarter Preliminary Study List deadline of the second year.

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 provides crucial evidence for whether a student can engage in research and plays an important role in the candidacy decision, although other factors are also considered in determining whether or not a student will be admitted to candidacy (see section 4.4 on Candidacy).

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. A significant delay in the completion of the first QP could have a serious negative impact on the candidacy decision; see section 4 on Candidacy.

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. Late in 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 SSM 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. Students who do not complete each QP within the requisite time frame are not meeting minimal academic progress requirements; see the Academic Progress section 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 three to four 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 SSM of the upcoming Oral day, time, and location. By this time, the student should also have provided a QP draft to their committee. The QP 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
- 60 minutes for questions and discussion
- The student 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 recommendations for publication or presentation

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 SSM.

**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 and the second advisor/QP Committee Chair.

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 encompasses 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 SSM.

**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. 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. The Department abides by the University Policy (GAP 4.8.1) regarding Reading Committee composition. The student should work in conjunction with the principal dissertation advisor to select other committee members.

In the Department of Linguistics, 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.

To establish the reading committee, students complete the Doctoral Dissertation Reading Committee Form, and return it to the SSM. (This form is required before students may file for TGR; it must be filed with the SSM 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 Non-Academic Doctoral Committee Members, submitted to the SSM for signature approval by the Department Chair. The Reading Committee composition can be changed at a later date. It is the student’s responsibility to ensure that changes to the Reading Committee membership are formalized through the Change of Dissertation Advisor or Reading Committee Member 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 Research 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 if desired. 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 SSM. 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. Students who do not complete the dissertation proposal by the deadline 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 participate in a Dissertation Proposal Meeting. 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 inform the SSM when they meet this milestone.

Students should schedule two hours for the Proposal Meeting. The student should begin with a 10-15 minute presentation. It should include an overview of the proposal content: a statement of the hypotheses under investigation, the broader issues that the dissertation engages with, and the proposed research methodology. The presentation should conclude with 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. This form should also be signed by the GSA and filed with the SSM.
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 Proposal Meeting should be chosen by the dissertation advisor in consultation with the student.

**Dissertation Related Committees at a Glance**

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Min # Members</th>
<th>Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Reading Committee</td>
<td>3</td>
<td>Advisor and two or more readers (or advisor, co-advisor and one or more readers)</td>
</tr>
<tr>
<td>Dissertation Proposal Meeting Committee</td>
<td>4</td>
<td>Reading committee plus one or two other faculty members</td>
</tr>
<tr>
<td>Oral Exam Committee</td>
<td>5</td>
<td>University Chair, reading committee, plus fourth member if reading committee has only three members</td>
</tr>
</tbody>
</table>

**University Oral Examination**

The purpose of the University Oral Examination is to test the candidate’s command of the field of study and to confirm fitness for scholarly pursuits. 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 final or near-final state at the time of scheduling the Oral Examination. The Department abides by the University Oral Examination (GAP 4.7.1) policies; please review thoroughly for more information.

The examining committee for the Oral Examination is minimally composed of five people (see ‘Dissertation Related Committees’ table above): the student’s Reading Committee members (at least three), a University Chair, 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.) Additional details regarding Oral Examination Committee composition can be found in the GAP 4.7.1.

The out-of-department University Chair serves as an impartial representative of the academic standards of the University whose role is to maintain the quality and integrity of the University Oral Examination. Students are encouraged to participate in the process of selecting and contacting potential Chairs. 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.

**University Oral Examination - Scheduling**

The student must be registered in the quarter of the University Oral Examination. The student is responsible for coordinating the Oral Examination schedule and location. The student should begin planning for the Oral Examination, including working with the advisor to identify a University Chair, 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 Examination itself. According to University policy, the primary advisor, the student, and the out-of-department chairperson must be present and may not participate virtually (GAP 4.7.1). When these are determined, students should complete the University Oral Examination form and return it to the SSM, at least two weeks prior to the exam date. The SSM can help with room scheduling for the exam.
The student is responsible for providing the GSA with a dissertation abstract that can be used in an announcement of the public part of the Oral Examination, at least two weeks in advance of the Oral.

The SSM will assemble a file for the University Chair. The Chair may ask for the complete dissertation draft prior to the Oral Examination.

**University Oral Examination - Format**

The **University Oral Examination (GAP 4.7.1)** 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 contents, goals, 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 15 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.

(v) The candidate is advised of the Oral results, and any suggestions for dissertation revisions are outlined. The advisor is urged to put a summary of required changes (if any) in writing very soon after the Oral. Members of the Reading Committee are expected to meet individually with the student shortly after the Oral to discuss any revisions in greater detail.

**Submission of the Dissertation in Approved Final Form**

Dissertation deadlines are available on the [Registrar’s Dissertation Submission website](#). The dissertation submission deadline is a strict deadline and students who miss it will be required to register for an additional quarter. Students should allow plenty of time to complete the steps required for the final submission. Students must be registered in the quarter in which they submit the dissertation.

Outlined below are the steps necessary for dissertation submission. The outline includes a proposed timeline. It is the student’s responsibility to confirm with the Committee members whether they require additional time for any of these steps and if so to adjust this schedule accordingly.

1. **Approximately four weeks before deadline**: The student confirms the names of Reading Committee members and designates a Final Reader in Axess. The Final Reader needs to certify the submitted dissertation in Axess by the deadline as the final step in the submission process. **Please confirm your Final Reader will have internet access and will be available to certify your dissertation in Axess by the deadline.**

2. **Approximately four weeks before deadline**: Provide your dissertation to the Reading Committee, allowing them ample time to review your dissertation before signing the signature page. **The signature page and title page must be on acid free paper, which the Linguistics Office can provide.** All signatures must be in ink (not scanned or copied) so if any committee members are out of town, you will need to make arrangements to get their signature at least two weeks prior to the deadline.
3. **One week before deadline:** The student submits in person one ink signed signature page and one title page to the Student Services Center.

4. **The day before the deadline:** The student electronically submits the final dissertation to Stanford Libraries’ digital repository. It is highly recommended that the student submit at the latest by 10am the morning of the deadline, so the Final Reader has some time to do the final certification in Axess prior to the noon deadline.

5. **By deadline at noon:** The designated Final Reader certifies the submitted dissertation in Axess.

There are many resources available to help you with the dissertation submission process. The website [Preparing Dissertations for Electronic Submission](#) includes detailed information regarding formatting, the electronic submission process, open lab sessions, and sample signature and title pages. The [Checklist for Submission](#) provides a detailed list of items you need to review before submission. Also, the Student Services Center has a great video that walks through the actual dissertation submission process step by step.

The Office of the University Registrar does not provide bound copies of the dissertation for personal use. Students who want dissertation copies bound for personal use should contact the [Stanford Library Binding and Finishing office](#).

### 3.6 ADVISING

The Department is committed to providing academic advising in support of each graduate student’s scholarly and professional development. Faculty advisors guide students in key areas such as selecting courses, designing and conducting research, navigating degree requirements, exploring academic and professional opportunities, and preparing for their post-Ph.D. careers. Graduate students are active contributors to the advising relationship, proactively seeking academic and professional guidance and taking responsibility for informing themselves of policies and degree requirements for the Ph.D. program. An important part of the advisee-advisor relationship is that students learn to advocate for themselves; this includes discussing expectations for the advisor-advisee relationship with the advisor and revisiting these expectations periodically.

**Graduate Studies Advisor**

A Department faculty member serves as the 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 TA assignments, and approves special petitions.

**Second Advisor**

Each student also has an individual advisor (also referred to as a “second advisor” in the pre-dissertation stage), usually chosen based on shared research interests, who advises on coursework, training in research methodologies, research projects, and professional development. Entering students are assigned a second advisor for their first two quarters in the program. Student preferences are gathered in the summer before the first year, and the GSA makes final assignments that ensure that advising is spread equitably across the faculty, while respecting each student’s preferences as much as possible. The second advisor helps first year students make the transition to graduate school and take the initial steps towards their long-term goals; this includes offering advice on appropriate coursework and methodological training, planning for degree milestones, helping the student get started with research, and strategizing about how to meet the student’s career goals.

Beginning with Spring Quarter of the first year, the student’s QP Committee Chair serves as the second advisor. On completion of the QPs, the student chooses a faculty member as dissertation advisor (i.e. Chair of the dissertation Reading Committee); this faculty member becomes the main advisor. 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 to learn which faculty members might be particularly appropriate as their dissertation advisor and other members of their Reading Committee.
Student Services Manager
In addition, the Department’s Student Services Manager serves as the student's primary contact regarding Department and University procedures and can provide information, assistance, and the appropriate forms and procedures for academic and financial matters.

Expectations
Students are expected to meet regularly with their advisors and to keep them informed about their academic progress. To facilitate this, twice a year, once at the beginning of Autumn Quarter and once late in Winter Quarter or early in Spring Quarter, each student and their second advisor meet for a holistic discussion of the student’s recent progress, short-term plans, and longer-term academic and professional development. The student and advisor complete a student progress form, which is designed to guide the discussion. The GSA usually joins the discussion with students in the earlier stages of the Ph.D. program. Students who receive Department summer funding are also expected to fill out a Summer Commitments form that lays out their priorities and goals for the summer. Students are expected to check in with their advisor in the middle of the summer to discuss their progress on the goals set out in this form.

Advising Concerns
If the advisor relationship does not best meet the student's needs, is not conducive to academic progress, or is in some other way problematic, the student is responsible for contacting the GSA and/or the SSM to discuss the issues. The GSA and SSM will work with the student to address any concerns; in some instances, this might lead to a change of advisor. Students are encouraged to voice any concerns sooner rather than later, in order for any potential issues to be addressed as early as possible.

Additional Resources
Please review the Department of Linguistics’s Graduate Advising Expectations for additional information. Students are also encouraged to familiarize themselves with the Policies and Best Practices for Advising Relationships at Stanford. Additional resources on advising are offered by VPGE.

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 progress, to identify areas of strength, to provide helpful resources, and to note potential issues or 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 in writing for each student the faculty discussion, and provides constructive feedback and expectations going forward. In the case of concerns, the student will be told specific steps that must be taken to address identified issues. 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 Department adheres to the University’s minimum progress requirements.

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 first QP. 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 first QP 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 theoretical background and methodological 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, minimal progress or professional behavior will be reviewed by the Department and may be subject to academic probation or dismissal from the program. The GAP provides detailed information regarding University expectations about academic progress, and the consequences of not meeting these expectations.

**Extension to Milestones**
Requests for an extension of milestones (QP, Dissertation Proposal, etc.) are granted rarely and only in extenuating or compelling circumstances. An extension request must be made at least one month prior to the deadline. The maximum extension is normally one quarter beyond the deadline. If the milestone is not completed within the extended time frame, a hold may be placed on the student’s future registration.

Requests for extensions must be made on the appropriate Department form. The request must include a clear and complete progress report and a work plan for completion that recognizes the remaining steps involved.

**Academic Accommodation**
The Office of Accessible Education (OAE) supports students with disabilities, providing a wide array of support services, academic accommodations, and programs. The Department is fully committed to supporting students with disabilities and providing academic accommodations as recommended by OAE.

Students who may need an academic accommodation based on the impact of a disability must initiate the request with OAE. OAE staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the quarter in which the request is being made. Academic accommodation will not be granted in the absence of such a letter. A new letter is needed every quarter. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations.

The OAE is located at 563 Salvatierra Walk (phone: 723-1066, oae-contactus@stanford.edu).
4.2 RESIDENCY AND UNIT REQUIREMENTS
University residency for all students is determined by the number of units completed. The University’s minimum residency requirements for the Ph.D. degree is 135 units, including at least 90 units of work at Stanford. Up to 45 units can be completed at Stanford towards a Master’s degree or accepted as transfer credit, but not both. Directed Reading, Directed Research, and Dissertation Research units may be included in these totals. For more information regarding the Stanford Residency Policy for Graduate Students, please carefully review the GAP 3.2.1: Residency Policy for Graduate Students.

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 additional 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 SSM 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 requirements and on an assessment by the Department faculty that the student has the potential to successfully complete the Ph.D.

Following University policy (GAP 4.6.1), students are expected to complete the candidacy requirements by Spring quarter of the second year of graduate study. A student who takes a Leave of Absence prior to admission to candidacy will be required to be admitted to candidacy by the student’s sixth full academic year quarter.

Departmental Requirements for Ph.D. Candidacy
Satisfactory completion of the following:

- Seven of the nine basic courses, including two two-course sets
- 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
- Application for Candidacy Form

Application for Candidacy
Students should meet with the GSA and their first QP advisor to complete the Application for Candidacy, which specifies how the student plans to fulfill the candidacy requirements and satisfy any remaining degree requirements.

The student should submit this application form to the SSM during Winter quarter of the second year. The application is initially reviewed by the GSA and SSM; the GSA or SSM will contact the student should there be any concerns about whether the submitted plan will meet the requirements.
During Spring quarter of the second year, the GSA then presents the student’s Application for Candidacy to the Department faculty at the faculty meeting where candidacy decisions are made. This application is only one component of the candidacy decision.

**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 requirements, 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 Department requirements, or meeting the University’s minimum requirements for academic ‘good standing’, although all of these are weighed in the decision. Please review additional information about Doctoral Degrees: Candidacy (GAP 4.6.1).

The Department faculty reviews each student at a faculty meeting during Spring quarter of the second year and votes on whether to admit the student to candidacy. Students may be approved for or denied candidacy by the Department. In rare cases where the faculty finds that they do not have sufficient evidence for making the candidacy decision, the Department may decide to defer the candidacy decision to a subsequent quarter. Such deferrals are usually for one academic year quarter. In such instances, the student will be given specific conditions that must be met before the candidacy decision is revisited. Deferred candidacy decisions also rest on a holistic assessment; however, failure to maintain timely progress in satisfying conditions associated with a deferral may constitute grounds for a denial of admission 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.

### 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. and one of the Qualifying Papers.

After submitting the [Proposal for Candidacy](#) and filing the Qualifying Paper Report, students should submit the Graduate Authorization Petition in Axess for the M.A. Degree, then petition for degree conferral via Axess.

### 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. While in TGR status, the student’s primary focus is researching and writing 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 and are assessed a special reduced tuition rate.

**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 Request for TGR Status 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 University Oral Exam and/or submission of the dissertation in its final form, are eligible for one quarter of reduced tuition status, the “Graduation Quarter”. Additional information about Graduation Quarter is available on the Registrar’s Office website.

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 SSM 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. Through completion of teaching assignments, students develop not only training related to course development and effective instructional strategies, but also critical skills in communication, planning, and leadership that support professional careers in diverse fields, academic or not. 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, typically in Summer Session.
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 (VoC) TA (in some years), 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 by the beginning of Autumn Quarter. This training contains information that is not available in the required Title IX training. 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 some 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 except the special TA, will be evaluated by students in their sections 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 their TA’s sections at least once. The Department carries out its own evaluation of the special TA, and provides them with the results.

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 SSM 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 that pertain to them involving the conduct of research. These policies are summarized in the Research Policies for Graduate Students section of the Graduate Education page of the Bulletin. More detailed information can be found on the Research Compliance Office website and in the Research Policy Handbook from the Office of the Vice Provost and Dean of Research, which contains a collection of policies, guidelines and general information related to research at Stanford.

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.

Guidelines for IRB Panel Approval
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 Meghan Sumner 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: (i) practica. These are class exercises not expected to lead to publishable results, and (ii) 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.

Students 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.

Expectations for Human Subjects Research
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.

Tutorial on Human Subject Research Protection and Good Clinical Practice
All entering graduate students must take training associated with doing human subjects research (even if they do not currently plan to do that type of research) by the end of Autumn Quarter of the first year. The CITI (Collaborative Institutional Training Initiative) course in the Protection of Human Research Subjects provides useful information for all researchers; furthermore, taking this course will allow those who do work with human subjects or do any research using Amazon Mechanical Turk or comparable platform to be properly reimbursed by Stanford.

Departmental Human Subjects Protocol
The Department of Linguistics 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 page of the Department website. For questions about the Department Protocol please contact Professor Meghan Sumner.

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, including internships, and employment opportunities.

6.4 PROFESSIONAL DEVELOPMENT
Students are encouraged to discuss their professional goals and career plans with their advisor, the GSA, and other faculty members right from the inception of the Ph.D. program. The Department faculty is committed to supporting students as they work towards their goals and helping to strategize about how best to meet these goals while satisfying program requirements. To this end, the student’s professional development is one of the topics discussed at the twice yearly advising meetings.

Students should also take advantage of the many University resources targeting professional development. These include professional development activities sponsored by VPGE and the services of BEAM Career Education. BEAM provides valuable resources tailored specifically to graduate students, including career coaching, events, and workshops; for those exploring careers outside of academia, they offer career fairs and mechanisms to connect with employers and alumni.

Publications and Presentations
The Department strongly recommends that students considering an academic career in Linguistics 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 should begin to discuss with their advisor
right from the beginning of a QP or the language requirement paper how best to frame the research in writing so
that the transition from a paper satisfying a requirement to a submission for publication can be carried out as
smoothly and expeditiously as possible. Students are strongly advised to get faculty feedback before submitting an
abstract to a conference or a paper for publication, as well as before presenting a talk or a poster at a
conference. Students are encouraged to present practice talks in an informal setting within the department before
the actual presentation in a professional setting.

7. FINANCIAL MATTERS

7.1 FIVE-YEAR DEPARTMENTAL FUNDING PACKAGE
The Department of Linguistics provides 15 quarters of academic year funding, consisting of 8 quarters of University
Fellowship, 3 quarters of Teaching Assistantship, 4 quarters of Research Assistantship, 2 quarters of Summer
Quarter Research Assistantship, and 1 quarter of Summer Quarter University Fellowship. Students receive the
level of tuition support that allows registration for the number of units of coursework required given their stage in
the graduate program.

Continued funding depends on maintaining good academic standing, including achieving Department and
University milestones in a timely manner.

An example of the Department of Linguistics 5-Year funding model, which reflects the expected progress through
Department and University milestones, follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Stipend/Salary</th>
<th>Tuition Rate</th>
<th>Health Insurance</th>
<th>Summer funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>University Fellowship (UF) for all 3 quarters</td>
<td>11-18 unit rate/quarter</td>
<td>During each quarter of Department support, students years 1-5 receive funding for the full cost of their Cardinal Care Health Insurance. Health Services Fee not included.</td>
<td>RA for 2 summers in Year 1-3 (8-week summer rate). The level of tuition support is determined by the number of units required to ensure timely progress to TGR, as well as by planned summer activities.</td>
</tr>
<tr>
<td>Year 2</td>
<td>2 quarters of UF, 1 quarter of TA</td>
<td>8-10 unit rate/quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>2 quarters RA, 1 quarter TA</td>
<td>8-10 unit rate/quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>2 quarters RA, 1 quarter TA</td>
<td>8-10 unit rate/quarter or TGR rate once TGR status is reached</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>UF for all 3 quarters</td>
<td>TGR rate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following section includes in detail further information about each type of University Funding.
7.2 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 end of the fourth 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 TAship 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.

Research Assistantships
Once students have been admitted to candidacy, their funding generally takes the form of Research Assistantships (RA) in all non-TA quarters until they reach TGR status. The third and fourth years are generally funded by a combination of Research Assistantships and TAships (and/or RAships on faculty members’ grants).

Occasionally, opportunities also exist for students to receive Research Assistant appointments on faculty members’ grants, as an alternative to Department funding. 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 status).

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 level of tuition support allocated is determined by the number of coursework units required to ensure timely progress to TGR status, as well as by the student’s planned summer activities.

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 mid-April. 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 can 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.

### 7.3 EXTERNAL FUNDING

**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 cannot 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 section 7.1 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), as well as Piggott and Weiland Fellowships, are among those that do not qualify for the research/travel incentive as they are taken into account in the graduate funding allocation received by the Department from the School of Humanities and Sciences.

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 SSM 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 RAship and TAship (if the TA requirement has not yet been completed), tuition support appropriate to the student’s status, plus one quarter of University fellowship summer funding 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 SSM and the GSA about the TA requirements as they intersect with NSF funding policies regarding additional employment.

7.4 TAX INFORMATION

The Department administrative staff are not tax professionals and cannot offer tax assistance to students. Tax information for students can be found in the links below. We also recommend that students obtain professional help in the preparation of federal and state taxes.

- [General Tax information for all students](#)
- [Tax Information for U.S. Citizen and Resident Alien Students](#)

For assistance with tax withholding, tax treaty and tax form issues, submit a HelpSU request (Category: Financial Support, Type: Payroll). Payroll will respond within 1 business day. Anyone needing advice or interpretation of tax law should consult a competent tax counsel or attorney.

**Taxes for International Students**

All international students and scholars are expected to file tax forms whether or not they had earned income during the tax year. International students are encouraged to attend the tax webinars held at Bechtel International Center in March. [Tax Information for International Students](#)

7.5 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.

**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. CITI training must be completed. 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 Travel 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.

- **Professional Society Dues**: Payment of yearly dues to one professional society relevant to the student’s professional goals.

**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.

**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.

**Prior to Using Funding**

Students should consult the Finance Administrator at least two weeks prior to incurring expenses or undertaking travel; 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.
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

Additional Reimbursement Documentation for Travel Expenses:
● Paper or Poster Presentations at Professional Meetings, Conferences, or Workshops:
  o The meeting/conference program showing the student’s name as a presenter
● Summer School:
  o Proof of paid registration in the student’s name
● Research Travel:
  o Nothing required beyond the General Reimbursement Documentation
● Job Search Related Travel:
  o Evidence of a job interview, e.g. an e-mail confirmation of the interview time and place
● Students adding on personal travel to reimbursable conference/research travel will need to provide a flight cost comparison at the time of booking. The flight comparison should show what the flight would cost if personal travel dates were not added.

Additional Reimbursement Documentation for Research Expenses:
● Human Subjects:
  o Human Subjects Incentive Certification Form
  o Human Subjects Pay Form
  o Human Subjects Protocol Number
  o Evidence of completion of CITI training
● Miscellaneous Expenses (e.g. equipment, software, data sets):
  o Check with the Finance Administrator prior to purchase in case approval is necessary
  o Nothing required beyond the General Reimbursement Documentation

Departmental Grants for Research
On a pilot basis, the Department will make available grants of up to $1000 for research expenses related to the QPs or the dissertation. To be considered for this funding students should complete the Research Grant Application form by the end of the first week in Spring Quarter. Due to the limited funding available, not all applications may be funded. Decisions will be announced in late May. Students may apply for this funding more than once, but cannot receive more than $1000 cumulatively from this source over their graduate career.

Funding for a Personal Computer
The Department provides each student funding for the purchase of one computer for their use during the Ph.D. program. 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 available until the end of autumn quarter of the fourth year should a computer be necessary later in the student’s graduate career. This funding is restricted and cannot be used for the purchase of software or peripherals. The SSM will send further information about the funding available and reimbursement process during Autumn quarter to first year students.
If the student purchases the computer early in the graduate career and leaves the program for any reason prior to completion of the second QP milestone, the computer must be returned to the Department. If the computer is purchased after the second QP milestone, and the student leaves the program before degree conferral, the computer must be returned to the Department. In all other situations, the student may keep the computer.

Students should purchase the computer with their own funds and then submit dated, original itemized receipts with proof of payment to the SSM 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.

7.6 Emergency & Other Funding
The Financial Aid Office has limited funds available to help graduate students dealing with difficult financial situations. Please review Financial Aid Office Stanford Support Programs for more detailed information. Stanford Support Programs include a need-based Family Grant program for graduate students with children, emergency grant-in-aid funds, graduate housing loan, and more. The Financial Aid Office can also provide more information about loans for graduate students. Stanford also offers an interest-free Grad Cash Advance option.

The Stanford Diversity and First-Gen Office also provides an Opportunity Fund to assist diversity and first-generation students with expenses, including travel to a conference.

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 to actively 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.

Walkthrough Petitions
Candidates who have not met the official graduation requirements but wish to participate in the diploma ceremony may petition to attend by submitting a ‘PhD Commencement Walkthrough Petition’ to the SSM with advisor and GSA approval.

Doctoral candidates are eligible to “walkthrough” if they have:
1. Completed the University Oral Exam or have submitted the ‘University Oral Examination Schedule’ form
2. Expect to graduate by the end of the Summer Quarter following Commencement
3. Submitted the ‘PhD Commencement Walkthrough Petition’ with advisor and GSA approval to the SSM by the University dissertation submission deadline.

M.A. candidates are eligible to “walkthrough” if they have
1. An approved draft of their M.A. thesis or project
2. Expect to graduate by the end of the Summer Quarter following Commencement.

Exceptions to these requirements require approval by the dissertation 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.
9. HEALTH AND WELLNESS
Students are encouraged to seek out and utilize campus resources that support their health and wellness. Stanford offers a variety of resources including recreation facilities, community and academic events, contemplation spaces and programs, public service opportunities, resources for families, and other resources that support physical and mental health. Linguistics students are encouraged to use one unit each quarter to take a class that will promote their health and wellness, such as an athletic, wellness, music, or art class.

The Graduate Life Office is available to help graduate students navigate issues and challenges, including personal and family issues, health concerns, academic challenges, and financial difficulties. The Graduate Life Deans are on call 24/7 to provide crisis assistance.

10. OPPORTUNITIES BEYOND THE DEPARTMENT
10.1 Exchange Scholar Program
Two exchange programs with other universities are available for graduate students.
- The Exchange Scholar Program allows a student to spend up to a year at one of the following campuses: Brown, University of Chicago, Columbia, Cornell, Harvard, MIT, Princeton, University of Pennsylvania, or Yale.
- The University of California Exchange Program allows a student to take courses at UC Berkeley or UCSF.

Note that the academic calendars of other universities, including UC Berkeley, do not coincide with Stanford’s and this may cause logistical problems. Learn more about exchange programs on the GAP 5.8.1.

10.2 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. The majority of the courses taken towards the 30 units of coursework must be taken for a letter grade and should be completed with at least a ‘B’. 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 SSM preferably no later than Autumn Quarter of the third year.

10.3 Leave of Absence
Students working towards 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. The Department adheres to University Leave of Absence Policy; students interested in a Leave of Absence should carefully review the University Policy.

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. Students on leave are not eligible to receive Department funding, including research and travel funds, and cannot fulfill any Department or University requirements during the leave. Once a leave is approved, the GSA or the SSM 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 are due during the leave. **Students should carefully review the University policy regarding the Leave of Absence to learn more about potential implications for graduate housing, health insurance, financial aid, visa status, and more.**

**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 SSM. 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 SSM) prior to requesting a Leave of Absence. Leave of Absence information for International Students is available on the Bechtel International Center website. International students must secure approval for any Leave of Absence from the Department, the Registrar’s Office, and the Bechtel International Student Center.

**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. Please review the University policy regarding returning from a Leave of Absence.

**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, complete the “For an EXTENSION of a Leave of Absence” portion of the Leave of Absence form. Leaves of Absence may not exceed a cumulative total of two years.

**10.4 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 conditional on completing any requirements outstanding at the time of leave 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.

10.5 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 helpful, including the deans in the Graduate Life Office and the staff at BEAM: Career Education.

Students who complete the first QP 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.

11. COMMUNITY VALUES
This section provides an introduction to the major University policies which every Stanford student should know. Together these policies create a framework of shared community values, which all members of the University community should maintain.

11.1 HONOR CODE
The University’s statement on academic integrity, the Honor Code, was written by students in 1920 and articulates expectations of student 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.

11.2 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.

11.3 CODE OF CONDUCT
The Code of Conduct (AdminGuide1.1) applies to all members of the Stanford community and should be the foundation for our decisions and actions.

As members of the Stanford University community, all faculty, staff, students, members of the Board of Trustees, University officers and affiliates are responsible for sustaining the highest ethical standards of this institution, and of the broader community in which we function. The University values integrity, honesty and fairness and strives to integrate these values into its teaching, research and business practices.

11.4 PROFESSIONALISM
As detailed in the Bulletin (see section “Guidelines for Addressing Graduate Student Professional Conduct”), there are expectations for graduate students as they prepare to be responsible members of professional communities.

Graduate students are expected to meet standards of professional behavior, including:

- being present on campus to meet the academic and research expectations of the school or department;
- communicating in a timely, respectful and professional manner;
- complying with institutional policies and procedures;
• and participating appropriately in the program’s community.

Per University policy, email to a student’s Stanford email account will be presumed to have been received and read by the student (Notification/Obligation to Read Email).

OTHER RESOURCES

Explore the Grad Gateway. Get the resources you need to thrive in your graduate career at Stanford.

Review the Stanford Registrar’s Office Forms and Publications.

Find Linguistics Department Specific Forms & Requirements.

DEPARTMENT ADMINISTRATION

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

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

Jeanne Su, Student Services Manager  
(650) 725-1552  
jysu@stanford.edu

Lisa Woodcock, Student Services Officer  
(650) 498-8720  
lisaw3@stanford.edu

Kelly Battcher, Department Manager  
(650) 723-4285  
battcher@stanford.edu

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

Hana Wilson, Administrative Assistant  
(650) 723-4284  
hanaw@stanford.edu