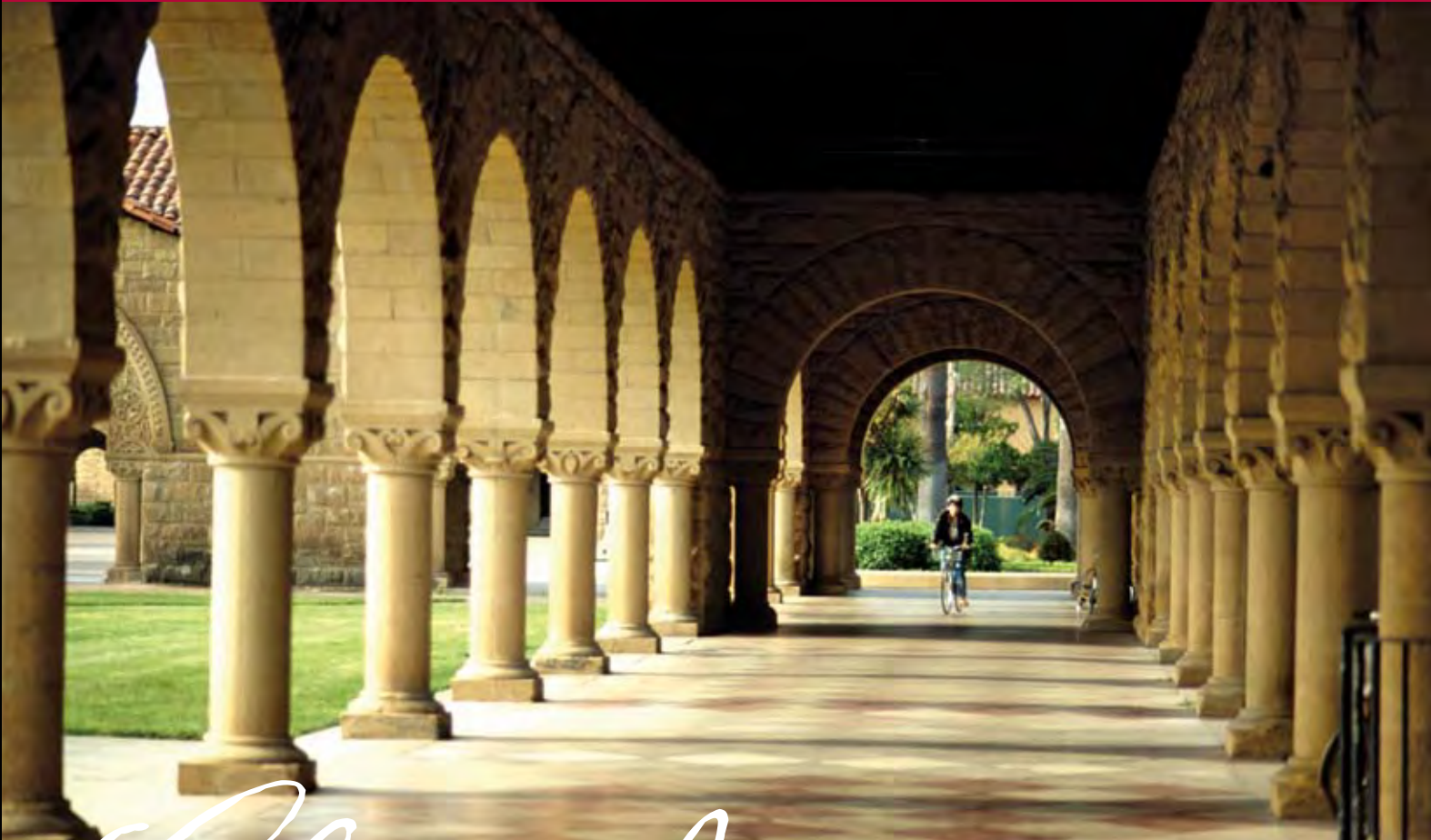


Approaching Stanford

A Handbook for Entering Students



Class of 2015
and Transfer Students

Contains information for submitting
time-critical forms online.

Freshmen: Due by June 7, 2011
by 5:00 p.m. PDT

Transfers: Due by July 12, 2011
by 5:00 p.m. PDT



CONTACT INFORMATION

Email: frosh@stanford.edu

For mail, including that delivered
by courier service:

Undergraduate Advising
& Research

Sweet Hall, First Floor
590 Escondido Mall
Stanford, CA 94305-3094

Phone: (650) 72-FROSH
Monday to Friday,
8:00 a.m. to 4:00 p.m., PDT

Approaching Stanford and the
Approaching Stanford Schedule
are also available online. Visit
the Undergraduate Academic Life
website regularly throughout the
summer for important reminders,
critical updates, answers to
frequently asked questions, and
additional resources.

Websites:

<http://frosh.stanford.edu>

<http://transfers.stanford.edu>

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Welcome to Stanford University!



FROM STANFORD'S PRESIDENT

I am delighted that you have decided to attend Stanford University. For the next few years, you will have many opportunities to explore new ideas and to learn from our superb faculty and your fellow students.

As Stanford's 10th president and a faculty member for more than 30 years, I encourage you to make the most of your time here, and I offer you a few suggestions to get you started.

This is a challenging time. At Stanford, we understand that challenges bring opportunities, and we are committed to finding solutions for the issues we face and to educating our students to be tomorrow's leaders.

Stanford has one of the most accomplished faculties in the nation, and I encourage you to get to know your professors. Stop by during office hours to continue a class discussion or to ask about research possibilities.

As a research university, Stanford can offer our undergraduates many opportunities not available at other institutions. The university's breadth—from the arts to the environment to athletics to the sciences—provides students with unparalleled freedom to cross departmental boundaries and discover intellectual and personal passions.

You will have the chance to work with distinguished faculty members in small classes from your first days on campus. If you are interested in research, there are numerous avenues for pursuing student-initiated research or working on faculty projects.

Your fellow students are a critical part of the Stanford community. Some of your most valuable experiences will be shared with your peers, whether you are working together to understand a difficult concept or getting to know more about another's background or culture. I often hear our alumni say that they made lifelong friends while attending Stanford.

Stanford University has a tradition of boldness, and I hope you will challenge yourself while you are here. This is your time, and I hope you will use it to attempt something new—whether in the classroom, in a laboratory, in a theater, or on the athletic field.

Above all, I urge you to enjoy the intellectual journey and pursue it with enthusiasm.

A handwritten signature in black ink that reads "John L. Hennessy". The signature is fluid and cursive, with a large initial "J" and "H".

John L. Hennessy
President



President Hennessy greets a new student.

Approaching *Approaching Stanford*

Your Guide for Using this Handbook

The *Approaching Stanford* handbook will guide you in your transition to Stanford. You should plan to read *Approaching Stanford* carefully and completely, but it is not necessary to read the handbook in its entirety in one sitting. *Approaching Stanford* is divided into six main sections, each of which will be relevant to a particular stage in your transition process. Please follow the guidelines below for reading *Approaching Stanford* and completing the related action items.

1. As soon as you receive *Approaching Stanford*, read pages 1 to 18, which include the sections “Welcome to Stanford University,” “Stanford, Past and Present,” and “Approaching Your Forms.” You will need to read this content closely in order to submit your Approaching Stanford forms online at <http://frosh.stanford.edu>. **The deadline to complete the required Approaching Stanford forms for freshmen is Tuesday, June 7 (by 5:00 p.m. PDT) and for transfers the deadline is Tuesday, July 12 (by 5:00 p.m. PDT).** This content will also address the University’s Entrance Medical Requirements and corresponding health forms (also found online at <http://frosh.stanford.edu>), which must be submitted by June 30 for freshmen and by July 31 for transfers.
2. After you have completed your Approaching Stanford forms, please turn your attention to the “Approaching Your Liberal Education” section on pages 19 to 42. This section provides guidance on crafting your first year of study; reviews University requirements, majors, and degrees; and highlights academic opportunities and resources. Freshmen should read this section before mid-June as it includes critical details about online Language Placement Tests that occur during the summer. This section may also address many of your questions about academics and will help you prepare for interactions with your Academic Director that will commence in August.
3. Subsequently, as you prepare for your move to campus, read “Approaching Your Campus Community” on pages 43 to 56. This section illuminates the ways in which you will experience community at Stanford in the residences and through myriad activities and organizations. It also outlines University values, standards, and policies.
4. Finally, as you prepare for your move to campus, read “Approaching Life on The Farm” on pages 57 to 81. This section provides information about the critical places, spaces, and services that will support you as a student and resident of Stanford. It also includes information about getting to, around, and off campus; guidelines for packing; and details about New Student Orientation (NSO) and moving-in.

In short, it is not necessary to read the *Approaching Stanford* handbook in a single sitting, but it is critical to read it completely and with thoughtful attention to the stages of your transition process and relevant deadlines.

Other Components of the Approaching Stanford Process

Refer to the printed **Approaching Stanford Schedule** included with this handbook for a listing of the major **mailings and emails that you will receive throughout the summer**. The Approaching Stanford Schedule includes the anticipated send date of major mailings as well as a description of the components. Please pay close attention to these mailings and emails when you receive them, as they are also essential to your transition process. The Approaching Stanford Schedule also features a list of key deadlines and action items. You may receive additional mailings and emails from Stanford during this time, but those listed on the Approaching Stanford Schedule are the most critical.

Visit the **Undergraduate Academic Life website** regularly throughout the summer for important reminders, critical updates, answers to frequently asked questions, and references to additional resources. You will need to go to this site to submit your Approaching Stanford forms and access the Vaden health forms, and you should continue to visit this site throughout the summer for updates and information that is relevant to your transition process. Freshmen can navigate to the Freshman Page by going to <http://frosh.stanford.edu>. Transfers can navigate to the Transfer Students Page by going to <http://transfers.stanford.edu>.

As a Stanford student, you are expected to **check your @stanford.edu email account regularly** starting from the time you receive your first Approaching Stanford mailing. All emails listed in the Approaching Stanford Schedule will be sent to your @stanford.edu email account, not your personal email account, unless you configure your Stanford email account to forward elsewhere. (See page 72 to learn more about using and configuring your @stanford.edu email account.) Some emails will convey time-sensitive information that will require action on your part, so it is critical to check this account often. When you contact the University with questions, it is necessary that you use your @stanford.edu email account rather than a personal email account so that we can verify your identity as the sender.

The Approaching Stanford process is overseen by Undergraduate Advising and Research (UAR). If you have a question that is not answered within this handbook or by any of the resources mentioned above, please call or email the Approaching Stanford staff within UAR at **(650) 72-FROSH** or frosh@stanford.edu. We will gladly help you find your answer. Please note that you will be invited to communicate with **your Academic Director or AARC advisor** after August 15 (when he or she will email you); they are professional advisors within UAR and can best address your academic advising questions.

Welcome to the Stanford Family!

Members of the Class of 2015 and Transfer Students,

Nothing excites me more at this time of year than the opportunity to welcome a new class of undergraduates to the Farm. I picture you at school going through a last set of exams, winding down a set of activities, grasping a group of friends more tightly than usual knowing that with excited new beginnings come bittersweet ends. I sense your eager apprehension, your nervous confidence, your restless calm. I remember this time in my own life when I, like you, set my compass heading to Stanford. I remember it like it was yesterday. For a Stanford graduate, the precious memories of our first days on the Farm are with us forever.

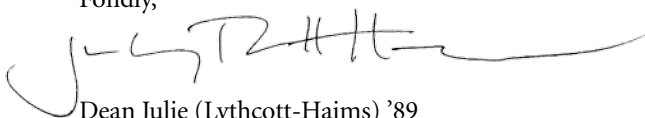
While the times are different and trends have come and gone, the Stanford I knew as a student is the Stanford you will come to know as well. I hope you will come to love this place as I do.

Annually, young people choose to grow to become who they are meant to become under our cloudless blue sky, beneath our red-tiled roofs, within our sandstone colonnades. During their time here they study with faculty eager to mentor young minds, they learn in equal measure from each other, they have experiences they will remember for a lifetime, and then they move on to life's next adventure. As you make your way to the Farm, the Class of 2011 is preparing to leave us. As I welcome you today I have to say that nothing makes me more wistful at this time of year than to see a class getting ready to graduate.

I am not alone in thinking about this transition. One hundred and twenty classes have graduated from Stanford, and hundreds of thousands of Stanford alumni live in every imaginable corner of the world. With the cyclic rhythm of the school year still in their souls, alumni far and wide envision your faces lighting Stanford's pathways, your ideas generating new knowledge and understanding, your laughter rippling off a dorm room wall. Though for the time being you are strangers to us alumni, you are also becoming members of this family. You are inheritors of our promise that Stanford will always live on.

I hope you'll find ways to make the most of these last few months before your Stanford life begins. Savor what you love about where you are and who you are with, and dream about what is to come. Stanford awaits. And though it may feel like a stranger to you, soon enough—I am all but certain—Stanford will feel like home.

Fondly,



Dean Julie (Lythcott-Haims) '89

Dean of Freshmen and Undergraduate Advising
Associate Vice Provost for Undergraduate Education



Stanford, Past and Present



THE FOUNDING OF THE UNIVERSITY

Stanford University is a living memorial to Leland Stanford, Jr., the young son of Senator Leland and Jane Stanford, who died in 1884 of typhoid fever at just 15 years of age. Overcome by their grief and desiring to create a fitting tribute to their only child, Leland and Jane soon decided that the most appropriate way to honor him was to do something for “other people’s children.” After consulting with leaders of the greatest universities of their day, Leland and Jane began to craft their vision for the university community that would bear their beloved son’s name.



The Stanford family: Leland, Jane, and Leland, Jr.

THE EDUCATIONAL MISSION OF THE UNIVERSITY

Leland Stanford Junior University opened its doors in October 1891 to a set of freshmen and the transfer students who would be among the first graduates, the Class of 1892. These first students attended a university that was non-traditional in several dimensions: coeducational in a time when most private universities were all-male; non-sectarian when most were associated with a religious organization; flexible in its program of study when most insisted on a rigid curriculum; and boldly practical, seeking to “qualify students for personal success and direct usefulness in life” when most universities were concerned only with the former.



A reflection of Stanford’s beginnings as a stock farm for trotting horses, the campus is often called “The Farm.”

As the University’s first president, David Starr Jordan attended to students’ personal development and the practical value they would bring to the world through their training, just as the Stanfords envisioned. But he also connected the mandate of useful training to the more traditional idea of *liberal learning*. Jordan embedded this idea into the University’s motto, “Die Luft der Freiheit weht” (“the wind of freedom blows”), quoted from the 16th century humanist Ulrich von Hutten. Guided by this motto, Stanford aims to make its students “useful for life” precisely by promoting a wide-ranging freedom of mind through direct involvement in the pure search for knowledge, regardless of its particular practical applications. This ideal places Stanford’s teaching mission squarely in the long tradition of liberal education, which

holds that such study promotes a person's "freedom for expansion and self-development." Free study is also an education for freedom, and Stanford's emphasis on liberal education reflects the institution's founding commitment to the development of our students. The University's distinctive, collaborative integration of the resources from all its various schools into the mission of educating undergraduates arises from a sustained effort to blend these two ideals—usefulness in life and freedom of mind—into a seamless whole.



Stanford's first president, David Starr Jordan, photographed soon after he became president in 1891.

Three broad educational aims structure Stanford's pursuit of this mission. First, Stanford aims for students to acquire important bodies of knowledge and participate in knowledge creation across a wide range of domains, including the natural sciences, quantitative and statistical studies, engineering, the social sciences, the interpretive, analytical and historical humanities, languages, and the arts. Second, Stanford aims for students to build foundational intellectual and practical capacities such as the capacity for exploration and inquiry, critical thinking and analysis, a spirit of experimentation, reasoned evaluative judgment, aesthetic judgment and expression, quantitative reasoning, interpreting and assessing data, and skills in written and oral communication. And, finally, Stanford aims for students to develop personal and social responsibility by working to deepen civic knowledge and engagement, build intercultural knowledge and understanding, develop ethical reasoning and its deployment in action, and lay the foundations for lifelong personal growth and intellectual development.

These three broad aims are connected by a fourth educational idea: throughout their studies at every level,

students should synthesize and integrate the skills and knowledge they acquire and learn to apply them in new contexts. Each of these four broad areas is initially developed in a student's general education studies and deepened in a student's more advanced studies, including the major.

CORE VALUES OF THE UNIVERSITY COMMUNITY

President Jordan's belief in the values of freedom of mind and study extended to his confidence in students' capacity for honor, ethical behavior, and self-regulation. In 1896, Jordan set forth the Fundamental Standard, which remains the guiding principle of student conduct today. It states:

Students at Stanford are expected to show both within and without the University such respect for order, morality, personal honor, and the rights of others as is demanded of good citizens. Failure to do this will be sufficient cause for removal from the University.

Over the years, the Fundamental Standard has been applied to a great variety of situations, but the expectation remains that students will appropriately enjoy the freedom granted to them by the University by giving conscious thought to the impact of their behavior on others in the community. Although infractions may result in penalties ranging from a formal warning to expulsion, depending on the severity and context of the violation, all violations are taken very seriously.

In May 1921, a few decades after the articulation of the Fundamental Standard, students lobbied the Academic Council to adopt the Honor Code as the application of the Fundamental Standard to academic matters. The signatures of 1,750 students (more than 70% of the student body at that time) affirmed

the petition that sought to invest primary responsibility for academic integrity with students. The Honor Code remains in effect today as a collaborative effort between faculty and students to create an academic environment based on trust.

The Honor Code states, in part:

1. *that [students] 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.*

Ours is the youngest of the universities, but it is heir to the wisdom of all the ages, and with this inheritance it has the promise of a rapid and sturdy growth.

—David Starr Jordan

At Stanford, faculty and teaching assistants do not proctor exams or take any action that would result in a breach of that trust (such as searching a student for notes before the student enters a test room). This means students assume full responsibility for their conduct and are held accountable for the same. The standard penalty for a violation of the Honor Code is a one-quarter suspension from the University and 40 hours of service to the Stanford community.

With roots deep in Stanford's history, the Fundamental Standard and Honor Code remain core values of the community because they express the spirit of Stanford's commitment to freedom, citizenship, and personal and social responsibility.

STORIED TRADITIONS

Opening Convocation

When Stanford opened on October 1, 1891, after six years of planning and building, construction workers remained busy preparing the Inner Quadrangle for the ceremonies even into the morning hours. Two thousand seats were set in the Quad, but the crowd soon exceeded expectations. One faculty member recalled, "Hope was in every heart, and the presiding spirit of freedom prompted us to dare greatly."

At the opening ceremonies that day, Senator Leland Stanford addressed the nearly 500 women and men in the first freshman and transfer classes: "You, students, are the most important factor in the university [...] All that we can do for you is to place the opportunities within your reach." Jane Stanford also prepared a speech for the occasion, but she was too overcome with emotion to deliver that speech. In it she wrote, "Leland and I have at heart... the hope that you will each strive to place yourselves a high moral standard; that you will resolve to go forth from classrooms determined in the future to be leaders with high aims and pure standards; and live such lives that it will be said of you that you are true to the best you know."

On Tuesday, September 20, 2011, the University will celebrate the 121st Opening Convocation when President John Hennessy inaugurates the new academic year. The ceremony is characterized by the grandeur of a procession of faculty and the Board of Trustees in their academic regalia and the heraldic flags representing the University, the Office of the President, and the seven schools. Although the entering class has now grown to over 1,750, when you gather in this same distinguished Quad, you will join the ranks of more than 100,000 alumni around the world in marking the start of your Stanford journey.



Freshmen and their families attend the 120th Convocation, a Stanford tradition held on the first day of Orientation.

Hail, Stanford, Hail

Albert W. Smith, a mechanical engineering professor, and his wife, Mary Roberts, (who later joined the sociology faculty) composed "Hail, Stanford, Hail" in 1892. The song became popular in 1902 after it was performed on campus by the Mormon Tabernacle Choir and was then adopted as the Stanford hymn.

The hymn, which is commonly referred to as "The Alma Mater," is performed during University ceremonial events, including Opening Convocation, and it may also be sung by the crowd on other occasions, such as following a victory in a major athletic event. It is tradition to stand, link arms with those beside you, and sway as you sing "Hail, Stanford, Hail."

Where the rolling foothills rise
Up towards mountains higher,
Where at eve the Coast Range lies
In the sunset fire,

Flushing deep and paling;
Here we raise our voices, hailing
Thee our Alma Mater.

From the foothills to the bay,
It shall ring,
As we sing,
It shall ring and float away;
Hail, Stanford, hail!
Hail, Stanford, hail!

The moving spirit of the
Founders in the foundation
and endowment of the
Leland Stanford Junior
University was love of
humanity and a desire to
render the greatest possible
service to mankind.
—Jane Stanford

Senior Class Plaques

The first senior class plaque was laid by the “almost pioneer” Class of 1896, who obtained permission from Jane Stanford to install a bronze plate featuring their class numerals under the Main Quad arcade, front and center of the planned entrance to Memorial Church. At a later date, representatives of the Class of 1895 slipped their class plaque in a position to the left of it, and plaques for the Classes of '92, '93, and '94 were added as well.

Subsequent classes have followed this tradition of placing their class plaque in line, following the walkways of the Main Quad, as part of an annual Class Day Event. Beginning in 1900, graduating seniors have added a time-capsule underneath.

STANFORD TODAY

In the 120 years since its founding, Stanford has in many ways stayed the same. It is still on the same 8,180 acres that was the Stanfords’ Palo Alto Stock Farm and is still a place that never allows tradition to restrict creativity and innovation. Over the years, Stanford has grown to seven schools (Business, Earth Sciences, Education, Engineering, Humanities and Sciences, Law, and Medicine), 1,900 faculty members, 6,800 undergraduates, 8,700 graduate students, 600 student organizations, and 34 varsity sports. With the University’s growth comes greater opportunities and challenges to help you grow as a person, develop as a scholar, and emerge as a leader.

You, the Class of 2015 and transfer students, are whom Leland and Jane envisaged long ago. The path you chart through Stanford adds not only to your own personal history, but also to the growing legacy of Leland and Jane’s generosity. In the name of Leland, Jr., approach Stanford with the goal of developing into the scholar and citizen you desire to become.



It is with profound expectation that I imagine your arrival to Stanford; that I imagine your first view of Palm Drive and the quadrangle in the distance framed by hill and sky; that I imagine the best years of your life unfolding before you.

After many thousands of hours of review, we chose you and your fantastic classmates. Each one of you with your unique talents and abilities has now chosen to be a part of the Class of 2015. The key to this extraordinary university is that you are part not only of a class but also of a community, a community of people and resources who are committed to making the world a better place.

The people at Stanford—faculty, staff and fellow students—will play an enormous part in your experience. Your classmates and the upperclassmen already here are intellectually exceptional as well as, in every conceivable way, representative of the world in which we live. Reach out to others and become a world citizen with a perspective that is broad and deep, for it will inform your judgment and how you live your life.

Stanford is an opportunity. It is also a privilege and a responsibility. Embrace the challenge, find your passion, pursue the difficult, and excel so that four years hence you will know that you seized the opportunity, honored the privilege, and fulfilled the responsibility. Be bold and believe that anything is possible if you work hard to make it so.

I look forward to your arrival and to witnessing, over time, your undergraduate experience. I hope perchance to cross your path and if so, learn of your experiences. With joy I say welcome, welcome, welcome.

Richard H. Shaw, Dean of Admission, Financial Aid, and Visitor Information Services

Approaching Your Forms

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The first thing you need to focus on in your transition to Stanford is the submission of the fourteen Approaching Stanford forms. It is critical that you complete them by the stated deadline: offices across the University will begin using the information collected through these forms immediately to prepare for your arrival, which is why we need to collect this information from you now.

Important note: it is necessary that you, the student, complete your own Approaching Stanford forms. You may not authorize another individual to complete them on your behalf, especially since that would require the disclosure of your SUNet ID password. If you cannot access your Approaching Stanford forms during the specified timeframe due to a lack of Internet access, call UAR at (650) 72-FROSH for assistance.

The Fourteen Required Approaching Stanford Forms

FORMS INSTRUCTIONS FOR FRESHMEN

1. Prior to starting your forms, read this “Approaching Your Forms” section and the *Introduction to the Humanities Course Catalogue*.
2. Go to the Freshman Page on the Undergraduate Academic Life website, found at <http://frosh.stanford.edu>. Click on the “Approaching Stanford Forms” link. You will need your SUNet ID and password to log in.
3. When you are finished, click “Final Review.” The system will check to see if you have missed anything. If you receive any warnings or error messages, please review to see what needs to be resolved. Errors must be resolved before you can submit (but warnings do not prevent you from submitting). Click “Submit” when you are satisfied with your forms. You will receive an email confirmation when your forms have been received.
4. **Freshman forms must be submitted by Tuesday, June 7 by 5:00 p.m., PDT.**

FORMS INSTRUCTIONS FOR TRANSFERS

1. Prior to starting your forms, read this “Approaching Your Forms” section. You will find that not all forms are required for transfers; this will also be noted on the forms.
2. Go to the Transfer Students Page on the Undergraduate Academic Life website at <http://transfers.stanford.edu>. Click on the “Approaching Stanford Forms” link. You will need your SUNet ID and password to log in.
3. When you are finished, click “Final Review.” The system will check to see if you have missed anything. If you receive any warnings or error messages, please review to see what needs to be resolved. Errors must be resolved before you can submit (but warnings do not prevent you from submitting). Click “Submit” when you are satisfied with your forms. You will receive an email confirmation when your forms have been received.
4. **Transfer forms must be submitted by Tuesday, July 12 by 5:00 p.m., PDT.**

Tips

- Start filling out your forms early to allow time to resolve unexpected problems or issues.
- You may work on your Approaching Stanford forms in any order, and you do not need to complete them all at once. Your work will be saved automatically as you move from form to form. You may also click “Save Form” when you are in the middle of a form. The system will automatically log you out if your forms remain idle for more than 30 minutes (unsaved changes will be lost).
- At the end of your session be sure to logout to protect the confidentiality of your information, especially if you are using a public terminal.
- If you need to change anything after you have submitted your forms and the forms deadline has not yet passed, contact UAR via email at frosh@stanford.edu and indicate what needs to be changed. You will need to use your @stanford.edu email account (not a personal email account) in order to request that a change be made on your behalf.

FORM 1: PERSONAL INFORMATION

This form will be provided to your Academic Director, Pre-Major Advisor, Resident Fellow(s), and other University staff to assist them in getting to know you and in working with you to plan your academic program. This form also helps in making roommate assignments. Some information in the form will be auto-filled from your Stanford application.

FORM 2: COMPLETING THE STUDENT CHECK-IN ON AXESS

<https://axess.stanford.edu>

Axess is Stanford’s web-based student information system that allows you to take care of many administrative responsibilities associated with your undergraduate education, such as reviewing your financial aid information, checking the balance of your University bill, enrolling in classes, updating your personal and emergency contact information, viewing your grades, requesting an official transcript, tracking the completion of your University degree requirements, making adjustments to your enrollment, evaluating courses at the end of each quarter, and indicating what information in your record is releasable to the public.

Your SUNet ID and password are required each time you use Axess. For your personal information to remain secure, it is vital that you do not share your SUNet ID password with anyone else. You may not authorize anyone else to use Axess on your behalf. It is a violation of University policy to misrepresent yourself in any way. You may lose student privileges or be subject to disciplinary action if you use another student’s SUNet ID password or if you deliberately provide false information in Axess.

The Student Check-In on Axess

Federal law requires the University to collect and confirm certain information. Providing this information assists the University in receiving federal funding and also allows University staff to respond effectively in emergencies. To accomplish this, the Student Check-In process includes both required and optional information sections. This Student Check-In is available throughout the year for you to update. Incoming students must complete the Student Check-In for the first time during the Approaching Stanford forms period. Subsequently, you will be required to review your Student Check-In every Winter Quarter and confirm that the information you have entered is still accurate.

You will find more information, including guidance on specific sections within the Student Check-In, at the Office of the University Registrar webpage at <http://studentaffairs.stanford.edu/registrar/students/check-in>.

FORM 3: PARENTAL INFORMATION

Because we value involvement from all members of our Stanford families, the University would like to provide your parents, grandparents, and/or legal guardians with information about and invitations to Stanford events and programs. The contact information you provide will help us communicate with your family. This information will also be shared with residence staff and your advisors.

FORM 4: AUTUMN QUARTER INTRODUCTION TO THE HUMANITIES PREFERENCES

INTRODUCTION TO THE HUMANITIES

During your freshman year, you must fulfill the Introduction to the Humanities (IHUM) requirement by completing a three-quarter series of courses. These courses promote vital intellectual development through the study of human thoughts, values, beliefs, creativity, and cultures. They also enhance your skills in analysis, reasoning, argumentation, and oral and written expression, all of which will help prepare you for future academic success at Stanford. You may satisfy this requirement in one of two ways: by taking a year-long series of IHUM courses or by signing up for a residence-based year-long program, Structured Liberal Education (SLE).

Transfer students are not required to complete the Introduction to the Humanities requirement.

IHUM

Students choosing to fulfill this requirement by taking a year-long series of IHUM courses will find a diverse range of courses designed and taught by Stanford faculty from various disciplines or fields of study. Students choose one interdisciplinary Autumn Quarter course and one discipline-based, two-quarter Winter/Spring course sequence. IHUM courses consist of two 50-minute lectures per week given by Stanford faculty. Lectures are complemented by small discussion seminars, which also meet for 50 minutes twice a week. IHUM courses are 4 units each quarter, for a total of 12 units during the freshman year.

SLE

SLE is a residence-based academic program that encourages students to live a life of ideas in an atmosphere that stresses critical thinking and interpretation while fostering close student-instructor relationships. In contrast to theme-focused IHUM courses, SLE is a chronologically structured three-quarter course beginning with the ancient world and ending with the modern period; it provides students with a strong sense of the history of ideas that have shaped our world.

Students are drawn to SLE for the intensive year-long academic program and its integration with life in the residences. SLE freshmen live and learn together in three houses of East Florence Moore Hall: two four-class houses and one all-freshman house. The residence provides an informal setting for lectures, small-group discussions, films, and plays. The SLE community promotes the vigorous exchange of ideas, not only in the classroom setting, but

also in the dining room at mealtime and in the dorm late at night. SLE instructors participate actively in the intellectual life of the dorm, regularly dining with students and holding individual writing tutorials.

Because of its intensive concentration on both the analysis of texts and the written communication of ideas, students who complete SLE satisfy the full Writing and Rhetoric requirement (PWR 1 and 2) as well as the GER Disciplinary Breadth requirement in Humanities. SLE students earn 28 units during freshman year: 9 units in the Autumn and Winter Quarters and 10 units in Spring Quarter. Students typically round out their freshman year by supplementing SLE with two or three additional courses per quarter outside of SLE such as math, foreign language, science, and social science that non-SLE freshmen take. SLE students are drawn from all sectors of Stanford's undergraduate program—from students envisioning an eventual major in engineering or science to students planning to focus on humanities or social sciences.

Students who select SLE as their first Introduction to the Humanities preference on Form 4 should also select SLE as their top choices for housing on Form 8. Students who are admitted to SLE will automatically be assigned to SLE housing.

IHUM and SLE are fully described in the *Introduction to the Humanities Course Catalogue*, which you received along with the *Approaching Stanford* handbook. Read the choices carefully and then complete Form 4.

FORM 5: PART 1 OF THE WRITING AND RHETORIC REQUIREMENT

Form 5 inquires whether you have completed coursework in writing at another college or university, as you may be able to apply this work toward the Writing and Rhetoric requirement. Note that AP English courses taken in high school are NOT considered equivalent to college-level writing courses. The Writing and Rhetoric requirement is described in more detail on page 32.

Freshmen

If you have completed one or more college-level writing courses, request that your former college or university mail official transcripts directly to the Office of the University Registrar. You will need to file a request for credit evaluation and certify that the course was not used to satisfy requirements toward your high school diploma. Additional information and instructions are available at <http://studentaffairs.stanford.edu/registrar/students/transfer-credit>.

Transfer Students

You were mailed a preliminary evaluation of transfer courses in May, which addressed whether previously completed courses can be applied toward the Writing and Rhetoric requirement. If you have not satisfied any part of the writing requirement, please consult with Sally Mentzer in UAR during the summer or when you arrive on campus; then contact the Program in Writing and Rhetoric (PWR) at pwrcourses@stanford.edu to arrange to enroll in the appropriate PWR course, making sure to complete the course at your earliest opportunity.

FORM 6: LANGUAGE REQUIREMENT

As part of your graduation requirements, you must complete one year of university language study or demonstrate that you have already achieved the equivalent. This form, in conjunction with Language Placement Tests, will assist the Stanford Language Center in assessing your language abilities for placement purposes. For further information about the Language Requirement, please refer to page 33. Note that the first online Language Placement Tests begin June 13.

FORM 7: ACADEMIC INTERESTS

The information you provide on this form about your current academic interests will assist your Academic Director and your Pre-Major Advisor in providing you with important academic guidance, so be as specific and detailed in answering these questions as you can. Although your interests may change in the future, it is helpful for your first academic advisors to know what you are thinking as you begin your intellectual journey at Stanford. For more information about the roles of these two advisors, turn to page 20.

FORM 8: APPLYING FOR HOUSING

Two forms—Applying for Housing (Form 8) and Roommate Information (Form 11)—provide the information essential to place you within a residential community and with your specific roommate(s). The information below will help you make informed decisions about the choices available on these forms.

Housing assignments are made in random order once the deadline for submission of the forms has passed. This is an important reason to ensure your forms are submitted on time. In making freshman housing assignments, the Housing Assignments staff endeavor to make each residence a microcosm of the freshman class, balancing factors such as home state, academic interest, gender, and ethnicity.

Special note: If you indicate that you are an incoming student who is married, is in a long-term same-sex or opposite-sex domestic partnership, has children, or is age 25 or older and requesting a graduate student residence, please follow the link in Form 8 to apply for graduate housing. **The deadline to return the graduate housing application is July 4, 2011.** It is not necessary to complete the Roommate Information Form (Form 11) if you are requesting assignment to a graduate residence. If you have any questions, please contact Housing Assignments by phone at (650) 723-2428, via email at newhousing@lists.stanford.edu, or submit a HelpSU request (<http://helpsu.stanford.edu>).

Form 8 for Freshmen

After you have carefully read the section on freshman housing options below, rank your preferences from 1 to 11. Consider which housing options will be the best fit for you. While some students enjoy the camaraderie and enthusiasm in all-freshman houses, others appreciate the mentorship and guidance from upperclassmen found in four-class residence halls. Cross-Cultural Theme Houses offer an academic and social immersion into a focus culture, and SLE and Freshman-Sophomore College (FroSoCo) provide unique learning and residential opportunities for freshmen. Although Housing Assignments makes every effort to assign you to one of your top choices, any student may be assigned to any of the housing options. For this reason, it is very important that you indicate your preferences by ranking all of the housing options.

Freshman Housing Options

Your residence will be more than just a place to sleep, study, and leave your belongings. Residential living is an opportunity to extend learning beyond the classroom, to make lifelong friends, to relax and hang out, and to learn about yourself and others. If you are a freshman, you will rank your preferences among these housing options:

1. Structured Liberal Education (SLE)
2. Freshman-Sophomore College (FroSoCo)
3. Cross-Cultural Theme Houses
4. All-freshman residence halls
5. Four-class residence halls

Read the descriptions of each housing option carefully before you complete Form 8.

1. Structured Liberal Education

<http://sle.stanford.edu>

Please see the information on page 11 for a description of both the academic and residential components of the SLE program.

2. Freshman-Sophomore College

<http://frosoco.stanford.edu>

Freshman-Sophomore College provides the vibrant residential intellectual community of a small, elite, liberal arts college while providing enhanced access to the academic resources of one of the world's premier research universities. The College consists of approximately 100 freshmen and 60 sophomores living in two adjoining houses with rooms for freshmen and sophomores interspersed on all floors. Admission is by application only, and once admitted, students can opt to stay for their sophomore year. The College aims to bring together talented students at Stanford and helps them achieve a balance of academic preparation, personal exploration, cultural enrichment, and self-reflection at the highest level. Participating students emerge with the critical self-understanding needed for the lifelong project of designing a meaningful life and become connected to the resources at Stanford that can set them on the path towards being exceptional individuals and community leaders.

Part of what helps the College achieve these goals is a fun community of students that share their extraordinary abilities and help each other develop, flourish, and enjoy life. At the College you will live, study, and play with like-minded individuals who are academically driven, are excited about the arts, and give back to their community.

You may also travel around the Bay Area and beyond to visit museums, attend plays, sporting events, concerts, and restaurants—all supported by the College and its extensive staff.

Each house of the College has College Directors who live in attached residences; the College Dean lives across from the College. The College also has extra writing and subject tutors, a public speaking tutor, and a multimedia consultant. In addition to the wide range of workshops and tutorials provided by the staff, sophomores lead mini-seminars on a diverse array of subjects exclusively for College residents.

3. Cross-Cultural Theme Houses

These four-class houses provide cross-cultural living at its best. Students of all backgrounds live in these active and vibrant communities that embrace their theme through

the exploration of traditions, history, and politics. Leading scholars, artists, and community leaders engage with students in an intimate residential setting. Students also contribute to shaping the living and learning experiences in the houses. Each house fosters cross-cultural dialogue and relationships in the residential environment through everyday interactions. These houses are often cited by students as being one of the transformational experiences in their time at Stanford. Symbolizing the diversity of Stanford, approximately one-half of the residents in a theme house are of a different ethnic or cultural background from the theme/focus of the house. Theme houses offer the same opportunities and resources available in other residence halls but, as four-class houses, they also provide the added bonus of mentoring opportunities for freshmen. Each theme house has a staff of Resident Fellows, Resident Assistants, and Theme Associates to help plan the educational and social activities of the house, including in-house classes, film and lecture series, group discussions, drama productions, music recitals, and readings by noted authors. These residences house between 30 and 110 students. The following four theme houses are available:

Casa Zapata focuses on the Chicano and Latino experience through educational and cultural programs. Zapata residents are engaged in a wide range of activities—staging plays for Zoot Suit week, planning film series, and sharing poetry and music at regular house gatherings. Zapata has been a source of inspiration, creativity, and community for over three decades. Decorated with vibrant murals by renowned Latino artists throughout the common areas, Casa Zapata is also a hub for community events such as Floricanto, Posadas, and Chicano/Latino Reunion Homecoming, and is host to performing groups such as El Mariachi Cardenal, Ballet Folklorico, a cappella groups, and service organizations.

Zapata provides students with the opportunity to share a distinct cultural experience, form strong friendships across all undergraduate classes, and still experience the enthusiasm and spirit that is usually reserved for freshman dorms. Zapata was established in 1972, when Stanford was home to only a handful of Chicano/Latino students who were the first in their families to attend college. Today, Zapata is home to students from many different cultures, backgrounds, and experiences, as well as Americans of Latino descent from a wide range of occupational and educational backgrounds—creating a rich diversity of people and perspectives in the dorm. Your dorm mates will be international students, musicians, athletes, people who went to public and private schools, and city and country

dwellers. You will have something to learn from just about every one of them, and they from you. Zapata's theme creates a common bond for all residents, Latino and non-Latino alike, that fosters cross-cultural understanding and creates outstanding learning opportunities.

Muwekma-Tah-Ruk means "House of the People" and is the Native American theme house on the Stanford campus. The house is named in honor of the Muwekma Ohlone tribe who were the original inhabitants of the San Francisco Bay Area. Located in an area of campus known as the Lower Row, Muwekma is a beautiful three-story, New Orleans style, four-class house with an intimate community of students and is the only house on the Row that is home to a senior staff/faculty Resident Fellow.

Muwekma was established at its present location in 1988 to celebrate the diversity of Native American, Alaska Native, and Native Hawaiian people. A credit-bearing seminar class is offered to residents and to the greater University to explore significant cultural identity, legal, language, and land issues through speakers, discussions, and planned events. Programs and seminars presented in the house are representative of Native cultures, histories, and current issues. All are explored in an engaging and supportive environment for all freshmen and upperclass students, Native and non-Native.

Okada, established in 1971 as the Asian American theme house, explores the diversity of Asian American peoples and cultures in a historical and contemporary context. The dorm was named after John Okada, who is recognized as the first Asian American author. In addition to the activities common to a four-class residence, Okada also serves as a focal point for students to explore the Asian American experience through a variety of dynamic programs, conversations, and the lived experience. All residents, Asian and non-Asian, contribute to the vibrancy of the dorm community. Okada has two main goals: first, to be a community in which residents feel at home, meaning that it is a place where all feel supported and feel they can contribute to the vitality of the dorm. The second goal is to explore the variety of definitions and experiences of what it means to be Asian in America – how it is experienced by those who are connected to an Asian/Pacific Islander American identity, as well as by those who are not (and the people who feel in-between). Programs and activities related to the theme are for everyone in the dorm, not just for students who identify with it by heritage. Exploration of cultural, historical, and societal differences and commonalities is the basis for dorm programming.

Ujamaa focuses on the histories, issues, and cultures of the African Diaspora. The name comes from the Swahili word for extended family. This house prides itself on fostering that sense of family by creating a safe environment for open, honest, and sometimes challenging dialogue. A wide range of opportunities and activities are offered to residents to deepen their knowledge and understanding of their peers, themselves, and the world. Whether it is a presentation by an upperclassman on The African Sensibility in Mexico, debating the social relevance of "The Cosby Show" in a Black Sitcoms class, or engaging with notable Ujamaa alumni like Jeff Raikes or Charles Ogletree, residents of Ujamaa are encouraged to step out of their comfort zone and explore all that Stanford has to offer.

As an Ujamaa Scholar, you are the foundation of the program, one that not only educates but also creates a space for residents to explore topics that are not a part of their academic journey. Stanford is proud of this long tradition of intellectual engagement around the African Diaspora and looks forward to the students who will be part of what makes Ujamaa special.

4. All-Freshman Residence Halls

In all-freshman houses, students enjoy the experience generated by living with an entire house of first-year students where everyone in the house is going through similar adjustments and facing similar challenges. All-freshman houses are usually characterized by high spirit and an almost constant buzz of activity. These residences house between 65 and 100 students.

5. Four-Class Residence Halls

Freshmen in four-class houses benefit from the best of all worlds—bonding with fellow freshmen who are undergoing similar first-year experiences, plus close interaction with upperclass students who have much to share from their own campus history. In addition, upperclass students can often assist with problem sets, serve as sounding boards for ideas for IHUM papers, introduce stress-reducing social events during exam times, and lend guidance to house activities and intramural teams. These residences house between 50 and 300 students, and approximately 50% of the residents in a four-class house will be freshmen. In some instances, freshmen comprise up to 70% of the residence's population.

Coed or Single-Gender Floor?

All residences in which freshmen live are coed. However, within a residence, individual floors may be coed or

single-gender. It is possible that a single-gender floor will have a staff member of the opposite gender. On coed floors, men and women are assigned to separate rooms.

On single-gender floors, there is one bathroom. Some coed floors have separate men's and women's bathrooms; while others have private shower and toilet facilities with a coed sink area. Form 8 allows you to express your preference for coed or single-gender floor arrangements.

Form 8 for Transfers

Because Stanford admits a small transfer class each year, we have found it to be very helpful for transfers to live together within a larger residence community, either in a four-class or in an all-upperclass residence. As such, those transfer students who are under the age of 24 and not requesting couples/students with children housing (see "Special Circumstances" below) are generally assigned to one or two specific residences. Those who live in graduate housing will also have the opportunity to affiliate with the greater transfer community in residence. Please note on Form 8 whether you prefer to live in a residence that also includes freshmen or prefer an upperclass only (sophomore, junior, senior) residence.

After the first year at Stanford, transfer students can choose from among 70 different houses on campus. Residences vary in size and are located within a 10 minute walk to classrooms. Like other undergraduates, you will be guaranteed housing after your first year if you apply on time and are willing to accept an assignment to any residence for which you are eligible.

Special Circumstances

Non-Traditional Students

Non-traditional students generally are those who are older than the average 18 to 24 year-old Stanford student. Single non-traditional students can choose to live in the residence halls, but they also have the choice of living in graduate housing. Non-traditional students have been comfortable with both types of housing. If you are a non-traditional student and wish to live in a graduate student residence, please indicate this on Form 8 and complete the appropriate application.

Couples/Students with Children

Freshmen and transfer students who are married, in a long-term same-gender or opposite-gender domestic partnership, or who have children should indicate this on Form 8 and follow the link to apply for graduate housing. Couples and students with children are assigned to

apartments in Escondido Village, an on-campus residential neighborhood.

Students with Sexual Orientation/Gender Identity Considerations

Incoming freshmen and transfer students who have concerns about their roommate match and/or housing assignment in relation to their sexual orientation or gender identity can request and receive assistance. Please include your concerns on Question 13 of the Roommate Information Form (Form 11) or contact Koren Bakkegard, Associate Dean in Undergraduate Advising and Research at (650) 724-1853 or kbakkega@stanford.edu. Students will not be asked to provide more information than is necessary. All inquiries will remain confidential.

Student Housing has gender-neutral housing options for interested students beyond their first year. You can read more about the gender-neutral housing program on the Student Housing website at http://www.stanford.edu/dept/rde/shs/ugrad/gender_neutral.htm.

FORM 9: FRESHMAN-SOPHOMORE COLLEGE INFORMATION

This form is required only if you are a freshman and you have selected Freshman-Sophomore College as your first choice on Form 8. Be sure you have carefully read page 13 before you complete this form. The College Directors will use the information provided on this form to determine which students will reside in Freshman-Sophomore College.

FORM 10: SUMMER COMMUNITY MAILINGS

Some of the community centers on campus will be sending a summer mailing to students based on demographic information provided through the application for admission. Other community centers and programs offer an optional summer mailing to your @stanford.edu email account that you can elect to receive. If you would like one or more of these optional mailings, please check the community centers and programs on Form 10 that interest you. You will have the opportunity once you are on campus to engage with all of these community centers and programs at Stanford. You can read more about them in the "Approaching Your Campus Community" section.

As with the other Approaching Stanford mailings, we will obtain your current mailing address from Axxess for the summer community mailings; thus, it is critical that you ensure that your contact information is accurate in Axxess and that you make the necessary updates in Axxess immediately whenever it changes.

FORM 11: ROOMMATE INFORMATION

Unlike many other colleges and universities, Stanford does not give you the option of requesting a particular roommate in your first year, nor do we reveal the name of your roommate prior to the day you move into your residence. This policy is rooted in the belief that the relationship you and your roommate have with each other will be more positive and successful if it begins from the point of face-to-face interactions, rather than being shaped by any preconceived notions stemming from limited information or online communications. Stanford realizes there are practical consequences to this policy that may create temporary inconveniences for you, but year after year, experience tells us this is a winning way to handle roommate assignments.

New Undergraduate Housing, the division of Housing Assignments that handles the roommate matching process, devotes a great deal of time and care towards devising good roommate pairings. The information on this form is only for the purpose making roommate assignments. In order for New Undergraduate Housing to make the best matches among roommates, it is important that you respond candidly and with as much detail as possible.

New Undergraduate Housing will then work to match you with someone who shares important habits (e.g., you both note similar sleeping hours), but who is not so similar that you have nothing to learn from each other (e.g., someone from California will most likely have a roommate from another state; two varsity athletes are unlikely to be roomed together). If you have health concerns or important personal circumstances that you feel should be taken into account when making your roommate assignment, particularly regarding your sexual orientation or gender identity, please indicate this on Question 13.

Your roommate relationship is very important to your first year at Stanford and you will benefit from investing in open and honest conversations early on in your time living together. Discuss your likes and dislikes. Develop shared expectations and preferences. Get to know each other on your own terms. Being a good roommate is not just about being friends, but about respecting each other, appreciating your differences, and making sure that coming into your room feels like coming home.

FORM 12: RELIGIOUS INTEREST

This form is optional. Stanford's Office for Religious Life supports ritual, educational, pastoral, and multi-faith opportunities for students from a variety of religious traditions. It also oversees and provides support for Stanford Associated Religions (SAR), which includes Atheists, Baha'is, Buddhists, Hindus, Interfaith, Jews, Muslims, Roman Catholic and Eastern Orthodox Christians, Sikhs, and many Protestant Christian communities, both denominational and nondenominational. If you are interested in learning more and being contacted by a particular campus religious group, please provide your religious affiliation on Form 12.

FORM 13: APPROACHING STANFORD ASSESSMENT

Follow the link on this form to complete a brief assessment of the Approaching Stanford process to date. UAR also welcomes feedback at any time at frsh@stanford.edu.

FORM 14: YOUR PHOTO

You will upload a photograph of yourself, following specific requirements and restrictions. This photo will be used for the following purposes: your Stanford ID card; by Residential Education, your Academic Director, and Pre-Major Advisor; and in the Facebook, a printed publication of the pictures, names, hometowns, and dorm assignments of entering freshmen and transfer students. The form provides an opportunity to opt-out of inclusion in the printed Facebook and from having your picture displayed by your dorm staff.

Vaden Health Center's Health Forms

SIX MUST-DO REQUIREMENTS BEFORE ENTERING STANFORD

Before you can become a student at Stanford, you must complete the forms associated with the six health-related Entrance Medical Requirements referenced below:

1. Personal information
2. Immunizations
3. Health history
4. Tuberculosis screening
5. Agreement to treatment
6. Notice of privacy practices

Deadlines for Your Six Entrance Medical Requirements

The six requirements must be submitted by June 30 for freshmen and by July 31 for transfer students. International students have until September 25 to complete and submit the tuberculosis screening only; the other requirements must be completed by the above dates.

What To Do:

- Gather all of your health history, medication, and immunization records.
- Review the records and your family history with family members.
- Log on to the Vaden Health Center website, new student section: http://vaden.stanford.edu/new_students/entrance_req.html. Using your SUNet ID and password, complete the following sections. Or, go to <http://frosh.stanford.edu> and click on the "Vaden Health Forms" link.
- If you do not have Internet access and need a paper copy of the Entrance Medical Requirements forms, fax a request to Vaden using the toll-free fax number (866) 336-0164 (U.S. only) or (650) 723-1600 (international). Be sure to include your name and return fax number.
- Questions about the medical requirements and health forms should be directed to Vaden Health Center staff at vaden-emr@stanford.edu; remember to use your @stanford.edu email account when sending an inquiry via email.

1. PERSONAL INFORMATION

The information you provide establishes your confidential personal medical file at Vaden.

2. IMMUNIZATIONS

It is important for you to enter your **complete** immunization history in your medical file and bring an up-to-date copy with you to school. We recognize that immunization records can be difficult to understand, so if you have questions, fax a copy to us using our toll-free fax number (866) 336-0164 (U.S. only) or (650) 723-1600 (international), so we can enter the information accurately. Please see the Vaden Health Center website, new student section, at http://vaden.stanford.edu/new_students/entrance_req.html for the current information on required and recommended vaccinations.

A student may request a religious or philosophical exemption from the immunization requirements by completing the Request for Religious/Philosophical Exemption from Required Immunizations Form prior to June 30 for freshmen and July 31 for transfer students. Attitudes, beliefs, or preferences that are purely personal are not grounds for an exemption. This form can be found at <http://vaden.stanford.edu/pdf/ReligiousorPhilosophicalExemptionfromRequiredImmunizations.pdf>.

3. HEALTH HISTORY

The information you provide gives Vaden staff valuable data about your medical history, enabling them to treat you effectively. The information stored in your file is electronically secure and completely confidential. It cannot be released without your consent, except as required by law.

4. TUBERCULOSIS SCREENING

Tuberculosis is a bacterial disease that can be spread in close living or classroom environments. All students must answer the questions in this section. Recommendations for tuberculosis screening are continuously updated. Please check the website for the most current requirements at http://vaden.stanford.edu/new_students/entrance_req.html#tb.

5. AGREEMENT TO TREATMENT

This section presents Vaden Health Center's Treatment Agreement form, which you must read and sign before we can provide medical services to you.

6. NOTICE OF PRIVACY PRACTICES

This section presents the Vaden Health Center Notice of Privacy Practices, which you must read and acknowledge before we can provide health services to you.

Medical Requirements: Frequently Asked Questions

Do I need to have a physical examination before I start at Stanford?

While it is a good idea to finish any ongoing treatments before you leave for school, Stanford does not require you to have a physical exam. With the exception of certifying physician-diagnosed measles and tuberculosis testing, there is no need to have a physician complete any portion of the entrance medical forms.

What happens if I don't meet the medical requirements on time?

A hold is placed on your Winter Quarter enrollment. If Vaden Health Center does not remove the hold, you may incur additional registration fees, lose pre-selected classes, and loan and/or stipend checks may be interrupted.

My doctor has retired and I can't get my medical records. What should I do?

Ask your parents if you have a separate immunization record at home. Your medical records may also be on file at the school you last attended. If you cannot determine the dates of the required immunizations or tests, you have to repeat them.

What is a PPD skin test?

PPD is the standard method of screening for tuberculosis in the United States. PPD, the purified antigen from the TB bacterium, is injected under the skin and causes a raised reaction in those who have been previously exposed to it.

What is a Quantiferon (QFT) test?

The Quantiferon test is a blood test for tuberculosis screening. Previous BCG vaccine will not alter the QFT test results (unlike some skin test readings).

What if I have further questions about the University's Entrance Medical Requirements or have questions or experience problems with Vaden's Health Forms?

Contact vaden-emr@stanford.edu using your @stanford.edu email account.