MASTER OF LIBERAL ARTS PROGRAM

Student Policy Handbook
and
Axess Instruction Manual

2023-2024
The MLA Student Policy Handbook and Axess Instruction Manual is a compendium of information about the Master of Liberal Arts (MLA) Program, its policies and requirements, and many of the University policies and resources that are relevant to the MLA students.

**It is the responsibility of every MLA student to read this handbook and understand the policies and procedures described.**

Every effort has been made to ensure that the applicable polices and other materials contained in this handbook are accurate and current at the time of publishing. The MLA program reserves the right to make changes at any time without prior notice, within Stanford University regulations.

If you have any questions, please contact Michelle Bennett at michelle.bennett@stanford.edu or (650) 725-0061.

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**WASC Stated Learning Outcomes**

The purpose of the Master of Liberal Arts Program is to address subjects that cross disciplinary boundaries; to develop an understanding of the strength and the shortcomings of disciplinary evaluation; to help students to refine their skills in writing, research, critical thinking, collaborative work, and collegial discussion. While students are not being groomed for academic careers, graduates of the program have used their experience to gain acceptance into Ph.D. programs at Stanford and elsewhere. Students who complete the MLA program are well positioned to advance in careers that require the careful analytical and rhetorical training they receive. This training is achieved through the completion of four foundations courses, which together emphasize the program’s goals as stated above; seven seminars that offer a more specific engagement with interdisciplinary subject matter; and a master’s thesis, accomplished under the direction of a Stanford faculty member who is expert in the subject of the thesis.
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I. MLA PROGRAM OVERVIEW

Administrative Office

The administrative offices for the Master of Liberal Arts program are located in Building 460 in the Main Quad. The mailing address is

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Overview

Since its inception in 1991, the MLA program has graduated 340 students. Designed for adults who wish to pursue a broad, interdisciplinary course of study, the program aims to help students develop the intellectual methodology they need to engage in contemporary debates; to cultivate their ability to find connections among different areas of human thought; to acquire the tools to conduct original research; and, most of all, to pursue a life of ideas.

The underlying premise of the MLA program is that interdisciplinary study leads to intellectual independence and satisfaction not always found in discipline-based programs of study. As a result, we encourage our students to explore a broad range of subjects throughout the curriculum, rather than to focus narrowly on a single topic. The program begins with a foundations sequence that reintroduces entering students to the historical and philosophical framework of study in the liberal arts, and invites them to venture beyond their areas of expertise. The culmination of study for each student is the master’s thesis; the interdisciplinary background in coursework provides the broad perspective from which each student conceives of and writes a tightly focused, in-depth study of a single subject. The total time to degree is four to five years.
II. COURSE INFORMATION

Distribution of Units

Students complete a total of 50 units to degree. Students may take additional units but must stay within the required time to degree. The following units are required of MLA students:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Quarter Foundation Sequence</td>
<td>12 units (4 units each)</td>
</tr>
<tr>
<td>Core Introductory Seminar</td>
<td>4 units</td>
</tr>
<tr>
<td>7 Graduate Seminars*</td>
<td>28 units (4 units each)</td>
</tr>
<tr>
<td>Master’s Thesis</td>
<td>6 units</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>50 units</strong></td>
</tr>
</tbody>
</table>

*At least six of the required seven seminars must be from the MLA curriculum.

Distribution Requirements

MLA distribution requirements ensure that students pursue a broad curriculum during their course of study in the MLA program. Prior to beginning work on the thesis, students must successfully complete a minimum number of units in each of the following fields:

- Humanities (HUM): 4 unit minimum
- Science, Engineering, Medicine (SEM): 4 unit minimum
- Social Sciences (SS): 4 unit minimum

Distribution requirements are fulfilled through regular unit-based coursework, not through additional units. These requirements should be fulfilled during the second or third year through MLA seminars. Each quarter prior to registration, MLA students will receive a list of MLA seminars and that qualify for each field. There is no guarantee that a course will be offered in all three fields every quarter; therefore students should not postpone fulfilling any of the distribution requirements until the last quarter prior to beginning work on their theses.

First Year and One Quarter of Study (Foundation and Core Courses)

Students commence their studies in the MLA program with the foundation sequence, comprised of three courses taught during the fall, winter, and spring quarters of the first year. The Foundations instructors meet with the Associate Dean at the end of each quarter to review student progress.

After completion of the foundation sequence, MLA students spend the autumn of their second academic year in the core introductory seminar.

In order for a student to proceed to the core introductory seminar, students must be able to write an argumentative paper, including conducting a logical argument, and be ready to advance to writing an argumentative research paper.

Students are not permitted to take MLA seminars until all four required courses have been successfully completed.
Seminars

Students begin to take MLA seminars only after they have completed the four required core courses; MLA 101A, 101B, 101C, and 102. Each quarter during the regular academic year, two to three MLA seminars are offered. Two are usually offered in the fall and in the summer. MLA seminars are offered for four units each.

The details of each course can be found on the MLA web site. Each quarter, prior to the start of enrollment, the Associate Director will send an email with details of the courses being offered for the upcoming quarter.

Students may take a maximum of eight units per quarter, and a total of twelve units in two consecutive quarters. If a student is interested in taking more than eight units in a single quarter or more than a total of twelve units in two consecutive quarters, he or she must first obtain the permission of the Associate Dean and Director.

Students take seven seminars after the required course courses; these can be fulfilled by MLA seminars for all seven courses, or by taking six MLA seminars and one Stanford departmental graduate seminar. Students must take at a minimum of 7 seminars; within a reasonable time to degree, some students choose to take additional seminars.

Stanford Departmental Courses

To Fulfill a Seminar Requirement
Students may choose to take a Stanford departmental graduate seminar to fulfill one of the seven seminars that are required. For a departmental course to count towards degree, it must be a graduate-level seminar, must be taken for at least 4 units, and must be taken for a letter grade. Students must earn a B- or better. Students are eligible for this option once they reach active status in the program. Prior to enrollment, students need to obtain permission from the course faculty, and from the Associate Dean & Director. The course should be within the liberal arts disciplines.

During Prospectus and Thesis Work
During the prospectus- and thesis-writing times, non-MLA courses may be taken if they specifically relate to the thesis topic. Permission of the Associate Dean and Director and the course faculty must be obtained before enrolling in any non-MLA course.
If students anticipate needing training in another language, they may pursue Stanford undergraduate language courses. Language courses must also have the approval of the Associate Dean before enrolling. These courses will appear on your transcript, but will not count towards degree.
Auditing

The first priority of an MLA student is to complete the requirements of the degree program. Auditing will not be approved if it is impeding a student’s timely progress towards degree.

In very particular circumstances, with the invitation of the faculty, auditing may be allowed. In some cases students may wish to audit an undergraduate lecture course, or a course that is specific to their thesis needs.

Stanford allows the auditing of courses with the following guidelines:
In all cases of auditing, the instructor, department administrator, and the Office of the University Registrar's prior approvals are required.

No person shall attend any class unless he or she is a fully registered student enrolled in the course or meets the criteria for auditors. Auditors are not permitted in courses that involve direct participation such as language or laboratory science courses, field work, art courses with studio work, or other types of individualized instruction (i.e., labs, seminars, case study, language, and activity courses are not permitted). Auditors are expected to be observers rather than active participants in the courses they attend, unless the instructors request attendance on a different basis. Stanford does not confer credit for auditing, nor is a permanent record kept of courses audited. Students do not enroll in the course they are auditing. Auditors may not join classes for the first time after the University's final study list deadline.

Advising

The MLA Program has an advising program that is created to respond to student need as well as the unique nature of this student group. That is, the MLA student group is diverse in age, experience, expectation, and availability; we have determined that important gateway moments in the program (finishing core courses and entering the seminar track, preparation of the thesis prospectus, work on thesis) require cohort advising meetings. Individual academic advising, however, is best accomplished one-on-one, between student and adviser, at a mutually convenient time and place. The advising structure has two stages: Pre-thesis Advising and Thesis Advising.

Pre-thesis Advising begins just before matriculation and lasts until the student has been assigned a Thesis Adviser.

• Specific pre-thesis academic advising sessions occur before students begin the program, at the conclusion of their foundations course year, as they begin to choose their seminars, and as they begin to contemplate their thesis topics. The dates for these sessions are published well before the events, and students recognize the importance of attending; when exceptional circumstances keep students away, the program offers make-up sessions in person or by phone or Zoom.
Entering students are also assigned a faculty adviser as they enter the program. They are encouraged to meet with the adviser during the first year to establish a relationship with the faculty member; once they begin to choose seminars and to move toward thesis subject matter, we encourage students to contact their adviser once a quarter, before they sign up for the following quarter, for a meeting.

_Auto-generated content warning: The following content is auto-generated and not related to the rest of the document._

**Year 1**
Incoming students meet individually with the Associate Dean and Director in the summer, prior to starting the program. This meeting provides an opportunity to talk about students’ and program’s expectations, to clarify the administrative specifics of the program, and to pass on information about the resources available to the student. This meeting also constitutes an open invitation for students to consult the Associate Dean and Director throughout their time in the program. Before this meeting, students are sent the MLA Student Handbook for their perusal.

In October of their first year, students are assigned a Stanford faculty adviser, from among the members of the MLA Faculty Advisory Committee. These advisers are familiar with MLA program policies and the MLA curriculum; they also are familiar with the MLA Student Handbook. This adviser will work with students throughout Foundations, Core and seminar classes, until they are assigned a thesis adviser.

In their first year, students should plan to reach out to their adviser at least once. The meeting (or meetings) during their first year provide an opportunity to get to know the adviser before the students and adviser begin meeting regularly during the second year.

Students meet with the Associate Dean and Director again at the completion of their first year. This meeting provides an opportunity to go over how the year went, and discuss concerns or challenges the student is having.

**Year 2**
During the fall quarter, 2nd-year students are taking their final core course. One session of that course will begin an hour early, and will address the students’ move into seminar choice. The Associate Dean and Director and the Chair of the Faculty Advisory Committee will conduct the meeting; faculty who will be offering seminars through the rest of the academic year will be invited to the session. This meeting takes place just prior to enrollment opening for Winter quarter.

Students are encouraged to consult with their faculty adviser prior to enrolling in courses fall, winter, spring and summer quarters of this second year to keep the adviser informed of their choices, to discuss program expectations and upcoming responsibilities. These meetings can be held in person, by phone, or over email. Students are expected to initiate these quarterly meetings.
Year 3
Students are advised to contact their faculty adviser each quarter as they continue their seminar work.

Early in winter quarter of their third year, students meet as a group with the Associate Dean and Director, and the Writing Instructor. This meeting is an orientation for students as they begin to think about their thesis topic, and move into the next stage of the degree. They receive a substantial binder of information and advice that they will consult through their thesis-writing.

As students reach the end of their seminars and begin thinking about thesis topics, they begin a conversation with the Associate Dean and Director about their thesis direction and potential faculty they should speak with as they are writing their prospectus.

Students are introduced to and encouraged to consult individual faculty members whose expertise can guide the students’ building of the prospectus.

Thesis Advising

End of Year 3 and Beyond
The MLA Faculty Advisory committee responds in writing to each students’ prospectus, approving it, deferring approval, or rejecting it. In each case, the response brings together the considered advice of the committee as to next steps for the student. Once students have an approved prospectus, the MLA Faculty Advisory committee assigns them a Stanford faculty adviser.

Students with approved prospectuses (or those who are close to having their prospectuses approved) attend a day-long thesis workshop, held at the end of July every summer. The MLA Writing Consultant and Instructor directs the workshop and the Associate Dean and Director attends, along with representative faculty advisers and recent graduates. The thesis workshop is intended to provide insight into working with a thesis adviser, to help students to take maximum advantage of class and instructor feedback in the weekly thesis workshops, to address the necessary work of researching and then shaping and focusing the thesis, to inform students about the practices and expectations of the weekly WIP sessions and of thesis presentations, and generally to illuminate some of the ups and downs of thesis-writing. (The July thesis workshop is intended for all students who are working on their theses, not only those who are beginning their work.)

As soon as their prospectus is approved, students become a part of the thesis working group, MLA 398: Thesis in Progress. The work-in-progress group meets weekly and includes all MLA students who are working on their theses; it is led by the MLA Writing Instructor, and the Associate Dean and Director attends most meetings. The meetings provide a time for peer feedback and support as well as guidance from the writing consultants.
General Advising

For questions about degree progress, tuition, or general program policy, students can consult the MLA Handbook, or contact the MLA office.

Intellectual Journeys and Oxford

The MLA program offers two options for students who wish to engage in travel/study opportunities.

Intellectual Journeys
Intellectual Journeys are intensive, one- to two-week seminars that include a travel element. Intellectual Journeys can be held domestically or internationally, and past seminars include stays in Stratford, England, at Cambridge University, and a trip to the Galapagos. Some Intellectual Journeys offer seminar credit. There is an additional fee for these seminars, and travel to and from the seminar is generally at the student’s expense. These courses are not offered every year.

Oxford
MLA students may apply for a three-week summer program at the University of Oxford in England. Oxford’s Department of Continuing Education offers three-week sessions in English Literature and in History, Politics & Society each summer. MLA students who are accepted into and successfully complete Oxford’s program may receive a maximum of 4 units on their Stanford transcript. Students must receive the equivalent of a B- or higher for credit.

Students apply directly to Oxford, and enroll for Summer MLA credit during Summer enrollment. Students receive an ‘S’ for successful completion of units, as well as a certificate and a letter grade from Oxford. Units taken through Oxford do not count towards the seven MLA seminars that are required for the MLA degree.

Grades received from Oxford will not be reflected on the student’s transcript, nor will grades from Oxford be calculated in the student’s grade point average. If a student receives the equivalent of a B- or better from coursework at Oxford, the appropriate units will transfer in to the program, and the student’s MLA transcript will reflect units from Oxford with a grade of “S.” If a student receives the equivalent of a C+ or lower from coursework at Oxford, the units will not transfer in to the program, and the student’s MLA transcript will not reflect the coursework at Oxford.

Please note that acceptance into Oxford’s program is competitive and Oxford does not reserve spaces for Stanford MLA students.
Course Enrollment

Please review the Axess Instruction section of this document on page 42 for details on how to enroll in courses.

Dropping a Course

If a student drops a course, the course will not be reflected on the student’s transcript. Students may drop a course any time prior to (a) the point at which 25% of the class meetings have taken place (e.g., prior to the third class meeting of a ten-week course), or (b) the dates listed below, whichever comes first.
Autumn - October 13, 2023
Winter – January 26, 2024
Spring – April 19, 2024
Summer - July 5, 2024

Withdrawing from a Course

If a student does not drop a course prior to the drop deadline, but later wishes to withdraw from the course, the transcript will list the course with a grade of “W.” The grade of “W” is not calculated in the student’s grade point average, and the student will not be granted units for the course, but the “W” will appear on the transcript. Students may withdraw from a course any time prior to (a) the point at which 75% of the class meetings have taken place (e.g., prior to the eighth class meeting for a ten-week class) or (b) the dates listed below, whichever comes first.
Autumn - November 17, 2023
Winter – March 1, 2024
Spring – May 24, 2024
Summer – August 2, 2024

Please review the Axess Instruction section of this document on page 42 for details on how to drop or withdraw from a course.
III. THESIS AND GRADUATION INFORMATION

Thesis Overview

Throughout their time in the program, students are encouraged to think about possible thesis topics that flow from their MLA coursework. Once a student is close to successfully completing the seven MLA seminars and distribution requirements, it is time to begin to develop a workable thesis topic.

(1) The first step is to attend a Thesis Information Meeting. This meeting is held once a year, in the winter. You should attend during the winter of your 3rd or 4th year, depending on your progress in the program. At the meeting you will receive a binder with information on the ideal calendar to graduate, information on and samples of prospectuses, information on the work-in-progress group and your colloquium. An invitation to this meeting is sent to students based on their progress in the program.

(1) The second step is to schedule a meeting with the Associate Dean and Director. At this meeting you will discuss possible thesis topics and potential advisers. Students must choose a topic from work they have pursued in the MLA program. The Associate Dean and Director will help you determine a topic at this meeting and may suggest faculty for you to consult.*

(2) Once you have a topic that has been approved by the Associate Dean and Director and that you are ready to begin working on, you must complete a Declaration of Intent to Proceed and a Prospectus. The Declaration of Intent to Proceed and the Prospectus must be approved by the faculty advisory committee before you may register for the Work-in-Progress group or begin working on the thesis.

(3) Attend a Work-in-Progress Workshop. This daylong workshop takes place once a year, usually in the middle of summer. You should participate in the first one following the approval of your prospectus, and any subsequent sessions.

The deadlines to submit the Declaration of Intent to Proceed and the Prospectus are in September, January, and April. Submit them to both Linda Paulson and Michelle Bennett via email. The MLA Advisory Committee will review prospectuses submitted by these deadlines; students will receive feedback within one month of the submission deadline.
*Please note that you cannot select a thesis topic that requires significant work in another language unless you are already fluent in that language. The 1-2 years you spend working on your thesis does not allow time to become proficient enough in a language to do graduate-level work.

**Work-in-Progress Group**

Once your Declaration of Intent to Proceed and your Prospectus have been approved, you will be invited to begin attending meetings of the Work-in-Progress (WIP) group. The WIP group meets most Friday nights through the academic year from 5:30 to 7:00 pm or 7:30 pm. Each week one or two students present a part of their theses and receive feedback from the group. Attendance at a minimum of 75% of all WIP meetings from the time the student is invited to begin attending through graduation is a program requirement. You must also enroll in MLA 398: Thesis in Progress each quarter. During the student’s final quarter prior to graduation, he or she must enroll in MLA 399: Thesis Final Quarter.

**Colloquium**

The colloquium is an opportunity to share with others the results of thesis research and writing. The colloquium consists of a 35-minute talk about your thesis, followed by a 10-minute response from a pre-selected respondent, and a 15-minute question-and-answer session.

Everyone in the MLA community is invited to MLA colloquia. It is a good idea to attend as many as you can so that you can support your fellow students, hear about the work they have been doing, and get a sense of what the colloquium process is about.

**Final Submission**

Following your colloquium, you may need to do more research, and may have additional edits. Once you have your penultimate draft, you will submit copies to the Associate Dean and Director and your adviser. They will review it and go over with you any final comments and edits. Finished theses are expected to be between 75-100 pages.

**Bound Theses**

Once you have a final version of your thesis that has been approved by your advisor and the Associate Dean and Director, you will need to decide how many copies of your thesis you would like to have bound. The MLA program will pay for four bound copies: one for the student, one for the adviser, one for the Associate Dean and Director, and one for the Stanford Library.

If you would like to receive more than one copy for yourself, or your family or friends, the cost is currently $50-$65 per bound thesis. Each student is responsible for having the copies made and bringing those copies to the MLA office. The theses will be sent out to be professionally bound. The process will take several weeks; so, most students will not receive their bound theses until late in the summer after graduation.
Graduation

“Graduation” is a term used loosely to refer to two distinct events: the official conferral of the degree, which can occur at the end of any term when degree requirements are completed, and the annual Commencement Ceremonies, which take place once a year in formal public celebration of degrees earned during the preceding 12 months.

For information about commencement ceremonies, visit the Commencement site at http://commencement.stanford.edu.

Conferral of Degrees

Students must apply for conferral of their degree by filing an Application to Graduate in the beginning of the quarter prior to graduation. You apply via Axess; information will be sent to all students outlining the process. Students with unmet financial obligations to the University resulting in the placement of a hold on their records will not receive a transcript, statement of completion, degree certificate, or diploma until the hold is released.

Students who withdraw their applications to graduate or who fail to complete degree requirements for conferral must file a new Application to Graduate in a subsequent quarter when they are ready to graduate.

Theses are due to your advisor and the MLA office by May 1st in order to graduate the following June.

Commencement Ceremonies

Important information regarding Commencement activities and the distribution of diplomas is mailed in mid-April to all those eligible to receive a diploma at the ceremonies. Please review these materials carefully to make sure you don’t miss any deadlines.

Commencement ceremonies are held each June for students who have received degrees at the end of the previous autumn and winter terms and for students whose degrees are conferred in June. On graduation day, all graduates attend two ceremonies. One is the University ceremony, which is held in the football stadium for all Stanford graduates; the other is the department ceremony, where diplomas are awarded.

Transcripts

Students may request a copy of their official transcript through Axess. Transcript requests are free.
IV. ACADEMIC POLICIES AND STATEMENTS

Attendance

Attendance at all seminar meetings is expected. If a student must miss one session, he or she must notify the professor in advance. Attendance at a minimum of 75% of all Work-in-Progress meetings from the time the student enrolls in Work-in-Progress through graduation is a program requirement.

The MLA program does not have a distance learning component or option. If a student moves out of the area prior to graduation and is unable to attend classes or meetings on campus, he or she will not be eligible to complete the degree.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit</th>
<th>S</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td></td>
<td></td>
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<tr>
<td>A</td>
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<td>A-</td>
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<td>B+</td>
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<td>Continuing Course</td>
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</tbody>
</table>

The grading system listed above is applicable to all students. All courses intended to fulfill the 50-unit requirement or any other program requirement must be taken for a letter grade*; only courses with a B- or better may be used to fulfill program requirements. Please note, however, that grades below a B- will count toward the student’s grade point average. The thesis work is graded on an S/NP basis.

*For the academic year 2020-21, students could choose to take courses for a letter grade or CR/NC. If a student takes a course for CR/NC, the student’s work must still be at a B- or better level to fulfill MLA program requirements.

Incompletes

Each instructor has the right to determine whether or not a student may take an incomplete in his or her course. If an instructor allows a student to take an incomplete, the student must do the following before the end of the quarter:

- Make appropriate arrangements with the instructor regarding the new deadline for completion of all coursework, and
- Notify in writing the Associate Dean and Director and Associate Director of the new deadline.

Incomplete agreements are arranged on an individual basis between the instructor and the student. The instructor will determine the length of time allowed to complete the course requirements, up to a maximum of three quarters (e.g., for a course taken in autumn 2023, the latest a professor may allow a student to turn in the coursework would be the last day of the summer 2024 quarter). If the work is not completed by the end of the agreed-upon time period, the student will automatically receive an NP and that course will not count towards degree. Please note, however, that the NP will count toward the student’s grade point average.
If a student has not arranged an incomplete with the instructor, but fails to complete the coursework, the instructor will report an NP grade.

**Enrollment Requirements and Active Status**

MLA students must enroll for each academic year, and for each academic quarter from the time of original matriculation until conferral of the degree.

To remain active, students must either:

- Successfully complete a minimum of two MLA courses (eight units) in one academic year (defined as the beginning of autumn quarter through the end of the following summer quarter), or
- Be actively working on their theses and regularly attending the Work-in-Progress meetings (defined as attending a minimum of 75% of all Work-in-Progress meetings from the time the student enrolls in Work-in-Progress through graduation).

Please note that if a student completes only two courses in one academic year, he or she will need to take extra MLA courses the following year in order to complete the program within five academic years. See the Sample Timelines Chart below for recommended courses of study. If a student in this situation has taken an incomplete in one or both of the classes, he or she may be placed on probation.

Students who are unable to complete the requirements for maintaining active status are considered inactive, and either must request and be granted a leave of absence or will be terminated from the program. For information about leaves of absence, see page 19. See also the section on Minimum Progress, on page 22.

The University requires students to enroll in a course, or turn in an MLA Services Status request for every quarter. If the student is not enrolled and has not submitted a Services request by the Preliminary Study List Deadline (listed below) for each quarter, he or she will be automatically discontinued from the program. Once discontinued, if the student wishes to return to study in that same quarter, there is a $200.00 fee for reinstatement. If they wish to return after 2 or more quarters have passed, they must apply for reinstatement.

**2023-2024 Preliminary Study List Deadlines**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>September 26, 2023</td>
</tr>
<tr>
<td>Spring</td>
<td>April 1, 2024</td>
</tr>
<tr>
<td>Winter</td>
<td>January 8, 2024</td>
</tr>
<tr>
<td>Summer</td>
<td>June 24, 2024</td>
</tr>
</tbody>
</table>

**Timeline to Degree**

- Students have a maximum of five years to complete the degree. This is a Stanford policy. Failure to comply with this policy will result in termination from the program. With careful planning, it is possible to complete the degree in four years.
If extraordinary circumstances prevent completion within five years, a student may submit a written petition to the Associate Dean and Director explaining why he or she is requesting an extension. This petition will be reviewed by a committee, and they will recommend that it be granted or denied. To be considered, the petition must be submitted on or before May 1 of the student’s fifth year in the program. If an extension is granted, it will be for a maximum of one extra year. Tuition assistance is not available for this extra year tuition payment.

Accepted students may decide to defer beginning the program for one year. These students will be subject to the following year’s policies (as those policies may change from time to time) and tuition.

Sample Timelines

The following charts show sample coursework schedules. The first sample timeline leads to a degree in four years; the second leads to a degree in five years. Once a student has completed the first four required courses, the quarters during which a student decides to take one or two seminars or an elective, or to take the quarter off, will vary depending on the student’s personal schedule.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Degree in Four Years</th>
<th>Degree in Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Year 1</td>
<td>Foundations I</td>
<td>Foundations I</td>
</tr>
<tr>
<td>Winter Year 1</td>
<td>Foundations II</td>
<td>Foundations II</td>
</tr>
<tr>
<td>Spring Year 1</td>
<td>Foundations III</td>
<td>Foundations III</td>
</tr>
<tr>
<td>Summer Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autumn Year 2</td>
<td>Core Introductory Seminar</td>
<td>Core Introductory Seminar</td>
</tr>
<tr>
<td>Winter Year 2</td>
<td>1st Seminar</td>
<td>1st Seminar</td>
</tr>
<tr>
<td>Spring Year 2</td>
<td>2nd Seminar</td>
<td>2nd Seminar</td>
</tr>
<tr>
<td>Summer Year 2</td>
<td>3rd Seminar</td>
<td></td>
</tr>
<tr>
<td>Autumn Year 3</td>
<td>4th and 5th Seminar</td>
<td>3rd Seminar</td>
</tr>
<tr>
<td>Winter Year 3</td>
<td>6th Seminar</td>
<td>4th Seminar</td>
</tr>
<tr>
<td>Spring Year 3</td>
<td>7th Seminar and file prospectus</td>
<td>5th Seminar</td>
</tr>
<tr>
<td>Summer Year 3</td>
<td>Begin working on Thesis</td>
<td></td>
</tr>
<tr>
<td>Autumn Year 4</td>
<td>Enroll in Thesis-in-Progress</td>
<td>6th Seminar</td>
</tr>
<tr>
<td>Winter Year 4</td>
<td>Enroll in Thesis-in-Progress</td>
<td>7th Seminar and file prospectus</td>
</tr>
<tr>
<td>Spring Year 4</td>
<td>June Graduation</td>
<td>Enroll in Thesis-in-Progress</td>
</tr>
<tr>
<td>Summer Year 4</td>
<td></td>
<td>Enroll in Thesis-in-Progress</td>
</tr>
<tr>
<td>Autumn Year 5</td>
<td></td>
<td>Enroll in Thesis-in-Progress</td>
</tr>
<tr>
<td>Winter Year 5</td>
<td></td>
<td>Enroll in Thesis-in-Progress</td>
</tr>
<tr>
<td>Spring Year 5</td>
<td></td>
<td>June Graduation</td>
</tr>
<tr>
<td>Summer Year 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leaves of Absence

Various factors may make it desirable or even imperative for students to interrupt their studies. Among these are maternity, family emergencies, illness or injury, job-related necessities, and financial difficulties. For this reason, the University makes it possible for students to petition for
a leave of absence for a specified period and, if approved, to regain their student status at the end of the period.

With a “leave of absence,” a student leaves the University temporarily, neither paying tuition and fees nor receiving any of the privileges, instruction, or services associated with being a registered student. Leaves of absence may be available to MLA students who have been or will be unable to complete the requirement of two MLA courses (eight units) during one academic year.

Procedure to Request a Leave of Absence: A leave of absence request must be submitted in advance of the quarters for which leave is requested. Students should confer with the Associate Dean & Director prior to submitting a leave request. The leave request is made via form in Axess; the Associate Director will provide guidance on submitting the form. The granting of a leave of absence is at the discretion of the program; in ruling on that request, the program may take into account the applicant’s academic status when last enrolled, the length of the absence, the perceived potential for successful completion of the program, and the ability of the program to support the student both academically and financially, as well as any other factors or considerations regarded as relevant by the program.

Once a leave is granted, the student does not have the right to use University facilities (e.g., libraries, etc.) as “student standing” will not be activated during the leave. Therefore, a student is advised to weigh all options before requesting such a leave, but should one be necessary consult with the Associate Dean and Director.

Students on leaves of absence are not registered at Stanford, and, therefore, do not have the rights and privileges of registered students. They cannot fulfill any official department or University requirements during the leave period. Students on leave may complete course work from which an incomplete grade was awarded in a prior term and are expected to comply with the usual three-quarter limit for resolving incompletes.

Leaves of absence are granted for a maximum of one calendar year, with leaves for longer periods approved only under exceptional circumstances. During the leave, the student may apply for an extension of the leave, if needed; all requests for extension must be filed before the end of the originally approved leave.

The time during a leave of absence does not count toward the five-year maximum allowed to degree. If a leave is required during an academic year when a student has already paid tuition and attended one course, the tuition will be refunded according to the published tuition refund schedule on page 25.

Reinstatement

MLA students who fail to enroll by the start of the term, and are not approved for a leave of absence, or have not submitted a Services Status request, will be discontinued. If the student wishes to return to the program during that same academic year, he or she is required to apply for reinstatement before returning to the program. The decision to approve or deny reinstatement is
made by the MLA program. The program is not obliged to approve reinstatements of students. Reinstatement decisions may be based on the applicant’s academic status when last enrolled, the length of the absence, the perceived potential for successful completion of the program, and the ability of the program to support the student both academically and financially, as well as any other factors or considerations regarded as relevant by the program.

Reinstatement applications must be submitted 30 days prior to the term for which reenrollment is requested if the student is registering for courses. A $200 fee is required.

First Year and One Quarter of Study (Foundation and Core Courses)

Students commence their studies in the MLA program with the foundation sequence, comprised of three courses taught during the fall, winter, and spring quarters of the first year. The Foundations instructors meet with the Associate Dean at the end of each quarter to review student progress. After completion of the foundation sequence, MLA students spend the autumn of their second academic year in the core introductory seminar.

These four courses are the beginning of the student’s probationary period in the program. Students must complete the Foundation and Core courses with a minimum B+ (3.3) grade point average. Students with a GPA lower than 3.3 at the end of the four courses will be asked to withdraw from the program. Students must successfully complete (earn a B- or better) in each Foundations course before moving on to the next Foundations or Core course. Students may not move on to the next course with an outstanding incomplete grade. Note that if more than one of the Foundations courses are completed with a B- grade, it may be difficult to ultimately obtain the required 3.3 GPA in all four courses.

In order for a student to proceed to the core introductory seminar, students must be able to write an argumentative paper, including conducting a logical argument, and be ready to advance to writing an argumentative research paper.

Students are not permitted to take MLA seminars until all four required courses have been successfully completed.

End of Probationary Period and Application for Active Student Status

The first nine quarters constitutes a probationary time for each MLA student. After successful completion of the four core courses, students are eligible to register for MLA seminars. Students must apply for active status following the completion of their second MLA seminar following the core courses. The application should be filed within one month of receipt of the second MLA seminar grade. When the application is received, the Associate Dean and Director will review the student’s progress. Granting active student status is at the discretion of the program. Students will be notified of the result of their application in writing.

To be eligible for active student status, within nine quarters a student must have successfully completed the foundation sequence, the core introductory seminar, and the first two MLA seminars with no incompletes, with a minimum of a B+ grade point average, and must have complied with all University policies and procedures.
Only classes where a B- or better grade is achieved are considered successfully completed.

**Policy on Minimum Progress Requirements**

MLA students must maintain minimum progress toward degree as defined below.

**During Probationary Status**

MLA students must complete the first six courses of study within nine quarters (i.e., students beginning Foundations 101A in autumn 2022 must have completed the foundations sequence, the core introductory seminar, and their first two MLA seminars by the end of fall 2024-2025). If a student has not made this minimum progress toward degree by the end of the fall quarter of his or her third year in the program, the program at its discretion may decide to allow the student a further period of probation (up to a maximum of one year) or may decide to terminate the student from the program.

**During Active Student Status**

MLA students must have completed a minimum of 30 units toward degree by the end of their third year in the program. If by the end of the third year, a student has fewer than 30 units, he or she must meet with the Associate Dean and Director to propose a plan (for approval by the Associate Dean and Director at her discretion) to complete the degree within five years. If the student does not meet the set goals in the approved plan, he or she may be terminated from the program.

If by the end of the fifth year in the program a student has only 44 units toward degree, he or she must meet with the Associate Dean and Director to submit a sixth-year petition, and to propose a plan (for approval by the Associate Dean and Director at her discretion) to complete the degree within six years. If the student does not meet the set goals in the approved plan, he or she may be terminated from the program.

In addition, MLA students must maintain a B+ (3.3) grade point average overall in courses applicable to the degree.

**Guidelines for Dismissal of Students for Academic Reasons**

Admission to Stanford’s Master of Liberal Arts is highly selective. It is anticipated that every admitted student will have the ability to fulfill the requirements for the advanced degree. Following are the guidelines to be used in the unusual circumstances that the program must consider dismissal of an MLA student for academic reasons.

The principal conditions for continued registration of a student are the timely completion of the University and MLA program requirements for the degree, and fulfillment of minimum progress requirements. The guidelines that follow specify procedures for dismissal of MLA students who
are not meeting these conditions. In such cases, the Associate Dean and Director in consultation with the MLA Advisory Committee will:

1. Where possible and as early as possible, warn the student, in writing, of the situation and deficiency. A detailed explanation of the reason for the warning should be provided.
2. Consider extenuating circumstances communicated by the student.
3. Decide the question of dismissal by majority vote of a committee including the Faculty Director and at least one member of the MLA Advisory Committee, and communicate the decision to the student in writing.
4. Place a summary of program discussions, votes, and decisions in the student’s file.
5. Provide students the opportunity to examine their program files, if requested.
6. Provide students with information on their rights to appeal under the Student Academic Grievance Procedures.

Careful records of program decisions safeguard the rights of both students and faculty.

**During Probationary Status**

At its discretion, the program may decide to dismiss a student who is not yet eligible to apply for, or who has been denied, Active Student Status if the student is not making minimum progress or completing requirements in a timely manner. Before considering dismissal, the Associate Dean and Director in consultation with the MLA committee should communicate with the student (which may include a meeting with the student) concerning his or her academic performance and how to correct deficiencies, where such deficiencies are deemed correctable.

**At the Time of the Application for Active Student Status**

In a review for admission to Active Student Status, if the Associate Dean and Director, in consultation with the MLA Committee, decides not to admit the student to Active Student Status, the decision may result in the dismissal of the student from the program. The Associate Dean and Director will communicate the decision to the student in writing and orally. The student may submit a written request for reconsideration. The MLA Committee will respond in writing to the request for reconsideration; it may decline to reconsider its decision.

**During Active Student Status**

When an MLA student who has been admitted to Active Student Status is not making minimum progress or is not completing University or program requirements in a timely manner, the Associate Dean and Director will meet with the student. A written summary of these discussions shall be sent to the student and the adviser and added to the student’s program file. The summary should specify the student’s academic deficiencies, the steps necessary to correct them (if deemed correctable), and the period of time that is allowed for their correction (normally one academic quarter). At the end of the warning period, the Associate Dean and Director in consultation with the MLA committee will review the student’s progress and notify the student.
of the proposed actions. If the student has corrected the deficiencies, he or she should be notified in writing that the warning has been lifted.

If the deficiencies are not deemed correctable (for example, if the student has failed a required course or examination, or the student has shown a pattern of unsatisfactory performance) or if, at the end of the warning period, the student has not corrected the noted deficiencies, the program may initiate proceedings for dismissal. The student shall be notified, in writing, that the case will be considered at an impending committee meeting. The student has the right to be invited to attend a portion of the scheduled meeting to present his or her own case; a student may also make this case to the committee in writing.

After full discussion at the committee meeting, the committee, without the student present, will review the case and vote on the issue of dismissal. The student will be sent a written summary of the discussion, including the committee’s decision and the reasons for it. The student may submit a written request for reconsideration. The committee’s response to the request for reconsideration will be made in writing; it may decline to reconsider its decision.

Plagiarism
Plagiarism is a violation of Stanford’s Honor Code, and in the MLA program, plagiarism of any sort is not tolerated and will result in immediate expulsion.

V. TUITION AND FEES

Tuition and Fees

<table>
<thead>
<tr>
<th></th>
<th>2023-2024 Tuition*</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLA Tuition</td>
<td>$11,748*</td>
</tr>
</tbody>
</table>

*This is not a guarantee of future tuition rates.

Tuition invoices are emailed to the student’s @stanford account two months prior to the tuition due date. Unpaid tuition will incur late fees and accounts with outstanding balances over 30 days will be put on hold. A hold on an account blocks future enrollment, transcripts, and diplomas from being issued.

The annual tuition is billed in three equal statements in October, January, and April. The tuition paid in October, January, and April cover any classes taken Summer quarter. It is not a quarterly tuition—just a quarterly bill.

Students should anticipate the possibility of a tuition increase each academic year.

Additional fees include a one-time document fee of $250 charged fall quarter of each student’s first year in the program, and ASSU fees of $47 charged Autumn, Winter, and Spring of each year the student is in the program.
Tuition Coverage

Tuition while a student is taking courses

Students taking two or more courses in one academic year are considered active and are responsible for the $11,748 tuition. Students who are unable to complete two courses in an academic year are considered inactive and must officially request a leave of absence or will be terminated from the program. If a student requests a leave of absence after the academic year has begun, tuition will be refunded according to the Tuition Refund Schedule.

Payment of the 2023-2024 MLA tuition will cover the cost of all courses toward degree taken during the academic year (autumn through summer). (Any Intellectual Journey courses will have additional fees.)

Tuition must be paid for each year the student is in the program.

Tuition while a student is working on the thesis

Students may not enroll in the Thesis-In-Progress group until all coursework has been completed and the student has received the approval of the Faculty Advisory Committee. Advanced students enrolled in Thesis-in-Progress are considered active and are responsible for the full tuition.

Students enrolled in MLA 398 do not concurrently enroll in courses except in extraordinary circumstances. If there is one particular course that is related to the student’s thesis work, the Associate Dean and Director, at her discretion, may grant approval for the student to enroll in one and only one course. If approved, this seminar will be included in the regular MLA tuition.

STRP Funds

Stanford employees who are eligible to receive STRP funds may apply those funds towards MLA tuition costs. Each quarter Stanford employees apply for STRP through EdAssist and forward their approval letters to the MLA office. The MLA Associate Director will provide guidance for the application process. The funds will be applied to their student account through Axess. After the quarter, course grades must be uploaded to EdAssist to confirm eligibility for STRP funds. Please note that STAP funds may not be applied toward the same degree program as STRP funds.

Tuition Assistance

A limited amount of tuition assistance is potentially available to MLA students. Tuition Assistance Application forms are available online late Spring quarter, through the Financial Aid Office, and generally due mid-June; specific deadlines will be provided in advance. Incomplete and late
applications will not be considered. Applicants will be notified of the result of their application by the end of July. Tuition assistance awards that are not used during the academic year for which they were awarded revert back to the MLA program.

Awards are made at the discretion of the Financial Aid Office and solely on the basis of demonstrated financial need. Students for whom full MLA tuition would create a significant financial hardship may receive a grant from the MLA program to cover a percentage of the annual tuition. Tuition assistance is not available for students who apply for and are granted a sixth year in the program.

The MLA program has limited tuition assistance funds, and we expect students receiving aid to stretch their financial resources as much as possible to fund their education. Students receiving tuition assistance from the MLA program must disclose any other assistance they may receive toward their educational expenses. Any outside funding received toward any part of the student’s educational expenses (including books, supplies, and transportation costs) will be considered in the determination of aid as though it were applied directly toward MLA tuition.

Students must reapply and provide all required documents by the stated deadline to assure tuition assistance consideration each year.

Students receiving tuition assistance must maintain minimum progress toward degree (see above). If a student is not maintaining minimum progress, he or she may cease to be eligible to receive further tuition assistance.

Tuition assistance can only be used to cover tuition. Tuition assistance will not cover the document fee, ASSU fees, late fees, or books.

**Tuition Refund Schedule**

Tuition is refunded on a per diem basis starting with the first day through the first 60 percent of the term for each quarter. The per diem rates for 2023-2024 are listed below. Example: a student paying the full tuition rate who requests a leave of absence or withdraws from the program on the 17th day of the autumn quarter would be assessed $899.64 (17 x $52.92/day) in tuition for that academic year. The student would be eligible for a refund of $3,016.36 ($3,916 - $899.64) minus any tuition assistance received or any payment plan payments not yet received. As of the date of the request, the student would not have access to student privileges for the rest of the academic year.

If a student is not able to complete two courses in one academic year and requests a leave of absence or withdraws from the program late in the academic year, tuition will be refunded at the rate of 50% for the quarters during which the student was not enrolled in a course. Example: a student who completes one course in autumn, then requests a leave of absence on the third day of the spring quarter would be assessed $6,051.99 ($3,916 + ($3,916 x .5) + ($59.33 x 3)) in tuition.
for that academic year. The student would be eligible for a refund of $5,696.01 ($11,748 - $6,051.99) minus any tuition assistance received or any payment plan payments not yet received.

<table>
<thead>
<tr>
<th>2023-2024 Tuition Refund Schedule</th>
<th>Last Day for a Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>$52.92</td>
</tr>
<tr>
<td>Winter</td>
<td>$57.59</td>
</tr>
<tr>
<td>Spring</td>
<td>$59.33</td>
</tr>
</tbody>
</table>

VI. LIFE AS AN MLA STUDENT

Email

All Stanford students are assigned an @stanford email address. Stanford University, and the MLA program will use this email address as the primary means of reaching you. **MLA students must use, and check regularly their @stanford addresses.** Students may use Stanford’s email service to receive these messages, or can have emails forwarded to a personal address of their choice.

For more information on the email programs you can use to view your mail go to http://www.stanford.edu/services/email/new-email.html.

To have your email forwarded to your personal account:

- Log in to your Accounts page: https://accounts.stanford.edu
- Click on Manage, then the Email tab
- Click Forward Email
- Enter the address you would like it forwarded to

Check your email on a regular basis or you will miss important announcements from the MLA office and the University, including tuition and enrollment information. In order to get information out to large groups, we will frequently use email distribution lists. Your presence on some distribution lists may be optional; on most it will be mandatory.

Contact Information Updates

It is important to make sure that the MLA office and the University have your current contact information. Any time you have a new phone number, email, or mailing address, please alert the MLA office as soon as possible. To update your information, use the Contact Information Update link in the Students section of the MLA web site.

In addition to alerting the MLA office, you will also need to update your information in Axess; we are not able to do this for you.

- Log in to Axess
- Go to your Student Center Page
- Update tour information under the Personal Information tab.
Stanford University ID Card
Tresidder Memorial Union, 2nd Floor
(650) 723-7772

MLA students receive Stanford ID cards, which allow library and email privileges.

To get your Stanford ID card, upload your photo via the Campus Card Services site https://uit.stanford.edu/service/campuscard. To pick up your card, contact the ID Card office to check when it will be available, and when their open hours are.

The card is free; however, there is a cost for replacing a lost card.

Current Stanford staff do not need to obtain a new ID card.

SUNet ID

The SUNet ID provides access to the Stanford University Network (SUNet) and its services, and identifies authorized users of these services. Each member of the Stanford electronic community creates a unique SUNet ID and password for him/herself.

All students are sent information on obtaining a SUNet ID at the time of their acceptance to the program. For questions about your SUNet ID, contact the MLA office.

Student Privileges

MLA students enjoy access to all regular University libraries and academic services. If you experience a lapse in your student privileges, please contact the MLA office right away at (650) 725-0061 or michelle.bennett@stanford.edu.

Stanford Bookstore

Main Bookstore: (650) 329-1217; 519 Lasuen Mall
Stanford Shop: (650) 614-0295
http://www.stanfordbookstore.com

The Stanford Bookstore provides a diverse selection of books and supplies to the students, faculty, staff, and community in and surrounding Stanford. The main bookstore carries over 130,000 titles, as well as periodicals, Stanford logo apparel, gifts, and souvenirs.
The Computer Store sells computer hardware and software, and is located on the upper level by the Café.

The Stanford Bookstore has another branch: the Stanford Shop at the Stanford Shopping Center, which carries clothing, souvenirs and gifts.

**Tresidder Memorial Union**

Tresidder Memorial Union is a center of community activity. It offers a variety of gathering spots, as well as a wide range of services for the Stanford community. In-house services include a ticket office for campus and Bay Area events, a full-service copy center, restaurants, convenience and apparel stores, a computer cluster, a campus information center, and banking facilities for the Stanford Credit Union, Wells Fargo Bank, and Bank of America.

Located on the second floor of Tresidder Memorial Union is the Student Services Center. The SSC is where you can receive assistance with your University bill, enrollment, and refunds. Their number is 650-723-7772.

**Publications of General Interest**

The *Stanford Daily* is a student newspaper published each weekday during the academic year except during final examination periods and breaks. There are many distribution points on campus. During the summer it is published weekly. It can also be received via email. https://stanforddaily.com

The *Stanford Report* is the University’s daily news email. It includes a number of articles of interest to graduate students. To receive the *Stanford Report*, go to https://news.stanford.edu/report/about-stanford-report/.

**Stanford Alumni Association**

Stanford students are eligible to join the Stanford Alumni Association once they have successfully completed three quarters as a Stanford student. Membership in the alumni association has many benefits including receiving *Stanford* magazine, recreation and travel discounts, access to career services, golf privileges, discount on Lively Arts tickets, library privileges, financial and consumer services, and many others.

Students can become a member after completing three quarters. The cost of lifetime membership is currently $695 for current students.

For more information about the Stanford Alumni Association visit their website at http://alumni.stanford.edu/, or call 650-723-2021.

**Eating on Campus**

Stanford offers over 30 on-campus dining options. Tresidder Memorial Union has several places to find a quick evening meal or snack on campus. The Union offers three culinary platforms offering international cuisine, plus Subway sandwiches, a frozen yogurt counter, and Starbucks.
The CoHo sells food as well as beer and wine.

The Café at the Alumni Association offers coffee and espresso, lunch menu that changes weekly, ice cream, snacks and beer and wine in the evenings. The Café is open Monday through Friday from 8:00 a.m. to 7:00 p.m.

For a listing of other campus dining spots go to (https://rde.stanford.edu/hospitality/locations).

Parking on Campus

Parking in the Visitor and Permit lots is permissible and free after 4 pm on weekdays and anytime during the weekend (note—‘A’ permit spaces around The Oval are available after 6pm). If you need to visit campus earlier than 4 pm on a weekday, you must park in a Visitor lot and pay the hourly fee, or purchase a daily parking permit to park in A or C lots. The Visitor lot by Tresidder accepts payment through credit or debit cards. Day passes are virtual and can be purchased through transportation.stanford.edu.

 VII. CAMPUS RESOURCES

Libraries

MLA students are entitled to full use of the Stanford Libraries. MLA students will generally use the Cecil B. Green Library. Green Library is located just east of the Main Quad between Galvez Mall and Lasuen Mall. The phone number is (650) 725-1064.

Green Library is currently open as follows (please note that these are the hours the building is open, different departments within the library may be staffed shorter hours):

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<tr>
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<th>Mon – Th</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, winter and spring:</td>
<td>8am-1am</td>
<td>8am-10pm</td>
<td>9am-9pm</td>
<td>noon-1am</td>
</tr>
<tr>
<td>Summer:</td>
<td>8am-9pm</td>
<td>8am-6pm</td>
<td>10am-6pm</td>
<td>Noon-9pm</td>
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<tr>
<td>Intersession:</td>
<td>8am-9pm</td>
<td>8am-6pm</td>
<td>9am-5pm</td>
<td>Closed</td>
</tr>
</tbody>
</table>

Information regarding scope of collections, physical facilities, and services (such as general borrowing regulations, reserve books, inter-library loans and cooperative borrowing agreements, photocopiers, scanners, and assigned study spaces and lockers) is available on the Libraries’ website (http://library.stanford.edu) and in printed publications and guides available in the University Libraries.

The Libraries’ website also provides links to a wealth of print and digital resources, and to subject specialists (http://librarians.stanford.edu) who provide research consultation.
Library Workshop

Stanford MLA students in their second year, as part of their Core course, participate in a library workshop in Green Library. During this workshop you will be introduced to the wealth of resources available at the library, instruction on how to access them, and instruction on conducting library research.

SearchWorks

SearchWorks, the libraries’ online catalog, is available at (http://searchworks.stanford.edu). Using SearchWorks you can search the full catalog record, including publisher, place of publication, and content notes. Within SearchWorks you can request materials from Stanford Auxiliary Libraries or the Hopkins Marine Station, and place recalls on items that are checked out. New features in SearchWorks allow you to text records to yourself, browse electronically, and search for databases.

For more information on library policies and services, consult the Privileges Desk (sul-privileges@stanford.edu), or the Information Center Desk (infocenter@stanford.edu) in the Cecil H. Green Library, or the public services staff in the branch libraries.

If you experience any problems with your library privileges, be sure to let the MLA office know immediately.

Computer Resources

Stanford University enjoys one of the most extensive and varied computing environments of any university campus in the country. Thousands of host computers, advanced workstations, and desktop computers in offices and dorms are connected to each other by the Stanford University Network (SUNet). One of the largest high-speed computer networks anywhere on a university campus, SUNet also provides access to off-campus computers and networked services.

The Learning Environments Group provides computers for use by Stanford students, faculty, and staff. They provide “public” clusters of computers, printers, lap-top support, and specialized equipment for multimedia projects that members of the Stanford community can use for course work, email, academic research, and other related purposes. (Commercial or political use is prohibited.)

- Tech Lounge on first floor of Lathrop Library, and the Lathrop 24 hour space has computers and printers for use
- The Tech Desk at Lathrop has MacBooks that can be checked out
- Green Library has print capability from library cluster machines or from your own device
- The 2nd floor of the Old Union has print capability

For more information about computers and printing, see https://thehub.stanford.edu.
Online Information Resources

Web Pages

Information technology services provides free web services files to students, faculty, and staff; anyone with a SUNet ID can publish web pages. If you are interested in developing your own home page or using web-based documents in a class, go to https://uit.stanford.edu/services/category/web-development-and-hosting for instructions and information.

Wireless Access

For information on wireless access on campus, visit: https://uit.stanford.edu/service/wirelessnet

Disability Resources

Office of Accessible Education
563 Salvatierra Walk
Stanford, CA 94305
https://oae.stanford.edu

(650) 723-1066 voice
(650) 723-1067 TTY
(650) 725-5301 fax

MLA students entering the program with a previously identified disability should contact the Office of Accessible Education (OAE) immediately to arrange appropriate accommodations. The OAE coordinates a number of services and resources for undergraduate and graduate students with documented disabilities. The students who use the OAE’s services have a wide variety of disabilities, including mobility impairments, learning disabilities, chronic illness, psychological disabilities, and sensory disabilities. The mission of the OAE is to provide disabled students access to all facets of university life: education, housing, recreation, and extracurricular activities. To initiate services, a student contacts the OAE directly and meets with a program coordinator to determine what services and accommodations will support the student’s disability-related needs. Students who are eligible for services are asked to submit professional documentation of their disabilities to the OAE. Services include, but are not limited
to, notetaking, brailling, oral or sign language interpretation, stonecaptioning, books on tape, extended time on examinations, and a distraction-free room for taking examinations. The OAE runs a golf cart service called Disgo Carts for use by students with temporary or permanent mobility impairments. For additional information, contact the OAE.

**Stanford Career Education**

The Stanford Career Education office provides information on on-campus job opportunities, career counseling, resume help, and information on job fairs. There may be fees for some of these services.

For more information contact SCE at (650) 725-1789, or visit [https://careered.stanford.edu](https://careered.stanford.edu).

**Student Academic Grievance Procedures**

Any Stanford undergraduate or graduate student who believes that he or she has been subjected to an improper decision on an academic matter is entitled to file a grievance to obtain an independent review of the allegedly improper decision, followed by corrective action if appropriate. The University’s Academic Grievance Procedures are found on the Student Services site at [https://studentservices.stanford.edu/more-resources/student-policies/grievances-overview/academic-grievance-procedure](https://studentservices.stanford.edu/more-resources/student-policies/grievances-overview/academic-grievance-procedure)

**University Ombuds**

Kingscote Gardens
419 Lagunita Drive
3rd Floor, Room 302
(650) 497-1542
[https://ombuds.stanford.edu](https://ombuds.stanford.edu)

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

Although possessing no decision-making authority, the Ombudsman has wide powers of inquiry. The Ombuds will refer matters to the proper person or offices expeditiously and, where appropriate, assist in negotiations.

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

VIII. STANFORD UNIVERSITY POLICIES

As a general proposition (and subject to some exceptions due, for example, to programmatic difference), MLA students are subject to Stanford University policies and procedures applicable to other students. Many of these policies and procedures are found in the Nonacademic Regulations section of the Stanford Bulletin. Please familiarize yourself with this section of the Stanford Bulletin. In addition, a number of particularly important policies and procedures are summarized below.

Fundamental Standard

Students are expected to observe the Fundamental Standard of student conduct, which was stated as follows by Stanford's first president, David Starr Jordan, in 1896:

"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 observe this will be sufficient cause for removal from the University."

Over the years, the Fundamental Standard has been applied to a variety of situations; actions which have been found to be in violation of the Fundamental Standard include:

- Physical assault
- Property damage; attempt to damage University property
- Theft, including theft of University property or individual property
- Forgery, such as signing an instructor’s signature to a grade change card
- Sexual harassment or other sexual misconduct
- Charging computer time or long-distance telephone calls to unauthorized accounts
- Misrepresentation in seeking financial aid, University housing, discount computer purchases or other University benefits
- Misuse of University computer equipment, systems, or email
- Driving on campus while under the influence of alcohol
- Sending threatening or obscene messages to another student via email, phone, or voicemail
There is no standard penalty that applies to violations of the Fundamental Standard. Infractions have led to penalties ranging from warning to expulsion. In each case, the nature and seriousness of the offense, the motivation underlying the offense, and precedent in similar cases are considered. Office of Community Standards

Violations of University policies, including the following, may also be considered violations of the Fundamental Standard. The full text of each policy is located on the Judicial Affairs website: http://www.stanford.edu/dept/vpsa/judicialaffairs/index.html.

- Alcohol/Controlled Substances
- Campus Disruptions
- Computer Usage
- Prohibition of the Possession of Dangerous Weapons
- Sexual Assault
- Sexual Harassment
- Smoke-Free Environment

**Honor Code**

The Honor Code establishes the conditions for academic work at Stanford and represents an agreement between students and faculty about their responsibilities for learning and teaching. It states:

“Stanford University Honor Code

A. The Honor Code is an undertaking of the students, individually and collectively;

1. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
2. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.

B. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.

C. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.”

Examples of conduct which has been regarded as being in violation of the Honor Code include:

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

In recent years, most student disciplinary cases have involved Honor Code violations; of these, the most frequent arose when a student submitted another’s work as his or her own, or gave or received unpermitted aid.

The Interpretations and Applications of the Honor Code, the Student Judicial Charter of 1997, the Student Conduct Penalty Code, statistics, and other documents related to Judicial Affairs are available at the Office of Community Standards website: https://communitystandards.stanford.edu

Computer and Network Usage Policy

Stanford has a Computer and Network Usage Policy which defines the appropriate usage of University computers and networks with respect to issues such as intellectual property rights, privacy, and information belonging to others, and the integrity of information resources. A key piece of the policy is that your campus identifiers (PIN and SUNet ID passwords) are not to be shared with anyone.


Privacy of Student Records


Statement of Non-discrimination Policy

Stanford University admits qualified students of any race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, veteran status, or marital status to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. Consistent with its obligations under the law, in the administration of the University's programs and activities, Stanford prohibits unlawful discrimination on the basis of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity or expression, veteran status, marital status or any other characteristic protected by applicable law; Stanford also prohibits unlawful harassment including sexual harassment and sexual violence. This
policy applies to Stanford programs and activities both on and off-campus, including overseas programs.

**Sexual Harassment and Consensual Sexual or Romantic Relations**

Stanford University strives to provide a place of work or study free of sexual harassment, intimidation, or exploitation. For a copy of the University’s policy (including its provision on Consensual Sexual or Romantic Relationships), see the Administrative Guide at [http://adminguide.stanford.edu/23_2.pdf](http://adminguide.stanford.edu/23_2.pdf) or visit the SHARE Title IX website at [https://share.stanford.edu](https://share.stanford.edu). For further information, call the Sexual Harassment Policy Office at (650) 723-1583, or email harass@stanford.edu.

**Accreditation**

Stanford University is accredited by the Accrediting Commission of Senior Colleges and Universities of the Western Association of Schools and Colleges.
VIII. CAMPUS SAFETY

The Stanford campus is a beautiful and relatively safe environment. However, residents and visitors must not forget that it is part of a larger community, and that normal precautions should be exercised to safeguard persons and property.

Department of Public Safety
711 Serra Street, Stanford
(650) 723-9633
http://police.stanford.edu

Emergencies
9-911 (on campus) or 911 (off campus)

The Department of Public Safety provides law enforcement, security, safety, crime prevention, and emergency services 24 hours a day at Stanford. Contact SUDPS with any questions about safety-related issues on the Stanford campus.

In addition, blue emergency phone towers are located in many areas of campus. These towers simply require the push of a button to notify emergency services. Please see the Special Services Unit’s website, below, for the most current version of Stanford’s Suggested Travel Routes map, which shows phone tower locations.

Special Services Unit
(650) 723-0806
http://www.stanford.edu/group/ssu

The Special Services Unit of the Department of Public Safety provides crime prevention and safety awareness programs and information to the community. Services include pamphlets, videos, presentations, and free programs on bicycle safety and security, personal safety, property protection, and earthquake and disaster preparedness. In compliance with the Crime Awareness
and Campus Security Act, the Special Services Unit publishes the *Stanford Safety and Security Almanac*. This booklet contains detailed information about crime statistics and personal and property safety at Stanford, and is available from the Department of Public Safety.

**Sexual Assault Support and Resources**

24-hour hotline (650) 725-9955  

**Department of Environmental Health and Safety**

(650) 723-0448  
[http://www.stanford.edu/dept/EHS](http://www.stanford.edu/dept/EHS)

Students should contact the Department of Environmental Health and Safety if they have questions regarding safety in campus offices and departments (e.g. personal injury, chemical spills).

**Fire Marshal**

(650) 723-5099

Students should contact the campus Fire Marshal with questions regarding the fire safety code or fire prevention.

**Lost and Found**

(650) 723-9639

The Department of Public Safety operates a lost and found service during normal business hours. Tresidder Information, the libraries, and the *Stanford Daily* classified ads may also be helpful in recovering lost items. Local police departments and local newspapers’ classified ads may have information on items lost off-campus.

**Safe Travel at Night**

Compared with other campuses located in major urban areas, Stanford is relatively safe if one observes the precautions that have unfortunately become necessary in most communities in America today. These precautions are emphasized to alert rather than to alarm.

It is safer to walk with another person than alone, particularly at night. If you are by yourself and would like to be escorted to your destination, call 725-SURE. This service is free. Escorts will accompany you by cart, foot, or bike anywhere on campus in the evenings after dusk.

**Sure Escort Service**

(650) 725-SURE (7873)
Suggested Travel Routes

The Suggested Travel Routes map on the Department of Public Safety’s website (https://ehs.stanford.edu/reference/suggested-travel-routes) shows the Stanford campus routes considered safest for pedestrian and bicycle travel, as well as the location of campus pay phones and emergency phones. Although the Suggested Travel Routes may not be the shortest distance between two points, the Department of Public Safety strongly recommends their use. They do not absolutely guarantee your safety but are preferable to other routes because they are well-traveled, adequately lighted, located in open-space areas, and extend from most of the student living areas to the academic areas.

Recommendations of the Department of Public Safety include:

• Stay on the suggested routes and avoid shortcuts
• Travel on the clear, lighted areas of the routes
• Be especially cautious in and around buildings
• Note the location of 24-hour access buildings
• Carry purses and backpacks with a firm grip close to your body
• Be aware of your surroundings at all times

Earthquake Preparedness

Information: (650) 723-0569
Campus information after a major earthquake: (800) 89-SHAKE (within the U.S.), or 01-602-241-6769 (outside the U.S.)
Stanford University Emergency Information Hotline: (650) 725-5555
Student Emergency Information Hotline: (650) 497-9000
Hospital Emergency Information Hotline: (650) 498-8888
http://emergency.stanford.edu
Emergency Operations Center
Stanford Faculty Club (near Tresidder Memorial Union)

Preparation can alleviate the dangers of an earthquake and hasten emergency response. **Students who are indoors during an earthquake should seek shelter under a desk away from windows. Those who are outside should get into the open, away from power lines and buildings.**

After a major earthquake (5.0 or above), the telephone should be used only to report life-threatening medical or fire emergencies. Matches and electrical switches should not be used until possible gas leaks and electrical hazards are checked. The campus radio station, KZSU 90.1 FM, will broadcast information for those who are on campus or located nearby. Students should tell their relatives and friends to call (800) 89-SHAKE (01-602-241-6769 outside the U.S.) or to check http://emergency.stanford.edu for information about the University in the event of a major earthquake.
Clery Act

Stanford University complies with the Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act. For a copy of Stanford’s policies and statistics under this Act, please contact the Stanford University Department of Public Safety at (650) 723-9633.
AXESS INSTRUCTION MANUAL

I. INTRODUCTION TO AXESS

Axess is Stanford’s web-based information system for students. Using Axess, students are able to complete the following tasks:

• Review your grades
• Request an official transcript
• Print a history of your courses and grades
• Update your address and other contact information
• See your account with Student Financial Services
• See your tuition assistance awards
• Online course evaluations

Study List

‘Study List’ is a term you will see often in Axess. Study List refers to the courses you have enrolled in. The first day of classes each quarter is the Study List Deadline. Students must have enrolled in classes or have submitted their MLA Services Status request by that deadline each quarter or they will be discontinued. For more information on this process see page 18 of the MLA Handbook.

To log in to Axess go to http://axess.stanford.edu and use your SUNet ID and password.

Once logged in, click on the Student Center link
II. ENROLLMENT

Enrolling (also known as filing a study list)

Prior to the start of enrollment each quarter, the MLA office will let you when the course details are available on the MLA site.

Please note there are FIVE steps to completing and successfully enrolling in a course.

1. Navigate directly to simpleenroll.stanford.edu or select the SimpleEnroll button from the Axess log in page.

2. Confirm the term you wish to enroll in is highlighted in red at the top.
3. Search for classes by subject, course name, instructor, or keyword and select enter.

4. Select the course you want, then select enroll and follow the prompted enrollment steps.

5. Review your selection, and if everything looks correct, click **finish enrolling**.
Class Location

The location of your class is indicated on your class list. This indicates that the class is in Building 60, room 61H.

Grades and Transcripts

You can view your grades several ways. Go to Academics—click on the Other Academics dropdown menu. Choose View My Classes or Unofficial Transcript.

How to Drop or Withdraw a Course

- If you are enrolled for more than 4 units, you drop/withdraw from a class through SimpleEnroll.
- If you are enrolled in less than 4 units, and are adding another class, you must add the other class first, and then you can drop the original class.
If you are enrolled in less than four units, and are not adding another class, the system will not allow you to drop online. Contact Michelle Bennett at michelle.bennett@stanford.edu and she will submit the drop for you. You will also need to submit a MLA Services Status Request form. See page 18 of the MLA handbook for details.

Please see page 13 of the MLA Handbook for drop and withdraw deadlines.

1. To drop or withdraw, select the class from your enrolled classes and select actions.

2. From the dropdown menu, select drop.
3. Select **yes** to confirm the drop/withdrawal.

4. The class will no longer show in your Enrolled Classes section.
III. CANVAS

Canvas is the cloud-based learning management system that faculty use to communicate with their students. Once you enroll in a course, you will be automatically added to the Canvas site for that class. The faculty will use the Canvas site to send announcements about the class, post readings and syllabi, and may use the Canvas discussion feature. Canvas is very user-friendly, but students should visit the Canvas Student Resources page for information about Canvas and a brief Canvas video tutorial at gocanvas.stanford.edu/for-students/.

To log in to Canvas go to canvas.stanford.edu and select the Stanford University SUNet Sign In (do not use the Continuing Studies sign in).

When you log into Canvas you’ll be taken to your Dashboard. It will look something like this (though with fewer classes).
Reading List and First Assignment

You will find the reading list and first assignment (if there is one) on the class’ Canvas site. Click on the course ‘card’ to access that class. In the left side navigation for your course you’ll find tabs for Syllabus and Files.

Announcements

You will receive email updates to your @stanford address whenever the faculty posts something on their Canvas site. However, if you enroll after the faculty has posted something, you will not receive that alert. It is your responsibility to check the Canvas site for any notices you may have missed.

IV. CLASS EVALUATIONS

Class evaluations are done through Axess. The evaluation opens to students one week prior to the end of class, and closes three days after the end of finals. Your grade for the class will not be released until you have submitted an evaluation.

To log in to submit an evaluation, go to http://axess.stanford.edu and use your SUNet ID and password. Click the ‘Course and Section Evaluations’ link under the QuickLinks tab.

Frequently Asked Evaluation Questions

How does the grade-release program work?
The grade-release program is used as an incentive for students who complete all their evaluations to see an early view of their grades. All students are able to see their grades two weeks after the grading deadline.

How long after I submit my evaluations will my grades be made available?
The process to release grades is run each morning for evaluations processed the prior day.

What can I do if I missed the course evaluation deadline?
Evaluations cannot be completed after the deadline.

How can I see my grades if do not want to evaluate classes that are on my list?
Evaluations are optional. You have the option of waiving the evaluation by submitting a blank evaluation and selecting the waiver checkbox.

I keep getting reminders to complete my evaluations; how can I make them stop?
You still have one or more evaluations to complete. The reminders will stop when you submit all evaluations.

I have withdrawn from a course that still appears on my evaluation list. What should I do?
Depending on when you withdrew, you may still see a course listed. Just submit a blank
evaluation for this course.

**Why do you need my personal information at the start of the evaluation?**

This information is used for statistical reporting only. The fields are not mandatory.

## V. TUITION AND FEES

### Calendar

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Statements Emailed</th>
<th>Tuition Due</th>
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</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>August 25, 2023</td>
<td>October 20, 2023</td>
</tr>
<tr>
<td>Winter</td>
<td>November 27, 2023</td>
<td>January 20, 2024</td>
</tr>
<tr>
<td>Spring</td>
<td>February 26, 2024</td>
<td>April 20, 2024</td>
</tr>
<tr>
<td>Summer</td>
<td>NA</td>
<td>The tuition you pay in A, W, S covers MLA classes you take in the summer.</td>
</tr>
</tbody>
</table>

### Billing

The annual MLA tuition is split into three installments, due at the beginning of Autumn, Winter, and Spring quarters. You are not able to pay the total annual tuition in one payment.

Tuition invoices will be sent you via email to your @stanford email address. You can also view them in Axess, in your Student Center under Finances. To see an itemized bill, in the Finance Section, click the link to View Financial History by Term, and then select the current term.

Every effort is made to ensure the accuracy of your bill. Review your bill immediately upon receipt--if you have questions or concerns about your tuition bill, you must bring them to Michelle Bennett’s attention prior to the tuition due date, so that we have enough time to correct it before the deadline. The MLA office is not responsible for late fees on your account if you wait to address any issues on your bill.

### Discounts, Tuition Assistance, STRP

If you receive any discounts, MLA tuition assistance, or STRP funds, please note that those amounts will not be applied to your bill until 10 days prior to the start of the quarter. You are welcome to pay your bill prior to that, but you will have to do the math yourself.

### Payment

The preferred payment method is by echeck through your Axess student account. For details, please visit:

https://studentservices.stanford.edu/my-finances/understand-your-student-bill-and-payment-system/make-payment