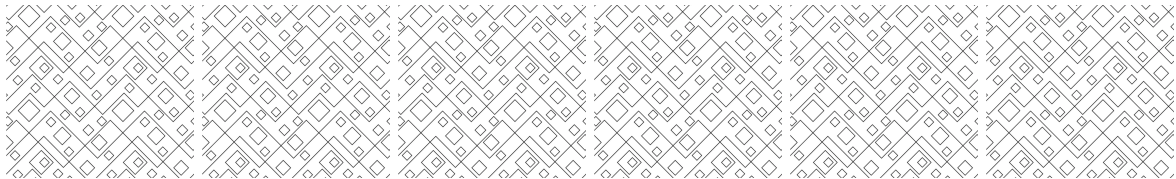


**Stanford** | Ford Dorsey Master's  
in International Policy  
*Freeman Spogli Institute*

# MIP Student Handbook

*Class of 2027 Cohort*

**For Incoming Students in Autumn Quarter 2025**



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# Welcome and Introduction

## Introduction

Welcome to the [Ford Dorsey Master's in International Policy \(MIP\)](#) graduate program at the [Freeman Spogli Institute for International Studies \(FSI\)](#), [Stanford University](#). This handbook provides detailed information regarding the academic policies and procedures pertinent to all students in the MIP program. Its purpose is to inform students of the guidelines, requirements, and milestones relevant to the successful completion of their degree program, which is the Master of Arts (M.A.) in International Policy. This handbook augments the [Stanford Bulletin](#), which details Stanford University's graduate studies policies.

Students are responsible for following university and school policies described in this handbook and in the Stanford Bulletin. This includes adhering to the [Honor Code](#) and [Fundamental Standard](#), following deadlines, maintaining an adequate grade point average and making sufficient degree progress.

In the event any information presented in this handbook changes during the academic year, students will be notified by email.

## Mission of the University

The Stanford University Founding Grant, dated November 11, 1885, describes the "Nature, Object, and Purposes of the Institution" founded by Leland Stanford and Jane Lathrop Stanford:

*Its nature, that of a university with such seminaries of learning as shall make it of the highest grade, including mechanical institutes, museums, galleries of art, laboratories, and conservatories, together with all things necessary for the study of agriculture in all its branches, and for mechanical training, and the studies and exercises directed to the cultivation and enlargement of the mind;*

*Its object, to qualify its students for personal success, and direct usefulness in life;  
And its purposes, to promote the public welfare by exercising an influence in behalf of humanity and civilization, teaching the blessings of liberty regulated by law, and inculcating love and reverence for the great principles of government as derived from the inalienable rights of man to life, liberty, and the pursuit of happiness.*

## [Stanford University Honor Code](#)

In the spring of 1921, after a seven-year campaign by the student body, the first campus-wide honor system was formally adopted by the university. The code underwent various changes through the years, most recently in 2023.

The Honor Code below applies to alleged incidents occurring on or after September 1, 2023.

### **What the Honor Code Is**

The Honor Code is an undertaking of the Stanford academic community, individually and collectively. Its purpose is to uphold a culture of academic honesty.

Students will support this culture of academic honesty by neither giving nor accepting unpermitted academic aid in any work that serves as a component of grading or evaluation, including assignments, examinations, and research.

Instructors will support this culture of academic honesty by providing clear guidance, both in their course syllabi and in response to student questions, on what constitutes permitted and unpermitted aid. Instructors will also not take unusual or unreasonable precautions to prevent academic dishonesty.

Students and instructors will also cultivate an environment conducive to academic integrity. While instructors alone set academic requirements, the Honor Code is a community undertaking that requires students and instructors to work together to ensure conditions that support academic integrity.

### **Cardinal Rules**

**Promote a culture of personal integrity and academic honesty** through your daily actions.

**Speak up** if you're unsure whether or not conduct would violate these principles.

**Hold yourself and others accountable** to these community values.

Examples of conduct which have 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.
- Giving or receiving unpermitted aid on a take-home examination.
- 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.
- Dual submission of work - submitting work more than once is a violation of the Honor Code — unless you have sought and been granted your professor's approval.

In recent years, most student disciplinary cases have involved Honor Code violations; of these, the most frequent arise when a student submits another's work as his or her own, or gives or receives unpermitted aid. **The standard penalty for a first offense includes a one-quarter suspension from the university and 40 hours of community service. In addition, most faculty members issue a "No Pass" or "No Credit" for the course in which the violation occurred.** The standard penalty for a multiple violation (e.g. cheating more than once in the same course) is a three-quarter suspension and 40 or more hours of community service.

### **Honor Code and Generative AI**

The Board on Conduct Affairs (BCA) addressed the Honor Code implications of generative AI tools such as ChatGPT, Bard, DALL-E, and Stable Diffusion. These are novel tools, and both students and instructors have been experimenting with their use in academic settings.

While these tools have applications that foster student learning and understanding, these tools can also be used in ways that bypass key learning objectives.

To give sufficient space for instructors to explore uses of generative AI tools in their courses, and to set clear guidelines to students about what uses are and are not consistent with the Stanford Honor Code, the BCA has set forth the following policy guidance regarding generative AI in the context of coursework:

*Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person. In particular, using generative AI tools to substantially complete an assignment or exam (e.g. by entering exam or assignment questions) is not permitted. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.*

*Individual course instructors are free to set their own policies regulating the use of generative AI tools in their courses, including allowing or disallowing some or all uses of such tools. Course instructors should set such policies in their course syllabi and clearly communicate such policies to students. Students who are unsure of policies regarding generative AI tools are encouraged to ask their instructors for clarification.*

Additional information is available on the [Office of Community Standards](#) website.

## **Stanford University Fundamental Standard**

The Fundamental Standard has set the standard for student conduct at Stanford since it was articulated in 1896. It states:

*“Students 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.”*

### **Understanding the Fundamental Standard**

The Fundamental Standard is an aspirational statement of Stanford's ideal community.

#### **Basic Values**

*The following principles elaborate its basic values today:*

1. Students are expected to respect and uphold the rights and dignity of others regardless of personal characteristics or viewpoints.
2. Students are expected to uphold the integrity of the university as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all. Just because speech is protected does not mean that it is ethical or consistent

with our values. It is important for us all to understand the complex interplay between protected speech and building an inclusive campus, so when issues of hateful speech arise, we can choose to engage in dialogue instead of censorship. For more information on the interplay between protected speech and the Fundamental Standard, please visit [Protected Speech and the Fundamental Standard](#).

3. Students are expected to respect university policies as well as state and federal law.

Potential examples of Fundamental Standard violations include but are not limited to the following:

- Physical assault
- Hate crimes
- Hazing
- Theft of property or services
- [Threats](#)
- Attempted or actual distribution of controlled substances
- Driving under the influence
- Intentional or reckless property damage, including vandalism
- Seeking a university benefit to which a student is not entitled
- Falsifying a document
- Impersonating another
- Defrauding the university or misusing university funds
- Computer-related violations (i.e., hacking, violations of the [Computer and Network Usage Policy](#), etc.)
- Violations of Stanford's [Anti-Doxxing Policy](#)
- Knowingly or recklessly exposing others to significant danger
- Other violations of university policies, directives, or applicable laws

### **Penalties for Violating the Fundamental Standard**

There is no standard penalty for violations of the Fundamental Standard. Infractions have led to penalties ranging from a formal warning and community service to expulsion. In each case, the nature and seriousness of the offense, the motivation underlying the offense, and precedent in similar cases are considered.

## **Freedom of Speech and the Fundamental Standard**

The Fundamental Standard does not restrict speech that is otherwise protected, including speech that some may find objectionable. The interplay between freedom of speech and the Fundamental Standard is complex and we invite you to learn more about freedom of speech and the Office of Community Standards' (OCS) student conduct process [here](#).

## **University Expectation of Compliance for Students**

The [Compliance with University Policies/Registration Holds](#) is a policy stating that registration as a student constitutes a commitment by the student to abide by and accept university policies, rules, requirements, and regulations and that the university reserves the right to withhold registration privileges or to cancel the registration of any student: who is not in compliance with its policies, rules, requirements, or regulations; or for reasons pertaining to academic performance, health and wellness, qualification to be a student, behavioral conduct, or the safety of the university community.

The [University Code of Conduct](#): A guide to the ethical, professional and legal standards of the university, with guidance on how to uphold these standards.

For more information, visit the [Office of Community Standards](#).

# About the Ford Dorsey Master's in International Policy

## About the Master's Program

MIP is a graduate teaching program within FSI. The institute's Academic Council members represent all seven schools of Stanford, and constitute the core faculty for the program. FSI is a member of the [Association of Professional Schools of International Affairs \(APSIA\)](#), which is dedicated to the improvement of graduate education in international affairs and helps students, schools, organizations, and partners transform themselves into more effective agents of positive change.

MIP is a two-year, full-time degree program that awards the Master of Arts (M.A.) in International Policy. The program's mission is to provide students with the knowledge and skills in the analysis, design, recommendation, and implementation of international policy and prepare students for leadership careers in international policy.

MIP is designed as an interdisciplinary program that draws on Stanford's strengths, not only in traditional policy-related disciplines such as economics and political science but also computer science, engineering, medicine, law, business, design, and other fields. It is unique for its small, collaborative classes led by top Stanford faculty and seasoned practitioners, and its curriculum which includes a strong practical component and several specialization areas of study that correspond to expertise found at FSI.

In keeping with the university's mission, MIP was established in 1982 to prepare the next generation of leaders for public and private sector careers in international policymaking and implementation. Its curriculum effectively draws upon FSI's world-class faculty and multidisciplinary culture, breadth of teaching across theory and practice, and multidisciplinary research capacity, along with Stanford and Silicon Valley's ethos of innovation. The program offers its master's students a unique education to examine, understand, and solve complex real-world problems.

## Degree Program Opportunities

For training beyond the classroom, students undertake a summer internship after their first year, complete a two-quarter capstone and engage in field research travel in their second year. Additionally, they can apply for research or teaching assistantships and case writing positions within FSI and at Stanford more generally during the academic year. These experiences allow students to gain hands-on exposure to policy analysis and practical

problem solving and, in some cases, to help finance their education. MIP does not allow students to work in such positions in the first two quarters of enrollment in the program given its heavy core course requirements (exceptions may apply for those with financial hardship).

MIP offers an academic exchange program with the Vienna School of International Studies (DA). The Stanford-Vienna Exchange allows two rising second-year students from each institution to spend autumn quarter at the other institution. Participants are selected by application and receive fellowships.

The program also offers coterminal, joint, and dual degree options. The coterminal degree program allows students to pursue a two-year M.A. in International Policy while completing their bachelor's degree at Stanford. The formally approved joint degrees are the Master of Arts in International Policy with a Master in Public Policy (M.P.P./M.A.) or Juris Doctor (J.D./M.A.). MIP also offers a unique, formally approved dual degree that provides similar benefits to a joint degree in conjunction with the Graduate School of Business' Master of Business Administration (M.B.A./M.A.) as well as a unique pilot dual degree with the Emmett Interdisciplinary Program in Environment and Resources (E-IPER) (M.S./M.A.). Current Stanford students may also apply to add a second degree, known as a dual degree, with the M.A. in International Policy. More details are available in the next section on admission and degree requirements for coterminal and dual degree programs.

## **Degree Program Experience**

The student experience includes two years on a residential campus, access to all university services and resources, including courses, libraries, events, all Stanford student organizations, career support, and myriad other campus activities. The MIP Student Association (IPSA) hosts a variety of activities for students enrolled in the graduate program and the Stanford International Policy Review (SIPR) provides opportunities for journal experience, either as a writer or editor. Students also join the ranks of current and former Stanford students, engaging with program alumni who regularly participate in events and provide advice, referrals, and career opportunities.

In support of the mission, the program faculty and staff aim to empower students to forge a meaningful educational trajectory that will fulfill their academic goals and help them to reach their full potential as leaders in international policy. To that end, the program provides a full range of resources and services to assist in successfully completing the academic program.

The staff are available to assist students and faculty interpret and follow the policies and procedures toward degree completion outlined in this handbook. Jonathan Achter, Assistant Director for Academic and Student Affairs, is the primary adviser of students on academic and administrative policies.

## **Principles of the MIP Community**

The MIP program strives to be a welcoming community that values and respects all its members, and provides an intellectual, collegial, and productive working environment that supports collaboration, teaching, learning, and research.

MIP values:

**Respect** - We affirm the right to and the importance of a free exchange of ideas within the bounds of courtesy, sensitivity and respect. We encourage communication that is honest, professional, and constructive; that invites, makes space for, and values all voices.

**Integrity** - We are committed to the highest degree of ethical conduct, on and off-campus. Our community members are expected to demonstrate good character and act in accordance with principles of honesty, decency, fairness, and dependability.

**Accountability** - Each of us is responsible for our individual words and actions and their impact on the health, wellbeing, and success of our community.

**Diversity** - We believe that each individual's experience is enhanced when our community includes diverse human experiences and perspectives. A diverse community of faculty, students, and staff helps to advance excellence in our teaching and learning.

**Collaboration** - We recognize that the mission and goals of our program are enhanced when we work together to pursue and achieve them. We strive to foster productive relationships among students, staff, and faculty that empower our individual contributions to the success of the community.

## ***International Student Community***

MIP is home to many international students. We value the diversity of experiences, backgrounds, and cultures in our program as it greatly enriches our community. International students should work closely with the [Bechtel International Center](#) on their immigration and/or visa status and other matters.

The Bechtel I-Center [mission](#) states that international educational exchange nurtures a lifelong global perspective and it aspires to play a key role in increasing Stanford's visibility around the world, strengthening Stanford's position as a global university of consequence.

## **MIP [Leadership](#) and [Administration](#)**

### **Director - Francis Fukuyama**

Olivier Nomellini Senior Fellow, FSI

Research Affiliate, The Europe Center (FSI)

Professor, by Courtesy, Department of Political Science

Faculty Affiliate, Institute for Human-Centered Artificial Intelligence (HAI)

### **Associate Director, Academic and Student Affairs - Chonira Aturupane**

Senior Research Scholar, Center on Democracy, Development, and the Rule of Law, FSI

### **Assistant Director for Academic and Student Affairs - Jonathan Achter**

*Responsibilities:* Academic and Program Administration, Student Services, Advising, Major Events, Budget and Finances, Facilities, and Operations

### **Recruitment and Admissions Manager - Meghan Moura**

*Responsibilities:* Prospective Student and Applicant Inquiries, Recruitment and Admissions, General Program Administration, Communications, and Budget and Finances

### **Career Services and Alumni Affairs Manager - Lorena Fregoso**

*Responsibilities:* Career Services and Counseling, Alumni Affairs, and Employer Relations

### **Capstone Manager - Patrick Laboon**

*Responsibilities:* FSI Academic Programs, MIP Capstone Program

### **Program Coordinator - Serage Amatory**

*Responsibilities:* Academic and Student Services, Finances, Communications, Events, Community, and Operations

### **International Student Career Advisor - Laleh Rongere**

*Responsibilities:* International Student Support (Careers, Internships, Visas, Curricular and Optional Practical Training)



## Curriculum and Degree Requirements

This section outlines the degree program, including the curriculum and courses offered for the M.A. in International Policy. Students are responsible for meeting all university and program requirements described below throughout their program of study. Any questions about requirements or policies should be directed to the MIP Assistant Director for Academic and Student Affairs prior to relevant deadlines.

The [Stanford Bulletin](#) contains all university requirements, academic and other policies, and degree requirements. It also includes useful information like the [Academic Calendar](#).

[Stanford Navigator](#) is the university's new course catalog website. Its predecessor, [Explore Courses](#), is also still available during this academic year. Course syllabi can be found on the [Syllabus Website](#).

### Degree Program Learning Outcomes

MIP Required Coursework Curriculum MAP: Key Learning Outcomes

	CONTENT KNOWLEDGE		RESEARCH METHODOLOGY & POLICY ANALYSIS		INTERPERSONAL SKILLS	
	Economics and Political Science	Area of Specialization (2 required courses + 3 or more electives)	Quantitative Methods	Policy Analysis & Implementation (MIP Problem-Solving Framework)	Synthesizing & Presenting Research and Evidence-Based Policy (Written and Spoken)	Leadership/ Conflict Negotiation/ Effective Teamwork
<b>Core &amp; Area Courses</b>	INTLPOL 300A: International Policy Speaker Series	Cyber Policy and Security	INTLPOL 301A: Research Methods and Policy Applications I	INTLPOL 302: The Global Economy	INTLPOL 301B: Research Methods and Policy Applications II	INTLPOL 301B: Research Methods and Policy Applications II
	INTLPOL 302: The Global Economy	Energy, Natural Resources and the Environment	INTLPOL 301B: Research Methods and Policy Applications II	INTLPOL 306: Foreign Policy Decision Making in International Relations	INTLPOL 302: The Global Economy	INTLPOL 302: The Global Economy
	INTLPOL 306: Foreign Policy Decision Making in International Relations	Governance and Development	INTLPOL 302: The Global Economy	INTLPOL 307: Policy Problem-Solving in the Real World	INTLPOL 306: Foreign Policy Decision Making in International Relations	INTLPOL 3000S: Leading Effective Teams
		International Security			INTLPOL 307: Policy Problem-Solving in the Real World	INTLPOL 307: Policy Problem-Solving in the Real World
<b>Capstone</b>	INTLPOL 310: Policy Change Studio (2 quarters) & INTLPOL 310A: Capstone Field Research					

The purpose of the master's program is to help students develop content knowledge, analytical and implementation skills, communication skills, and interpersonal skills in preparation for professional careers in international policy and related fields. This is achieved through completion of required courses in the core curriculum and area of specialization, elective courses in primary and related areas, and the capstone course. Students are also encouraged to gain experience through a summer internship and research skills through assistantships with Stanford faculty. Graduates from the Master of Arts in International Policy will demonstrate an advanced understanding of international issues pertaining to governance, security, diplomacy, and other related areas, and will have a depth of knowledge in interpreting and analyzing qualitative and quantitative data.

## **Master of Arts in International Policy (MIP)**

### ***Overview***

To earn the M.A. in International Policy, students matriculating in Autumn Quarter 2025 must complete a minimum total of 80 units.

In the first year at MIP, students enroll in a set of core courses that teaches competencies, skills, and essential policy processes. Students will also complete the two required courses in their respective area of specialization. They may also enroll in specialization electives or customized electives, pending space in their schedules.

This is followed by a summer internship that provides a professional opportunity to apply skills and knowledge during the first year.

In the second year, students complete specialization elective courses and customized elective courses. During winter and spring, they will also focus on their capstone project through the Policy Change Studio.

### ***Degree Requirements***

The 80 units required for the M.A. degree are organized as follows:

#### **Core - 27 units**

- All courses must be completed during the first year except INTLPOL 300S, which is required in winter of the second year (in parallel with the MIP Capstone)

**Area of Specialization** - 20 units

- Two required courses to be completed during the first year
- Three or more additional courses (see "Area of Specialization Elective Courses" in the *Stanford Bulletin* for approved options)

**Customized Electives** - 24 units

- Elective courses selected by the student to augment the course of study

**Capstone** - 9 units

- Two-quarter Policy Change Studio course in winter and spring of the second year
- Capstone Field Research course in spring of the second year

*Notes:*

- See the [Stanford Bulletin](#) for comprehensive, up-to-date details.
- Students who matriculated prior to Autumn Quarter 2025 should review their unique degree requirements by visiting the university's [Archived Bulletins](#).

<b>Degree Requirements</b>		<b>Units</b>	<b>Quarter</b>
<b>Core Courses</b>		<b>26</b>	<b>Year 1</b>
<a href="#">INTLPOL300A</a>	International Policy Speaker Series	1	Autumn
<a href="#">INTLPOL301A</a>	Research Methods and Policy Applications I	5	Autumn
<a href="#">INTLPOL302</a>	The Global Economy	5	Autumn
<a href="#">INTLPOL301B</a>	Research Methods and Policy Applications II	5	Winter
<a href="#">INTLPOL306</a>	Foreign Policy Decision-Making in International Relations	5	Spring
<a href="#">INTLPOL307</a>	Policy Problem-Solving in the Real World	5	Spring
<b>Core Courses</b>		<b>1</b>	<b>Year 2</b>
<a href="#">INTLPOL300S</a>	Leading Effective Teams	1	Winter
<b>Area of Specialization</b>		<b>20</b>	<b>Year 1 and 2</b>
Two required courses			Year 1
Three or more additional courses from the approved electives list			Year 1 and 2
<b>Customized Electives</b>		<b>24</b>	<b>Year 1 and 2</b>
International Policy related courses; 100-level or above only			Year 1 and 2
<b>Capstone</b>		<b>9</b>	<b>Year 2</b>
<a href="#">INTLPOL310</a>	Policy Change Studio (x2)	4	Winter and Spring
<a href="#">INTLPOL310A</a>	Capstone Field Research	1	Spring
<b>Total Units</b>		<b>80</b>	

## Areas of Specialization

Students are required to choose one area of specialization and complete at least five courses for a minimum of 20 total units. Each specialization has two required courses, which must be taken during the first year. There is also an approved list of electives from which at least three additional courses must be completed. See the [Stanford Bulletin](#) for the course lists.

The four areas of specialization, which align with faculty expertise within FSI’s many research centers, are:

- Cyber Policy and Security (CYBER)
- Energy, Natural Resources, and the Environment (ENRE)
- Governance and Development (GOVDEV)
- International Security (ISEC)

Area of Specialization Required Courses		Units	Quarter
<b>Cyber Policy and Security</b>			
<a href="#">INTLPOL 268</a>	Hack Lab; Introduction to Cybersecurity	3	Autumn
<a href="#">INTLPOL 321</a>	Fundamentals of Cyber Policy and Security	4-5	Winter
<b>Energy, Natural Resources, and the Environment</b>			
Complete two of the following courses			
<a href="#">CEE207A</a>	Understanding Energy	3-5	Autumn or Spring
<a href="#">GEP 365</a>	Global Environmental Governance: Politics, Institutions, and Change	3-5	Winter
<a href="#">INTLPOL 272</a>	Topics and Methods in Global Environmental Policy I	3-5	Winter
<b>Governance and Development</b>			
<a href="#">INTLPOL 220</a>	Poverty and Prosperity	3	Autumn
<a href="#">INTLPOL 223</a>	Global Growth and Local Discontent	5	Spring
<b>International Security</b>			
<a href="#">INTLPOL 240</a>	Contemporary Issues in International Security	4	Autumn
<a href="#">INTLPOL 296</a>	Strategic Technology and Global Challenges	4	Winter

A student’s area of specialization is listed in [Axess](#) based on the subplan selected during the application process. Students may change their area of specialization through the end of the first academic year with approval from MIP. If a student would like to change the area of specialization (aka subplan), it must first be discussed with the MIP Assistant Director for Academic and Student Affairs.

An approved change to one's area of specialization will require the student to submit the [Declaration or Change to a Field of Study for Graduate Students \(Subplan change\)](#) e-Form in Axxess in order to process the change to the academic plan.

### ***Customized Electives***

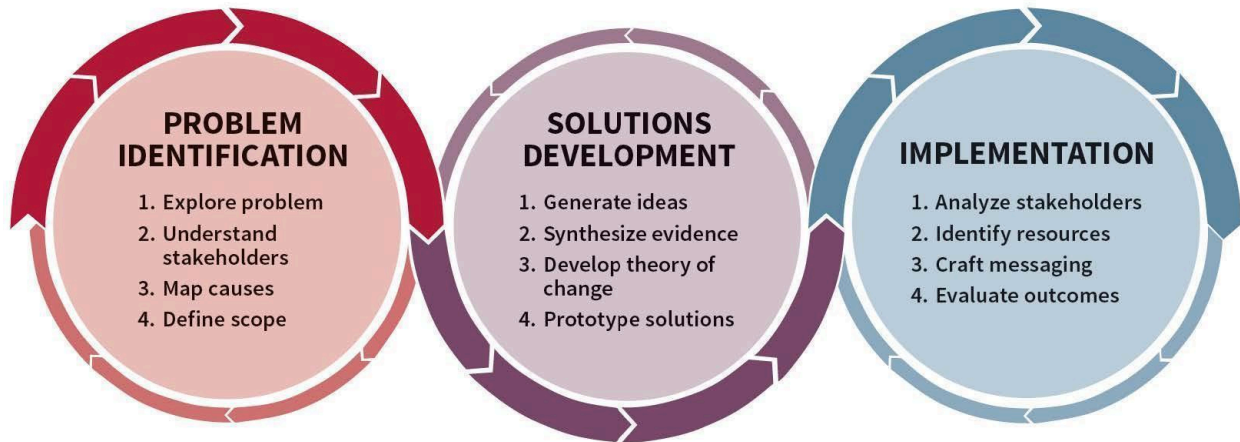
The customized electives provide students an opportunity to explore the many academic offerings across campus, and gives them the ability to tailor courses in a suitable manner. These courses must be related to international policy, broadly understood.

Students may choose to enroll in additional courses in their area of specialization or build their own course of study. Options include but are not limited to: enrolling in area studies courses; pursuing a certificate program (e.g., Computational Social Science Certificate); enrolling in language courses (394-395); informally completing a second area of specialization; or combining a diverse range of courses to supplement their academic focus. Please note that courses below 100-level and Department of Athletics, Physical Education and Recreation courses (e.g., activity units such as yoga or golf) do not count towards graduate degrees per university policy. Other subjects that do not apply to the Customized Electives include ARTSTUD, WELLNESS, DANCE, DRAMA, ESOLLANG, and MUSIC.

### ***Capstone - Policy Change Studio***

The [Policy Change Studio](#) is a required capstone course sequence that partners small student teams with external organizations from industry, government, and non-profit sectors under faculty mentorship. The capstone is solutions-driven, and students are expected to identify challenging problems that matter to clients and propose thoughtful solutions that can be realistically implemented. Instructors provide a formal academic structure for learning about policy formulation, solutions generation, and policy implementation, known as the MIP Policy Problem-Solving Framework.

## MIP Policy Problem-Solving Framework



Students are linked to external networks in which experts with domain or policymaking expertise can act as informal advisors to students.

Problem-solving cannot succeed without effective teamwork. Because of this, MIP has introduced Leading Effective Teams, an adapted version of the Stanford Graduate School of Business's popular Interpersonal Dynamics training. Students complete [INTLPOL 300S: Leading Effective Teams](#) during the second year of the program and then apply the concepts to their capstone projects with the support of team coaching.

Field work is an indispensable part of the Policy Change Studio experience. Through field work, students are able to interact with stakeholders, collect primary data, test assumptions, and otherwise gain an understanding of realities on the ground. Each student team is supported by the MIP Program to travel to field locations during their spring break.

MIP guarantees funding for capstone travel encompassing five full days of field work. The definitions of typical field work costs are described in the MIP Capstone Travel Policy. Travel and related costs incurred by additional time spent engaged in field work beyond the allowance of five full days will be the responsibility of the student.

By opting into capstone field travel, students commit to completing the steps necessary to travel (e.g. required vaccinations, visas, etc.), and to completing the trip as scheduled. The willful failure to fulfill these commitments may result in penalties up to and including reimbursing MIP for incurred travel expenses. Students are not required to opt into field work travel, but must inform program staff of such a decision at least five weeks prior to their

team's departure. Students who do not travel for field work must complete an alternative assignment as determined by the teaching team to receive credit for INTLPOL 301A.

Students may face travel restrictions based on current employment (ministry), citizenship status, etc. It is a student's responsibility to inform the Capstone Manager at least one week prior to the travel booking meeting of these restrictions. Any costs incurred by the failure to inform MIP is the student's responsibility.

Students must begin their visa application process immediately upon being confirmed for a team and having their fieldwork location finalized. Visa processing times can be lengthy, and timely submission of visa application materials is essential to avoid delays. If a student fails to apply for their visa promptly and this results in additional costs—such as expedited shipping costs, additional visa fees, or flight change charges—those costs will be the responsibility of the student. MIP will not cover expenses incurred due to delayed visa applications.

Students requiring a reentry visa to the United States should ensure that their current U.S. visa is up to date through the field work travel return date (usually the first week of April). This may require travel back to your home country, and should be undertaken in advance of the capstone Winter Quarter. MIP cannot cover costs associated with renewing a U.S. visa for these purposes.

## **Joint/Dual/Coterm Degrees & Exchange Program**

### **Joint Degrees**

A joint degree program (JDP) is a specified combination of degree programs or degree types in which a student is enrolled in two graduate degree programs concurrently. JDPs are developed and proposed by the relevant academic units with agreement of the deans of the schools affected.

Joint degrees allow students to double-count up to 45 units towards both degrees, thereby reducing the number of quarters required to graduate. Details on [joint degrees](#) are available in the Stanford Bulletin.

### **Public Policy Program**

The [M.P.P./M.A. joint degree](#) allows students to pursue study in both the Public Policy Program and MIP over three academic years of residence. Students that participate in this program

gain depth of knowledge in both international and domestic policy issues. Graduates of the M.P.P./M.A. will be prepared to work in the research, planning, and implementation of public policies for government agencies, NGOs, and foundations that work both in the United States and overseas.

Visit the [Public Policy website](#) for details on its joint degree requirements.

Applicants to MIP may also apply to the M.P.P. program via an internal application process. Current MIP students may apply internally to the M.P.P. program during their first or second year. Note that the M.P.P. program is not available as a standalone program for external applicants.

### **Stanford Law School (SLS)**

The [J.D./M.A. joint degree](#) allows students to complete both degrees in four academic years of residence. It combines the strengths of the [SLS](#) with MIP, equipping students with the analytical tools to function as lawyers, advocates, and policymakers in the public sector as government officials or for nongovernmental organizations in such fields as international human rights and international environmental law, or in the private sector representing clients in transnational domains particularly sensitive to matters of public policy.

Students must fulfill the degree requirements for each program as outlined in the academic policies from each school for the academic year in which they begin the required curriculum. Note that one must graduate from both programs during the same quarter.

External applicants may apply to each program concurrently. Current SLS students can apply to MIP via an internal application process by the annual deadline in early January. Current MIP students would apply externally to the SLS.

<b>MIP Degree Requirements for Joint Degree J.D. Students</b>		
<b>Courses</b>	<b>Units</b>	<b>Notes</b>
Core Curriculum	27	7 required courses
Area of Specialization	18	4 or more courses, including two required courses
Policy Change Studio	9	3 courses (Year 2 capstone)



## MIP Degree Requirements for Joint Degree J.D. Students

**Total**

**54**

**MIP units only**

*NOTE: The MIP Degree Requirements for joint JD/MA students are pared back from the standalone requirements for MA students.*

### Dual Degrees

In the dual degree program, students obtain two graduate degrees concurrently or consecutively, completing all of the course requirements for each department. Per university policy, dual degrees require completion of the full number of units for each program

Students must apply and be admitted to each degree program separately, and they generally may apply to only one initially. After the first quarter at Stanford, students may apply to be admitted to the second degree program. Application processes, requirements, and deadlines vary by program.

MIP offers two highlighted and somewhat unique dual degree programs, one with the [Emmett Interdisciplinary Program in Environment and Resources](#) and one with the [Graduate School of Business](#).

#### ***Emmett Interdisciplinary Program in Environment and Resources (E-IPER)***

The [M.A./M.S. dual degree program](#) with E-IPER allows students the opportunity to deepen their understanding of the science, technology and engineering that addresses current environmental problems. This understanding, integrated with their professional education in International Policy, provides a unique lens for future leaders and innovators to influence and solve the world's most challenging environmental and sustainability problems. This program generally requires a course of study of up to three years.

MIP applicants may apply to the M.S. degree program via special application. MIP students may apply internally to E-IPER during their first or second year. Details are available on the [E-IPER website](#).

#### ***Graduate School of Business (GSB)***

The [M.A./M.B.A. dual degree](#) is designed for students who are interested in working at the intersection of social entrepreneurship, business, and government in the U.S and abroad.

Students who pursue master’s degrees at the GSB and International Policy would complete the requirements over three academic years of residence, rather than four years if both degrees are pursued separately. What makes this dual degree unique is that MIP reduces the minimum required number of units required to graduate\* – the reduction is to 54 from 80 (\*note: this is dependent on when a student matriculates into the MBA program). Students should discuss the MBA degree requirements with the GSB.

Prospective applicants may apply externally to either program; they may also apply concurrently to both. Alternatively, current Stanford students may also apply to the second degree program during their first year of graduate study.

<b>MIP Degree Requirements for Dual Degree M.B.A. Students*</b>		
<b>Courses</b>	<b>Units</b>	<b>Notes</b>
Core Curriculum	27	7 required courses
Area of Specialization	18	4 or more courses, including two required courses
Policy Change Studio	9	3 courses (Year 2 capstone)
<b>Total</b>	<b>54</b>	<b>MIP units only</b>

*NOTE: This reduced course of study does not apply to the dual M.S./M.A. in Environment and Resources.*

*\*This is dependent on when a student matriculates into the MBA program.*

## **Coterminal Degree**

The coterminal degree program allows Stanford undergraduates to study for a master’s degree while completing their bachelor's degree(s). To qualify for both degrees, a student must complete requirements for both the bachelor's degree and the master's degree as described under their respective sections of the [Stanford Bulletin](#).

In the coterminal MIP program, students may be able to complete their bachelor’s degree and M.A. degree in five years, with at least one quarter of overlap between the two. Per the “Quarters Back” policy, students may be able to transfer courses taken during the previous three quarters (prior to matriculation in MIP) into their “Graduate Career.”

Although coterminal students are allowed to enroll in up to 24 units, the MIP program limits the number of units in which a student may enroll to no more than 18. Any request to enroll in

more than 18 units (or fewer than 8 units) requires approval from the MIP Assistant Director for Academic and Student Affairs. The deadline is no later than the preliminary study list deadline (first day of a given quarter). Students in the coterminal graduate student group will be charged additional tuition for each unit above 18 units, as required by the university, if approved.

MIP Degree Requirements for Coterminal Students		
Courses	Units	Notes
Core Curriculum	27	7 required courses
Areas of Specialization	20	5 or more courses, including two required courses
Policy Change Studio	9	3 courses (year 2 capstone)
Customized Electives	14	3 - 6 courses
<b>Total</b>	<b>70</b>	<b>MIP units only</b>

Prospective applicants should begin their process by visiting the [Coterminal Degrees at Stanford](#) webpage. Annually, MIP has one application deadline in early January.

### Academic Overseas Program: Vienna, Austria

The Stanford-Vienna Exchange is an autumn quarter program between MIP and the [Vienna School of International Studies \(DA\)](#). Two rising second-year students from each institution are selected by application to receive fellowships to spend autumn quarter in an academic exchange at the other institution. The fellowship covers tuition, a stipend for living and housing, and round-trip travel to Vienna from the Bay Area in California (up to \$1500).

The DA is a postgraduate professional school dedicated to preparing talented graduates for international careers and positions of leadership in international affairs. Training areas encompass international relations, political science, international and EU law, economics, history and languages.

At the DA, MIP students will work with renowned European scholars and a diverse, vibrant group of master's students at one of Europe's most highly regarded international studies institutions. MIP students enroll in a combination of advanced courses, language courses, and skills courses. MIP students will be eligible to enroll in any upper-division course at the DA for

which they are qualified. With approval, MIP exchange students may also seek to perform directed research under the supervision of a DA faculty member.

The [course list and academic calendar](#) can be found on the DA's website.

Full program details, including the application process and deadline are available on the [MIP website](#) and in the [Stanford-Viena Exchange Program Policies](#) section of this handbook. See [Funding and Financial Aid](#) in this handbook for details on the accompanying fellowship.

# University and MIP Policies

## Stanford University Patent Agreement

All faculty, staff, graduate students and postdoctoral fellows are required to sign a Patent and Copyright Agreement (the SU-18 form, signed electronically in Axess) as a condition of either employment or enrollment at Stanford University. For more information, please review the agreement on the [Student Affairs](#) website.

## University Requirements

Students are responsible for meeting all university and program requirements throughout their program of study. Each student must ensure appropriate enrollment for degree conferral, and should direct any questions about requirements or policies to the MIP Assistant Director for Academic and Student Affairs prior to the related deadlines.

The university's general requirements, applicable to all graduate degrees at Stanford, are listed in the [Graduate Degrees](#) section of the Stanford Bulletin. Please review university requirements and policies carefully.

## M.A. Degree Timeline

The M.A. in International Policy is a two-year professional master's degree program. All requirements must be completed within two years after the student's first term of enrollment. Students who are pursuing joint or dual degrees will be extended per the requirements of the secondary degree program.

Students working toward graduate degrees at Stanford University must enroll for the three quarters of the academic year (autumn, winter and spring) from the time of matriculation until receipt of the degree. Study in MIP is on a full-time basis. The exceptions are:

- The quarter in which one applies to graduate. A student may apply to enroll on a part-time basis (3-7 units) via e-Form in [Axess](#).
- Part-time enrollment for accessibility is granted by the [Office of Accessible Education](#) (OAE).

## *Degree Progress and Enrollment*

MIP students will register at the 11-18 unit tuition rate for each quarter during the first year of the program; they must pass at least eight units per term. The only exception to the 11-18 unit

requirement during the first year is for students who obtain a 50% assistantship during spring or those who have financial constraints. Approval from the MIP Assistant Director is required for each of these. Students who are approved to register for 8-10 units in a given term must pass at least six units.

During the second year of the program students may register at the 8-10 or 11-18 unit tuition rate. For spring quarter of the second year, students may elect to apply for part-time enrollment (3-7 units). International students should consult with the [Bechtel International Center](#) to determine alignment with one's visa status.

The maximum units of enrollment allowed for graduate students is 18 per quarter. Enrollment beyond 18 (up to 22) requires an additional per-unit cost.

### **Enrolling in Classes**

Students at Stanford use [Axess](#) or [Navigate Enrollment](#) to add/drop/update course enrollment (also known as filing or adjusting a study list). Registration deadlines are listed in the Academic Calendar and on Axess.

The first day of the quarter is the **Preliminary Study List Deadline**. The Office of the Registrar requires students to be "at-status" at this time. This means graduate students should be enrolled in at least 8 units by the deadline in order to avoid the late study list fee of \$200. Students anticipating a stipend or financial aid refund on the first day of the term should be at-status by the Preliminary Study List Deadline posted in the Academic Calendar.

Students have until the **Final Study List Deadline** of each quarter, which is the third Friday at 5:00 pm, to add/drop courses and adjust units on variable unit classes.

Course registration deadlines are different at the Stanford Law School and Graduate School of Business. Please review the Academic Calendar as well as their respective websites for details.

After officially enrolling in courses, students should visit [Canvas](#) to access their course websites. Instructors commonly post syllabi, assignments, announcements, and reading materials. [Stanford Syllabus](#) is another important resource to obtain syllabi for current or past course offerings.

*Reminder: courses applied to the master's degree must be at or above 100. Additionally, at least 75% of one's courses must be 200-level or above. Courses numbered below 100 are intended for undergraduates only and do not count toward graduate degrees, per university policy.*

## **Minimum Progress**

Students who do not meet minimal progress each term will be placed on registration or degree conferral hold until they are determined to have done so. Should a student continue to insufficiently make progress, then one may face dismissal from the program. Graduate students are responsible for their degree progress so they should discuss any concerns with the MIP Assistant Director for Academic and Student Affairs.

Please review the Bulletin for details on [Minimum Progress Requirements for Graduate Students](#).

## ***Time Limit for Completion of the Master's Degree***

The university does not permit students to extend their time to degree beyond the two years for the M.A. in International Policy unless there is a justification, e.g., approved leave of absence, OAE accommodation, financial hardship.

Students who are solely pursuing the M.A. degree and need additional time beyond their second year must submit an [Application for Extension of Candidacy or Master's Program](#). Extensions may be granted in extreme and/or unique circumstances and for a maximum of one year. Students with an approved Extension of Study must maintain valid student status by registering according to university policy.

Students pursuing a coterminal master's degree must complete their requirements within three years of their first quarter of graduate standing. See the [Stanford Bulletin](#) for further policy information.

## ***Transfer Credits***

Units earned at another institution do not count toward the minimum units required for the master's degree at Stanford (i.e., Stanford does not accept transfer units for master of arts programs). Coterminal students, who have completed graduate level work in the three quarters prior to beginning the MIP program, will be able to use those units toward their requirements pending approval from the MIP Assistant Director for Academic and Student Affairs and Stanford Academic Advising.

## Academic Policies

### ***Academic Standing***

MIP students must maintain a minimum 3.0 cumulative GPA to remain in good academic standing. Similarly, a 3.0 cumulative GPA is required for conferral of the M.A. degree.

Failure to remain in good academic standing, either due to falling below the 3.0 GPA threshold or not making sufficient degree progress will result in being placed on academic probation (and could ultimately result in dismissal from the university).

Students should always proactively seek guidance from the MIP Assistant Director for Academic and Student Affairs if they find themselves in this situation.

### ***GPA and Class Rank Policy***

The Grade Point Average (GPA) does not appear on the official graduate transcript. Stanford University does not calculate a rank in class. See the policy [here](#).

### ***Grades***

Students are responsible for understanding the [General University Grading Systems](#).

Students must take the following courses for a letter grade:

- MIP Core Courses (*except INTLPOL 300A which is only offered as Satisfactory/No Credit*)
- MIP Capstone Courses (*except INTLPOL 310A which is only offered as Satisfactory/No Credit*)
- MIP Area of Specialization Required Courses

Students may apply up to 10 pass-fail (i.e., Satisfactory/No Credit or Credit/No Credit) units towards the Area of Specialization Electives and Customized Electives. (*Note: This is a combined total*).

- The 10-unit limit includes pass-fail courses taken at the: Graduate School of Business (GSB); Graduate School of Education (GSE); School of Engineering (SoE); School of Medicine (SOM); School of Humanities and Sciences (H&S); and School of Sustainability.
- Please note that native grading systems at the GSB and SLS do not count towards the pass/fail units.
- The following grading options are considered pass/fail:



- Mandatory Pass/Restricted Credit/Fail (SLS)
- Pass/Fail or +/- (GSB)

Additionally, letter grades at the GSB apply to the Stanford GPA. Please see [How Do I Calculate My Grade Point Average \(GPA\)?](#) for equivalent GPAs for letter grades at the GSB.

The SLS grading system does not apply toward the GPA.

### **Incomplete (I) Grade**

Students who receive an incomplete grade (denoted as "I") are required to complete the course on a shorter timeline than university policy. The following completion schedule applies:

- First-year students –
  - Autumn and winter quarters: Incomplete grades must be completed no later than June 30 of the same academic year.
  - Spring quarter: Incomplete grades must be completed no later than August 30 of the same academic year.
  - Summer quarter: Incomplete grades must be completed no later than December 30 of the same calendar year.
- Second-year students (or third-year for those pursuing a joint or dual degree) –
  - For all quarters of the second year, students must resolve incomplete grades prior to graduating or their [application to graduate](#) will be denied.

Students are also responsible for coordinating the completion of the course with the instructor(s) as well as keeping the MIP Assistant Director for Academic and Student Affairs apprised of progress.

Students who have three or more incomplete grades, or who have incomplete grades in multiple quarters, will be placed on academic probation unless there is a rationale due to personal or health reasons that is accompanied by documentation from [Counseling and Psychological Services](#), the [Office of Accessible Education](#), or [Vaden Health Center](#).

### **Attendance Policy**

Attendance is required for all courses applied towards the M.A. degree. Further, attendance is mandatory for core courses, required area of specialization courses, and the capstone courses. Each INTLPOL course instructor may elect to establish a modified attendance policy,

and has the discretion to decide whether or not to offer any allowance or exception for absences. It is important for students to proactively update their instructors of any absence from class. Students are responsible for reviewing and understanding attendance policies included in course syllabi and this handbook.

Punctuality is core to the attendance policy – any late arrival will be considered an absence if it is 15 minutes after the start of class.

Note that, in general, participating in student groups, club events, or athletic teams (including varsity) does not grant an exception to attendance policies, assignment deadlines, exam dates, or other course requirements. Similarly, employment-related absences do not count as "excused absences" since the first priority of MIP students is their studies.

### Illness, Injuries, and Personal Difficulties

Any student who is unable to attend classes due to illness, injury, or some other significant personal situation should notify the instructor(s) as soon as possible. Ideally, this should be done before missing a class.

Depending on the length of absence, the student may need to discuss with the instructor academic allowances or exceptions to requirements (e.g., extensions of due dates, excused absences). *Note: The term "accommodations" is reserved for modifications made by request of the [Office of Accessible Education](#) in relation to a student's recognized disability.*

When granted by the instructor, allowances can provide a student with the flexibility to address life circumstances while maintaining a responsible approach to one's academic responsibilities.

### Unexpected Emergencies

MIP understands that emergency situations can happen without warning. If a student must leave campus immediately for a personal, health, or family crisis, please notify the MIP Assistant Director as soon as possible. In certain types of emergencies, MIP can notify faculty of a sudden absence. Similarly, students should notify their instructors as soon as possible to discuss missed class time, coursework, etc.

### Travel and Absences

Sometimes travel plans may conflict with an upcoming class. In general, this does not normally excuse a student from class or course requirements. Students are responsible for

discussing any travel conflicts with MIP and one's instructors ahead of time, preferably before the Final Study List deadline. It is important to understand in advance what the consequences are for any missed classes, and how to make up for any missed work.

### **Milestones**

Per university policy, each graduate student must have a completed program proposal on file with the degree program. This document outlines the courses that one has completed towards the degree as well as any outstanding requirements one still must pass in order to graduate.

MIP requires students to submit this document, along with a current unofficial transcript, as part of an advising meeting during the spring quarter of the first year of the program. Students are encouraged to fill out this document sooner since it is a helpful planning tool.

Students will also be required to submit a Graduation Program Proposal during the quarter in which they apply to graduate.

*NOTE: For the 2025-26 Academic Year, Stanford is now using [My Academic Path](#), which is a degree progress software tool utilized by students, the MIP program, and the Registrar's Office. This may replace current processes that require submission of soft or hard copy documents.*

### **Graduation**

#### **MIP Graduation Program Proposal**

Students must submit a [graduation program proposal](#) and unofficial transcript to the MIP Assistant Director no later than the second Friday of the quarter in which they intend to graduate. The Assistant Director will send confirmation of receipt and completion of the degree program milestone, and will note any outstanding requirements or concerns. It is the student's responsibility to follow up on the timely submission of any outstanding degree requirements in order to confer one's degree. Note: The MIP Program Proposal is available on the MIP website in "[Student Resources](#)" under "Academic Forms."

#### **Degree Conferral**

Students must apply for conferral of their master's degree by filing an Application to Graduate on [Axess](#) by the Registrar's quarterly deadline. Students must be registered in the term their degree is conferred. See the [Stanford Bulletin](#) for further policy information.

## **Stanford-Vienna Exchange Program Policies**

MIP students must complete all requirements listed in the M.A. curriculum. However, the minimum number of Stanford units required to graduate will be reduced to 65 (instead of the normal 80). Thus, in addition to the 65 units completed at Stanford, MIP students must complete 15 or more units at the DA. Joint and dual degree students who participate in the exchange will not receive a similar reduction in units because they already received one as part of their core degree requirements, i.e., courses completed at the DA would be in addition to the 54 units required at Stanford. Coterm students will be required to complete 55 units at Stanford plus a minimum of 15 units at the DA.

MIP students on exchange at the [DA](#) will be coded as “active but not enrolled” during autumn quarter. They will receive an official transcript for their studies at the DA and the courses/grades will not transfer into their degree program at Stanford.

For additional information on academics and funding, please visit the [Stanford-Vienna Exchange webpage](#) and the [Funding and Financial Assistance](#) chapter in this handbook.

### ***Eligibility***

To be eligible, MIP students must have completed one full year of degree credit (45 units) by the start of the exchange program in autumn quarter. Students must also be in good academic standing and have no restrictions on spending the entire quarter in Vienna, Austria. The deadline to apply is typically in February/March.

### ***How to Apply***

MIP students must submit an application via [SOLO](#).

Applications will be evaluated on academic performance, demonstrated interest in European studies, and alignment of academic and professional goals with the program. Financial need is also an important consideration.

### **Courses**

MIP courses are listed under subject code INTLPOL in [Navigator](#) and [Explore Courses](#).

## ***Number of Units***

Courses at Stanford are offered for units, commonly referred to as credits at other institutions. One unit represents approximately three hours of work per week inclusive of class time. Thus, a three-unit course will likely require nine hours of work per week while a five-unit course will require 15 hours per week, and so forth. Of course, the actual hours may vary somewhat from class to class and student to student. It is also common for the amount of work to vary by school (e.g., a three-unit course at the School of Engineering may require as much work as a five-unit course in the School of Humanities and Sciences).

Though a unit is three hours of work per week, it is expected that only one of those hours would be class time. As a general rule of thumb, one should expect to spend two hours studying or working outside of class for every one hour in lecture or discussion (e.g., a typical four-unit course requires approximately 12 hours of work per week, including four hours of class time and eight hours of work outside of class).

If a student enrolls in 15 units of coursework per quarter (~3-4 courses) this would require approximately 45 hours per week, only 15 hours of which may be class time. For comparison's sake, a full-time job is typically 40 hours per week.

## ***Important Policies***

A maximum of 20 undergraduate units can be applied towards the M.A. degree, i.e., courses numbered between 100-199. The exceptions are History and Political Science, which list undergraduate courses from 100-299.

Per university policy, courses numbered below 100 do not count towards graduate degrees.

Accordingly, courses below 100-level and Department of Athletics, Physical Education and Recreation courses (e.g., activity units such as yoga or golf) do not count towards graduate degrees per university policy. Other subjects that do not apply to the MIP degree requirements include ARTSTUD, WELLNESS, DANCE, DRAMA, ESOLLANG, and MUSIC.

## ***Directed Reading***

A directed reading is an independent study arranged with the guidance and oversight from a Stanford instructor. See [Navigator](#), the [Stanford Bulletin](#), and the [MIP website](#) for details.

## **Course Policies**

Students may arrange a directed reading course to be applied towards the Areas of Specialization or Customized Electives if the current course offerings do not meet particular research or study needs.

There are important restrictions for directed readings:

- Students can apply a maximum of 15 units of directed reading towards the MIP degree requirements.
  - This includes a maximum of 10 units that can be applied towards the Area of Specialization.
  - The balance can also be applied towards the Customized Electives.
- Students may receive up to a maximum of five units per directed reading course.
- Students must receive a letter grade for the directed reading.

## **Process**

Once the student has identified a faculty member to oversee the course of study, one must submit a [Directed Reading Proposal](#) for review by the MIP Assistant Director for Academic and Student Affairs. The proposal must include the topic, plan for research or course of study, and assignments/deliverables for the course.

If a proposal is approved, MIP will create a section of INTLPOL 299 for the specific instructor so that the student(s) can enroll in the course. The course will be listed as INTLPOL 299: Directed Reading and the section number will correspond to the instructor (e.g., INTLPOL 299 - 02 (Stoner, Kathryn)).

The proposal must be submitted to the MIP Assistant Director for Academic and Student Affairs no later than the second Friday of the academic quarter in which one plans to enroll in the course. MIP will review the directed reading proposal and render a decision no later than two days prior to the Final Study List Deadline.

## ***Practical Training***

Students may obtain an internship in a relevant research or industrial activity to enhance their professional experience consistent with the degree program and area of specialization. This course meets the requirements for Curricular Practical Training (CPT) for students on F-1 visas. See [Explore Courses](#), the [Stanford Bulletin](#), and the [MIP website](#) for details.

## **Course Policies**

Students may apply up to three units of practical training towards the Customized Electives only. There are limitations on the number of hours a student can work based on one's fellowship or assistantship status, international student status, etc. It is important to consult with the MIP team as well as the [Bechtel International Center](#) (for international students).

At the end of the quarter, a three-page final report must be submitted documenting work done and relevance to the degree program. The organization providing the internship must also submit confirmation that the work was satisfactorily completed.

## **Process**

Anyone who needs to enroll in a curricular practical training course as part of an internship may apply by submitting the [MIP CPT Proposal](#) on the [program website](#) no later than the second Friday of the academic quarter. Official documentation from the CPT organization that confirms the position and work to be performed must also be submitted. Prior to submitting a proposal, please review full details on policy under [Student Resources](#) on the MIP website.

Proposals will be reviewed by the MIP academic and student services team as well as the career services team. If approved, students may enroll in [INTLPOL 298: Practical Training](#) (Section 01 - Aturupane, C.) for 1-3 units during autumn, winter, or spring. For summer, students may enroll in [INTLPOL 298S: Practical Training](#). *Note: the assignment for 298S differs from 298, which is why there is a unique summer course.*

## **CPT for International Students**

International students who obtain an off-campus paid or unpaid internship must consult with Bechtel to determine if they are required and eligible to enroll in Curricular Practical Training (CPT). They must also consult with the MIP Career Services Team.

For summer internships, International students must follow the CPT guidelines listed on the [MIP website](#).

## **Language Courses**

Units from language courses may only be applied towards the Customized Electives. Since students cannot apply language courses below the 100-level towards the MIP degree

requirements, they should discuss options with the [Stanford Language Center](#), including enrolling in a graduate-level section with the course number 394 or 395 (e.g., [SPANLANG395](#)).

English proficiency courses for international students do not count towards the MIP degree requirements.

Students should also confirm their language course enrollment with the MIP Assistant Director for Academic and Student Affairs sufficiently in advance of the Final Study List deadline for a given quarter.

### ***Cross-Listed Courses***

There is no limit to the number of cross-listed courses that students may count toward the minimum number of units required for the MIP degree, except where limits are expressly placed for their particular program's requirements, e.g., dual degree M.B.A. program with the GSB, joint degree program with the SLS.

## **Special Registration Status**

### ***Leave of Absence***

Students considering taking a leave of absence for one or more quarters should first discuss the matter with the MIP Assistant Director for Academic and Student Affairs. Formally, a student must file a [Leave of Absence Form](#) and apply within the university's established deadlines. The MIP leadership team will then review the form. International students must also obtain approval from the Bechtel International Center and are required to maintain appropriate visa status at all times. The maximum length of any leave is one year. In rare cases, a leave may be extended beyond one year. The total number of leave quarters may not exceed six. A leave of absence does not extend the three-year candidacy period. For students who are requesting a medical leave, the policies may differ slightly. Contact the [Office of Accessible Education](#) for further information.

Any student who fails to register for autumn, winter, or spring quarter without an approved leave of absence will be discontinued per university policy. If a student later wishes to resume study, he or she must file a [Returning Graduate Student Request to Register](#) form with the Office of the Registrar.



### ***Graduate Petition for Part-time Enrollment***

Requests to enroll for fewer than 8 units during the academic year are approved only in specific circumstances. Graduate students who need fewer than 8 remaining units to complete degree requirements or to qualify for Terminal Graduate Registration (TGR) status, may register for one quarter on a unit basis (3 to 7 units) to cover the deficiency. This status may be used only once during a degree program. International students should consult with [Bechtel International Center](#) prior to requesting part-time enrollment to ensure compliance with visa regulations. Most commonly, MIP students might apply for part-time enrollment during their final quarter of study.

Students with disabilities covered under the Americans with Disabilities Act may enroll in an approved reduced course load as recommended by the [Office of Accessible Education \(OAE\)](#). Matriculated and enrolled pregnant graduate students may request up to two quarters of part-time enrollment for an approved Childbirth Academic Accommodation; see the [Childbirth Accommodation Policy](#) section of this bulletin and the [GAP 5.9 Pregnancy, Childbirth, Adoption and Lactation](#).

All students requesting reduced enrollment need to complete and file the [Graduate Petition for Part-time Enrollment](#) form under “Special Registration Statuses”.

### ***Graduation Quarter***

Registration is required for the quarter in which a student submits a thesis or has a degree conferred. Students who meet the following conditions are eligible to be assessed a special reduced tuition rate for the quarter in which they are receiving a degree:

- All course work and residency requirements have been completed.
- The student must have enrolled in the term immediately prior to the term chosen as the graduation quarter - summer quarter included.
- The student has formally applied to graduate.
- The student has only to submit the dissertation or thesis or project by the deadline for submission in the term designated as the graduation quarter.
- The student has filed all necessary forms regarding graduation quarter before the first day of the term chosen as graduation quarter.

Students enrolled in graduation quarter are registered at Stanford and, therefore, have the rights and privileges of registered students. Only one graduation quarter may be requested for each degree program. There is a registration fee of \$150 for the graduation quarter.

Students who do not complete all degree requirements by the end of the graduation quarter must re-register or apply for a leave of absence, provided their candidacy has not expired. Students must submit the Application for Extension of Candidacy or Master's Program before their program expires in order to avoid having to apply for reinstatement. The form is available online at the [Student Forms and Processes page](#) under "Graduate Candidacy."

### ***Terminal Graduate Registration (TGR)***

TGR is a reduced tuition category for students who have completed all courses for their degree and are only finishing a dissertation, thesis, or final project, or who have completed all degree requirements and simply need to be registered in order to confer their degree. Requests for TGR status may be made for upcoming or future, but not prior, quarters. Students with TGR status must register for the TGR Project, INTLPOL 801 under their advisor's name as the instructor (this course requires no additional work). If students register for additional courses, they must then pay the unit tuition rate in addition to the TGR tuition rate.

TGR registration status requests are reviewed and either granted or rejected by the MIP Assistant Director for Academic and Student Affairs. TGR Forms must be submitted no later than the first day of the quarter in which TGR status is requested.

## **Other Policies**

### ***Registration Holds***

Offices throughout the university can place holds on a student's record for various reasons, such as unpaid bills and overdue library fees. These holds prevent a student from registering for courses. The MIP program places academic holds for reasons including but not limited to: (1) the student completes less than six units in a quarter (considered minimal progress), (2) the student has three or more incomplete grades, (3) the student has not met the 3.0 cumulative GPA requirement, (4) the student does not register in the required number of units or correct courses, (5) the student does not submit the MIP Program Proposal or other required forms by the stated deadlines, or (6) the student's three-year time limit has expired and an extension has not been approved.

A notice will appear on Axess informing students of any holds and the contact information for the office that placed the hold. If the MIP Assistant Director for Academic and Student Affairs places a hold for any of the academic reasons, the student will be promptly notified by email. It is the student's responsibility to contact the office that placed the hold and take the necessary action to have it removed. If a hold prevents a student from registering for classes by the deadline, the Registrar will discontinue the student from the degree program and the student must apply for reinstatement to the program. It is therefore imperative that students take the necessary steps to remove any enrollment holds expeditiously.

### ***Reinstatement***

Discontinued students wishing to reinstate should first consult with the MIP Assistant Director for Academic and Student Affairs. If the student decides to petition, they must complete an [Application for Reinstatement](#) and submit it to the degree program. Please review the application for policies, deadlines, and other important information.

### ***Termination of Student Status***

Each student admitted to the MIP program is expected to complete the degree, but a student may be asked to withdraw (or forcibly withdrawn) for matters such as unsatisfactory academic performance or violations of the Honor Code or Fundamental Standard.

A decision to terminate student status may be made a result of inadequate academic progress or unethical professional conduct. MIP leadership will meet with the student to discuss the situation and how to correct deficiencies before considering termination. A written document (sent via email) will be provided to the student listing the steps necessary to correct them, and the period of time that is allowed for their correction (warning period). This is normally a minimum of one academic quarter. At the end of the warning period, the student's progress will be reviewed and the student will be notified of the proposed action. A final decision will be made and the student will be notified in writing of his or her final status by the MIP Associate Director for Academic and Student Affairs or MIP Assistant Director for Academic and Student Affairs.

### **Dean's Certifications and Verifications of Enrollment Forms**

Students and alumni frequently approach programs with requests to complete a variety of forms verifying enrollment, conferral of degree, or confirming that the student has not been found responsible for engaging in academic dishonesty. These are sometimes called Dean's

Certifications (if for Law or Medical schools), or have other names for jobs that require a security check.

Stanford has established processes for managing these types of forms and certifications. Please visit the following websites to for guidance:

- [Certifications and Verifications](#) – detailed information and instructions
- [Dean's Certifications Forms Instructions and Information](#) - steps to request completion of forms for law school and medical school applications, etc.

*Note: MIP is not authorized to complete these forms on behalf of Stanford.*

## Advising

### Faculty, Program, and Career Advising

Students will work with faculty, academic and career advisors throughout the two years of the program. MIP's academic advising staff will assist the student in planning a program of study.

Please review [Advising Expectations](#) under Program Policies and [Graduate Advising](#) in the Stanford Bulletin for additional information.

Individualized advising is available to each student with access to three professional advisors:

**Faculty Advisor** - Faculty advisors assist students in the refinement of their academic and professional interests, including ways to deepen topical expertise while at Stanford, and generally serve as content experts or mentors. It is the student's responsibility to establish and maintain contact with the advisor.

**Program Advisor** - The MIP Assistant Director for Academic and Student Affairs individually advises students on: course and degree requirements; institutional and program policies; and academic policies. This role also provides support for any academic, personal, housing, or other areas.

**Career Advisors** - The MIP Career Services and Alumni Engagement Manager and the MIP International Student Career Advisor meet with students one-on-one to discuss career goals, strategies, and tactics, and recommend resources, tools, and job platforms. They are available to review resumes and cover letters, and coach students on developing job search skills, such

as researching organizations, crafting an elevator pitch, networking, and interviewing. The MIP International Student Career Advisor also provides guidance on US work authorization options and ways to successfully navigate the US-based job search for your internship and post-graduation job.

### ***Details on Faculty Advisor***

A faculty advisor will be assigned to each student no later than the first quarter of study. Students are encouraged to have at least two advising appointments during the course of their program and many students meet with their faculty advisors once every quarter. Students are encouraged to look to any member of the FSI faculty for additional advising or mentorship, regardless of the official advisor assigned. Either the student or the faculty may request a change in assignment for any reason.

Once assigned, students are asked to initiate contact with a new faculty advisor. The Assistant Director for Academic and Student Affairs is available for questions regarding courses, academic policies, degree progress, or any personal concerns.

Beginning in their first year, students are expected to discuss a coherent program of study with the faculty advisor to guide their selection of courses. Additionally, students will submit an [Individual Development Plan](#) (IDP) outlining their academic and professional goals that will be shared with the faculty advisor.

### ***MIP Advising Requirements***

In consultation with the MIP Assistant Director for Academic and Student Affairs, students must complete their preliminary program proposal during spring quarter of their first year of study. Students may deviate from their preliminary program proposal during the second academic year, but must be careful to fulfill all requirements.

A final graduation program proposal, which lists all completed courses to be applied towards the degree requirements, is due no later than the end of the second week of spring quarter of the second year (*or a subsequent quarter if a student has extended the degree program*).

## Advising Timetable for the Master's Degree

### Year 1

#### Autumn Quarter

- Meet individually with the faculty advisor
- Meet with the MIP Assistant Director for Academic and Student Affairs, as needed

#### Late Autumn Quarter/Winter Quarter

- Meet with MIP Career Services and Alumni Engagement Manager to discuss internship search

#### Spring Quarter

- Meet with MIP Assistant Director for Academic and Student Affairs to submit MIP Program Proposal and unofficial transcript ([University Milestone](#))
  - Discuss degree progress and requirements to complete during year two
- Meet with MIP Career Services and Alumni Engagement Manager to finalize internship search

### Year 2

#### Autumn Quarter

- Meet individually with the faculty advisor and MIP Assistant Director for Academic and Student Affairs, as needed
  - Review progress toward completing degree requirements
- Meet with MIP Career Services and Alumni Engagement Manager to discuss job search

#### Winter Quarter

- Recommended to meet with faculty advisor, as needed
- Meet with MIP Assistant Director for Academic and Student Affairs, as needed, to discuss progress toward completing degree requirements
- Meet with MIP Career Services and Alumni Engagement Manager, as needed, to discuss job search

#### Spring Quarter

- Meet with MIP Assistant Director for Academic and Student Affairs to confirm completion of degree requirements
  - Submit Graduation Program Proposal (MIP Program Milestone)
- Meet with MIP Career Services and Alumni Engagement Manager to finalize job search

# MIP Student Experience

## MIP Student Initiatives

### *International Policy Student Association (IPSA)*

[IPSA](#) is an entirely student-run group of first and second-year MIP students. It is also a formal [student organization](#) at Stanford. All MIP students are automatically IPSA members. The association has three objectives, and is supported by funding from the MIP program.

**Community Building** - IPSA fosters a community around current students and MIP alumni. It organizes social events, provides connectivity and networking opportunities for current students as well as enhances alumni participation and access.

**Professional Development** - IPSA provides networking, skills-building and other career-related opportunities for MIP students to ensure they are able to find and attain positions that best suit their goals and interests.

**Advocacy** - IPSA represents the needs and opinions of the student body and nurtures a two-way feedback channel between administrators and students. IPSA also strives to support the MIP administration in program improvements.

### *Stanford International Policy Review (SIPR)*

[SIPR](#) is a biannual student-run international affairs and public policy journal housed at MIP. SIPR publishes two issues per year, in the winter and in the spring. Each issue features articles, commentary, and book reviews on international policy topics. SIPR's purpose is twofold: to provide timely and compelling analysis on pressing policy issues, and to provide a formative educational experience to student editors. SIPR is supported by funding from the MIP program.

MIP students can apply to join the editorial team, as well as submit work for publication. Student editors may enroll in [INTLPOL 300J: International Policy Journal](#) for credit.

### *Other Student Initiatives*

If MIP students have ideas for initiatives and events outside the scope of IPSA and SIPR, they may submit proposals to the MIP staff for review using the Student Request for MIP Funds

forms available in the [Student Resources](#) page of the MIP website. IPSA and SIPR representatives must use the same forms when using funds from their budgets allocated by the MIP program.

## **Encina Hall and MIP Suite**

### ***Encina Hall Building Access***

MIP students have access to Encina Hall from 8:00am-9:00pm Monday-Friday. The Stanford ID card unlocks all lower level and first floor exterior doors. The MIP Suite is available to students from 9:00am-5:00pm Monday-Friday, and the glass door main entry to the suite will normally be unlocked during these hours.

### ***MIP Suite***

The MIP Suite is a shared, multi-use space for the MIP community so please be mindful of noise. Zoom or phone-based meetings should be moved into private rooms whenever possible.

The suite contains valuable equipment so please help keep the suite safe by making sure doors close securely upon exiting. It is also important to close and latch all windows in the classroom and lounge since the suite is at the garden level.

### **General Use Policy**

Students may use the appliances on the left side of the kitchen (Keurig coffee maker, drip coffee maker, electric kettle). The microwave and toaster oven are shared between the students and MIP staff. These items are self-serve and should be cleaned after use or as needed.

Some of the kitchen cabinets on the left side have been designated for student use. One includes items that IPSA, MIP, or students have shared (e.g., coffee, tea). Another contains items supplied by MIP, including plates, bowls, mugs, and glasses. Students may also use the drawers to the right of the microwave, which contain utensils, paper goods, plasticware, etc.

Please note that the refrigerator in the kitchen is reserved for MIP staff and supplies for MIP events. Students may, however, use the fridge's water and ice dispenser. The MIP Student Lounge has its own fridge for student use.

In general, everyone must clean up after themselves. Please wash, dry, and put away all dishes. Additionally, users must wipe down surfaces, including counters and tables. All



common space, lounge, and kitchen furniture must be returned to its original position and chairs must be pushed in under the tables.

Whiteboards are available throughout the MIP Suite for student use. Please wipe and erase all whiteboards after use, including those in the classroom. If using a moveable whiteboard, please return it to its original position. If using the whiteboard walls in the student lounge or Policy Studio (classroom), please be mindful of where the whiteboard paint ends and the wall paint begins, so as not to write on the walls.

### **MIP Flyer Posting Policy**

This [policy](#) applies to all students, student organizations, and campus affiliates who wish to post flyers within MIP's administrative or academic office spaces, student lounge, collaborative spaces (Policy Studio/Vault/SCIF/Patio), or adjacent areas (hallway, entryways/doorways to Encina Hall).

### **MIP Reservable Spaces**

MIP has multiple spaces available for students who would like to make a reservation for a meeting, group project, or extracurricular activity. The [MIP Spaces](#) page includes the Patio (outdoor table; seats 12), SCIF (breakout room; seats four) and Vault (conference room; seats 20). The MIP Policy Studio classroom (seats 30) may be reserved for events on a case-by-case basis. Please *Slack* or email Serage [serage@stanford.edu](mailto:serage@stanford.edu) directly to inquire about availability.

#### **How to Make a Reservation:**

The Vault, SCIF, and MIP Patio may be reserved by students:

1. Check the Outlook calendars for availability (search for):
  - a. Encina Hall Center 10A MIP Conference Room The Vault
  - b. Encina Hall Center 10B MIP SCIF Breakout Room
  - c. Encina Hall Center MIP Patio
2. Submit a request using the links on the [MIP Space Reservations](#) page. Please be sure to review all policies prior to submission.
3. MIP will review each request and respond within 48 hours. Booking requests are tentative until a confirmation email has been received.

## **MIP Patio**

Please be mindful of noise when using the MIP Patio. Sound travels upward to offices and classrooms on several floors of Encina Hall and Encina West. Students are expected to clean up after themselves, push the chairs back in, and collapse the umbrella(s) when they leave.

## **Additional Spaces**

In addition to the kitchen, student lounge, and reservable rooms, there are various other spaces available to students on a first-come, first-served basis. These include two cubicles, two tables in the main area of the suite, the high kitchen table, and various tables in the Policy Studio (classroom).

## **MIP Cardinal Print Copier and Student iMac Workstation**

MIP has one [Cardinal Print](#) copier in the suite available for student printing, which is available during normal office hours (Monday-Friday, 9:00am-5:00pm). Students use their Stanford ID to access their Cardinal Print queues or make copies. MIP will add \$20 to each student's Cardinal Print account at the beginning of the autumn quarter for which they matriculate into the program.

There is one iMac available for student use in the cubicle next to the copier. Please do not save materials on the iMac and be sure to log off after each session.

Please ask the staff for help with issues with the copier or iMac. Additional paper is located in the cabinet to the left of the copier. Do not remove the toner cartridges.

## **The Fukuyama Library**

Books located in the Fukuyama library - near the Vault and across from the SCIF - have been graciously donated by Dr. Francis Fukuyama and are available for students to check out on loan. Instructions and policies are listed on the [checkout form](#). Please review the details thoroughly before checking out a book. (*Note: one must use a Stanford email account to access the form.*)

## **Alumni and Careers Books**

There are also books in the Fukuyama library written by some of our MIP/IPS alumni that highlight their interests, research, etc.

A small collection of books on career support and resources is also available.

All books are available for students to check out per the aforementioned form.

# Funding and Financial Assistance

## Eligibility to Receive Aid

All students receiving funding (loans, fellowships, etc.) must be registered full-time by the university's published quarterly deadlines in order for aid to be disbursed. This means all master's students must enroll in at least eight units in autumn, winter, and spring quarters in order to be eligible for aid. A student may request aid while on part-time enrollment (3-7 units), pending approval of the adjusted enrollment status and financial aid from the Office of Accessible Education, Registrar's Office, and Office of Financial Aid.

Any student intending to take a leave of absence must consult with the Financial Aid Office, the lender (if applicable), and the MIP Assistant Director for Academic and Student Affairs to understand any implications on the financial award.

## Fellowships

Students are encouraged to actively seek and apply for fellowships that are external to Stanford University or the MIP program. Additionally, Ford Dorsey and FSI Fellowships are offered to a limited number of incoming students based on merit and specific eligibility requirements. Fellowships may consist of full or partial tuition, a stipend, and a health insurance subsidy. Students who are enrolled in the Cardinal Care insurance program, and who receive a fellowship stipend equivalent to the minimum salary for at least a 10% assistantship, are eligible for a Cardinal Care subsidy.

## *Tax Information*

Note that stipends are considered taxable income, and students are responsible for filing and paying all applicable taxes. For international students, stipends are subject to federal tax withholding. You can learn more about taxes from the Financial Aid Office [tax info page](#), or from the Bechtel International Center's [tax resource page](#).

## *Disbursal and the Stanford University Bill*

Fellowships are disbursed on a quarterly basis, approximately 3-5 business days before the start of the academic quarter. Payments are initiated in the Graduate Financial Support system (GFS). Tuition fellowships and health insurance stipends are applied as credits to a student's bill. For students awarded a stipend, standard charges (e.g. room, board, and fees) are applied as credits to a student's bill first, then any remaining balance is deposited into a

designated U.S. bank account. Students should sign up for [Direct Deposit](#) in Axess to ensure timely disbursements.

### ***University Policies***

Full fellowships (ones that provide the same amount of support as a 50% FTE assistantship) are intended to enable students to focus exclusively on their studies so concurrent hourly employment is limited to eight hours per week during the academic year (16 hours per week in summer quarter). Students on full fellowships may hold a concurrent research or teaching assistantship appointment up to a maximum of 25% (10 hours per week) with no additional hourly employment during the academic year (50% with no additional hourly employment in summer).

Please refer to the relevant chapter in the Graduate Academic Policies and Procedures document for more information on [fellowship policies](#).

### **Graduate Assistantships**

Graduate assistantships are a form of student employment, earning a compensation package including [salary and tuition allowance \(TAL\)](#) for the performance of research or teaching services to the university as part of the student's academic and professional training and development. A subsidy towards Stanford's Cardinal Care health insurance is also provided for those who are enrolled in that plan.

Full details on assistantships are listed in the [Stanford Administrative Guide](#) and on the [Graduate Academic Policies and Procedures](#) website. Students who hold assistantships are responsible for knowing the policies listed in the aforementioned websites.

### ***MIP Assistantships***

MIP is often able to hire a small number of second-year students as teaching assistants (TA) to support core courses, depending on programmatic needs. Additionally, some second-year students may be hired as research assistants (RA) to work with FSI faculty, depending on funding available from faculty and within the program itself. MIP staff work with students to identify and apply to assistantship opportunities. The number of teaching and research assistantships vary annually and are dependent upon curricular needs and availability of funding.

### ***Other Assistantships***

Note that individual departments, centers, institutes, and programs outside MIP may have similar opportunities available. It is the student's responsibility to explore these independently. All assistantship offers are subject to review and approval by the home department, per university policy.

### ***New Hire Details***

Students who identify and wish to accept research or teaching assistantships must obtain approval from MIP, and may do so by submitting [this form](#). Note that a 50% research or teaching assistantship is 20 hours per week, which requires students to enroll at the 8-10 unit tuition rate.

Students hired for research or teaching assistantships will need to file an [I-9 form](#) with the university, which is an employment eligibility and identity verification document from the U.S. government. The I-9 form requires one to provide personal identification, such as a driver's license or passport. International students will also need to provide an I-20 or DS-2019 and I-94, and a U.S. Social Security Number. Applying for a [U.S. Social Security Number](#) may take some time, so plan accordingly.

### ***International Students***

International graduate students who wish to be appointed as teaching or course assistants must first be screened by the [English for Speakers of Other Languages program](#) (ESOL) for readiness to use English in a teaching role. When possible, the screening should occur one academic quarter prior to the desired assistantship appointment. Students with insufficient language skills must take a course given by the Linguistics Department before holding a Teaching Assistantship.

### ***First Year Assistantship Policy***

Students are not permitted to hold an assistantship until the spring quarter of their first year of study except in the case of financial hardship. Students with financial need can petition to hold a RA/TA of no more than 25% during autumn or winter quarter of the first year by contacting the MIP Assistant Director for Academic and Student Affairs. Approval is granted on a limited basis, pending review of a student's academic record, financial situation, and course load.

## **Additional Employment Opportunities**

MIP students may work for pay on a “casual” hourly basis at Stanford provided it does not adversely impact their academic progress. Students who identify and wish to accept hourly positions must inform the MIP staff by submitting [this form](#). Work can include administrative assistance in an office or with an academic event. Work that involves research related to the student’s area of study should not be paid as a “casual” hourly job; rather it would be considered a research or teaching assistantship that is compensated by the relevant faculty member or academic unit by covering a portion of tuition in addition to a salary.

### ***Limits on Hours of Employment***

There are limits on the number of hours a student can work in a given quarter, particularly when holding a concurrent assistantship. U.S. students can work up to 28 hours per week while international students can work up to 20 hours per week. U.S. students who have a full fellowship or 50% assistantship could work up to eight additional hours under hourly employment. International students with a 50% assistantship are not eligible to work an additional eight hours. Please review the [Stanford Administrative Guide](#) for full details on policy.

## **MIP Summer Funded Internships**

Students are strongly encouraged to obtain a summer internship focused on international policy topics during the summer between the first and second year of the program. Those who secure an unpaid or minimally funded internship may apply for up to a \$6,000 MIP stipend. Details on summer internships are available in the [MIP Careers](#) chapter of this handbook and the [MIP website](#).

## **MIP Small Conference Grants**

MIP has established a small fund to provide limited support to MIP students who have conference-related expenses, such as registration fees and travel and lodging costs. The funds are available to MIP students in good academic standing on a first-come, first-served basis until the funds are exhausted. Students are limited to one grant per academic year. Priority will be given to students who have not previously received this grant. *Note: The conference must have an international policy focus. Additionally, participation during the academic year will require approval to be excused from classes and other academic engagements.*

## **Grant Amounts by Level of Participation**

- Attending Only (*no role in the conference program*): up to \$100 for domestic (U.S.) conferences and up to \$250 for international conferences
- Panel Participant (*e.g., chairing or serving as discussant, but not presenting a paper*): up to \$200 for domestic (U.S.) conferences and up to \$350 for international conferences
- Presenting a Paper: up to \$500, regardless of location

Eligible students may [read the policy and apply](#) on the Student Resources page of the MIP website.

## Stanford Graduate Financial Support Programs

Stanford University has created several [Support Programs](#) for graduate students dealing with challenging financial situations. They include:

- The **Emergency Grant-In-Aid Funds** assists graduate students who experience a financial emergency or unexpected expense causing financial hardship.
- The **Graduate Student Aid Fund** assists graduate students with health-related fees.
- The **Graduate Family Grant Program** is available to students with families to cover expenses such as childcare, healthcare, insurance and rent.
- The **Graduate Housing Loan** provides loans for move-in costs for off-campus housing, such as first and last month's rent and security deposit.

## Loans and Financial Aid

Current and prospective students who will need financial aid are encouraged to contact the [Stanford Financial Aid Office](#) for information about their loan programs. Admitted applicants should apply for financial aid as soon as they accept the offer of admission to ensure timely receipt of any funding package.

Questions concerning student loans, loan deferments and other financial aid counseling can be addressed to:

Stanford Financial Aid Office

Montag Hall

355 Galvez Street

(650) 723-3058

[financialaid@stanford.edu](mailto:financialaid@stanford.edu)

<https://financialaid.stanford.edu/grad/>



## Prodigy Finance Loans for International Students

Prodigy Finance provides low-interest loans to non-U.S. students for study in professional programs. Non-U.S. MIP students who need financial support may request a loan directly through [Prodigy Finance](#).

## Public Service Loan Forgiveness Program

The U.S. government's [Public Service Loan Forgiveness \(PSLF\)](#) program forgives the remaining balance on direct loans after 120 qualifying monthly payments have been made under a qualifying repayment plan while working full-time for a qualifying employer. Only U.S. citizens are eligible. Employment with the following types of organizations qualifies for PSLF:

- U.S. government organizations at any level (federal, state, local, or tribal)
- U.S. not-for-profit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code
- Other types of U.S. not-for-profit organizations that are not tax-exempt under Section 501(c)(3) of the Internal Revenue Code, if their primary purpose is to provide certain types of qualifying public services

*Note: Serving as a full-time AmeriCorps or Peace Corps volunteer also counts as qualifying employment for the PSLF Program.*

## Student Financial Accounts - Understanding the Bill and Payment System

### Student financial account access & overview

- [Understand Your Student Bill and Payment System](#)
- [Your Financial Account Details](#)

### Additional resources

- [FAQs for graduate students with funding](#)
- [Payroll Deduction overview, enrollment, & FAQs](#)

### Support from the Student Services Center

- [Contact the Student Services Center](#)
- [1:1 appointments with the Student Services Center \(Zoom or in-person\)](#)

## MIP Careers

MIP Careers aims to provide students with skills and tools to develop their professional competencies. The career advisors support students as they develop their career goals, build meaningful professional networks, and identify meaningful job opportunities. MIP Careers provides students with career advising, career information, resources, and tools.

### MIP Careers Principles

The scope of services is based on these principles:

**Teach to Fish** - MIP Careers' model is to "Teach Them to Fish". *Give someone a fish and you feed them for a day; teach someone to fish and you feed them for a lifetime.* MIP partners with students by offering advice, resources, and tools that equip, empower and enable students to succeed in their job search and achieve their career goals.

**Adopt a Whole Person Whole Life Perspective** - A job fits within a career, and a career fits within a life. MIP Careers encourages students to adopt a whole person, whole life perspective. It is important to consider what matters most both personally and professionally. Identify and overcome limiting beliefs. Factor in, reconcile, and resolve trade-offs, risk preferences, and priorities, as well as recognize when there may be conflicts and illogic in priorities.

**Own the Job Search** - Students are wholly accountable for making career decisions and undertaking their job search. Students get clear about what they want, their interests, skills, and the impact they desire. Students explore career alternatives, research sectors, and employers. They monitor job sources and employment opportunities. Students perform the steps necessary, i.e., prepare a resume, relevant cover letters, network, and interview, to secure internships, fellowships, and jobs.

**Develop Job Search Skills** - Students who invest in job search skills, such as networking, informational interviewing, researching employers, etc., increase the likelihood that they will secure career opportunities that will suit them best.

**Two-Way, Direct Communication** - MIP staff are committed to supporting students' best interests. Most things will go right but some things may not. If something isn't functioning well, please share it with MIP Careers since the team may not be aware of these concerns. MIP and FSI have a lot to offer so the goal is to ensure that students benefit from it.

**It Takes a Village** - The MIP, FSI, and extended Stanford University communities, both present and past, are available to offer support and information. MIP is a small and dynamic community where collaboration is emphasized over competition. Students are encouraged to engage with alumni, share job postings and career development opportunities, and organize career-related events. Participation in MIP Careers benefits all students.

## **Career and Professional Development Resources**

### ***University Resources***

MIP students can access career development resources from various campus units, including the [Stanford Career Education](#), the [Vice Provost for Graduate Education \(VPGE\)](#), and the [Haas Center for Public Service](#). Stanford's main career center is BEAM, which uses [Handshake](#) as its primary jobs platform.

### ***MIP Resources***

MIP Careers supplements these offerings by curating focused resources that are particularly relevant for MIP students.

Additional MIP resources include:

- The [#MIP-Careers](#) Slack Channel provides a simple way for students and MIP to post job opportunities and other short fuse announcements.
- [Interstride](#) provides information and resources for international students and their job search.
- [APSIA](#) is an excellent source of internships and jobs. MIP students benefit from its career resources as part of FSI's membership in the association.

### ***Student Career Information Privacy and Sharing***

MIP obtains students' resumes as well as details on their career preferences, historical and current employment information, and employment outcomes data. In addition, it provides MIP stakeholders with anonymized information about students' career preferences and employment outcomes.

MIP safeguards and protects students' career information and operates in compliance with [Family Educational Rights and Privacy Act](#) (FERPA) and Stanford University student privacy, records, and retention policies. Students are asked to review and acknowledge the [MIP](#)

[Careers Student Information Privacy and Sharing Policy](#) (password: FSIMIP) after they matriculate.

Students submit a current resume/CV. In addition, they are expected to provide details about internship, job, and fellowship offers and acceptances, and other specifics about employment outcomes. Students who have access to fellow students' career information (e.g., resumes or bios) are asked to treat such information carefully by complying with student privacy laws.

### ***MIP Summer Funded Internships***

MIP intends for students to work in a professional capacity during the summer between their first and second years. Students are encouraged to locate summer internships that provide work experience on international policy issues related to the MIP areas of specialization.

If a summer internship is unpaid or minimally funded, students may apply for funding. MIP provides up to a \$6,000 stipend for internships that comply with the annual MIP Summer Funded Internships criteria. Those who receive MIP funding will need to provide certain deliverables, including the submission of a blog post describing the work experience at the conclusion of the internship. The application period opens midway through winter quarter and extends through June 30. Details are available on the [MIP website](#).

International students on F-1 visas commonly need to apply for CPT and enroll in INTLPOL 298S: Practical Training as part of their summer internship. Please see [Practical Training](#) in this handbook and the [Bechtel International Center website](#) for details.

Students should also seek out other sources of funding (e.g., scholarships, fellowships, internship payments) to cover the costs of a summer internship.

## After MIP - “Alumni-hood”

After completing the degree program students join not only the ranks of MIP alumni but also the wider Stanford University alumni community and its 230,000+ members around the world. There are several ways for alumni to continue to engage with the university and MIP program post-graduation.

### Stanford Alumni

The [Stanford Alumni Association](#) (SAA) is all about reaching, serving and engaging Stanford alumni and students. Founded in 1892 by the University's first graduates, the SAA produces a wide array of offerings and programming to support individuals at every stage of their Stanford journey, both as students and as alumni.

Graduating MIP students can immediately benefit from the following resources:

**Stanford Alumni Email** - Students’ “@stanford.edu” email accounts expire automatically 120 days after graduation. Alumni can create a [lifelong Stanford address](#) by changing to “@alumni.stanford.edu” for free.

**Stanford Pass** - An updated and centralized [login experience](#) designed to provide seamless access to the alumni directory, email, groups, event registration, and more with the same username and password.

**Alumni Directory** - This allows students and alumni to stay in touch and expand their networks. Search the [directory](#) to find professional contacts, classmates, and other alumni by degree, geography, or industry.

**Young Alumni** - Recent graduates can explore [ways to stay in touch](#) and follow the Alumni Association on [Instagram](#), [Twitter](#), [LinkedIn](#), and [Facebook](#).

**Alumni-Only Perks** - All Stanford graduates automatically qualify for [special offers](#) and can access them at any time.

**Alumni Groups and Events** - Join one or several of over [500 groups, clubs, and communities](#), and explore their [events](#).

**Alumni Newsletters** - [Subscribe](#) to keep up to date on all things alumni with stories, local events, webcasts, faculty talks and trip notifications.

**Career Resources** - Stanford BEAM's job platform, [Handshake](#), remains accessible to all alumni for the first year after leaving Stanford. [Stanford PlusFive](#) supports master's alumni for five years following graduation through career coaching, virtual programs, alumni connections, and employer connections.

**Stanford Mentors** - Find or become a Stanford mentor with the [Stanford Alumni Mentoring \(SAM\)](#) networking platform. Ask questions and join groups to gain insights tailored to your needs. Be ready to respond to mentorship requests.

**Lifelong Learning** - There are several ways for alumni to prioritize [lifelong learning](#) after degree completion. [Stanford professional education](#) is designed to help alumni reach their goals while maintaining their career. [LinkedIn Learning](#) offers 13,000+ courses. The "Browse" section displays the learning paths, including data analysis, graphic design, marketing, entrepreneurship, and more.

**Alumni Reunion Homecoming Weekend** - Every October, Stanford welcomes over 10,000 alumni and friends back to campus for a long weekend full of social and educational opportunities. To take part in the fun, visit [Reunion Homecoming](#).

**SAA Membership** - By joining the [Stanford Alumni Association](#), alumni receive special and additional member-only benefits. These privileges start the day a membership is activated and are constantly being updated.

## **MIP Alumni**

Stay in touch with MIP and notify the team of job and other updates. Also stay connected to the FSI community.

**FSI Engagement** - [Sign up](#) for FSI research and announcements, weekly news analysis and commentary, policy recommendations and analysis, event invitations, and media alerts and press releases.

**FSI Social Media** - follow the institute on [Instagram](#), [Facebook](#), [LinkedIn](#), and the website formerly known as [Twitter](#).

**MIP Social Media** - network, post and search for jobs, and engage with students and alumni via the [MIP LinkedIn Group](#).

**MIP Employment Outcomes Reporting** - MIP Careers will engage with alumni to obtain updates on employment outcomes for MIP and APSIA reporting requirements. *(Note: MIP tracks trends and produces summarized anonymized career metrics.)*

## Student Resources

Graduate students have access to a wealth of resources available to the university community. This section highlights several of them.

### Emails and Listservs

There are a handful of listservs and email addresses used in the MIP community. For the listservs, students are subscribed to them accordingly.

MIP communicates with students exclusively through their @stanford.edu email accounts while these are active. See “[Alumnihood](#)” in this handbook for details on email address expiration after graduation as well as the process to set up an alumni email account.

#### Current listservs are:

[mip-students@lists.stanford.edu](mailto:mip-students@lists.stanford.edu) (All MIP students and staff)

[mip-classof2026@lists.stanford.edu](mailto:mip-classof2026@lists.stanford.edu) (Class of 2026 students and MIP staff)

[mip-classof2027@lists.stanford.edu](mailto:mip-classof2027@lists.stanford.edu) (Class of 2027 students and MIP staff)

[mip-continuingstudents@lists.stanford.edu](mailto:mip-continuingstudents@lists.stanford.edu) (Continuing dual and joint degree students from previous classes)

#### MIP Listserv Policy

Be sure to familiarize yourself and abide with the [MIP Listserv Policy](#). This policy applies to all users of all MIP-affiliated listservs. It includes messages sent by faculty, staff, students, alumni, and approved campus partners.

#### Current email addresses are:

[internationalpolicy@stanford.edu](mailto:internationalpolicy@stanford.edu) (general MIP email address)

[mip-admissions@stanford.edu](mailto:mip-admissions@stanford.edu) (MIP admissions email)

[stanfordipr@stanford.edu](mailto:stanfordipr@stanford.edu) (MIP International Policy Review Student Journal email)

[ipsassociation@stanford.edu](mailto:ipsassociation@stanford.edu) (MIP International Policy Student Association email)

### Weekly Program Newsletter

During the academic year (September-early June) MIP sends a weekly newsletter to students with updates on courses, upcoming events, important deadlines, etc.



## **Student Forms**

There are a number of different forms students will use during their time at Stanford.

### ***University Graduate Student Forms***

The Student Services Office manages [student forms](#) on its website, most of which are eForms accessible via Axxess. There are forms for the following:

- Degree Progress and Program Changes
- Enrollment
- Leave, Withdrawal, and Return/Reinstatement
- Special Registration Statuses
- Documents and Personal Information

### ***MIP Student Forms***

Student forms and reports are available on the MIP website under [Student Resources](#). The portal includes forms for:

- Internships
- Practical Training
- Directed Readings (i.e., independent study)
- Student Campus Employment
- Stanford-Vienna Academic Exchange Program
- Student Request for MIP Funding
- Small Conference Grant Participation Application

## **Graduate Student Support**

The [Graduate Life Office](#) is available to help graduate students navigate issues and challenges that students face in both their personal and academic lives. It provides support for student housing, financial hardship, mental health and wellness, and a host of other things.

## **Health, Wellness, and Medical Care**

[Vaden Health Center](#) has medical services, a pharmacy and a counseling center open to students. Vaden also maintains a list of [health insurance resources](#).

[Counseling and Psychological Services](#) (CAPS) counsels students with personal, academic and relationship concerns through short-term individual or group sessions (including couples counseling).

[Well-Being at Stanford](#) empowers individuals and communities to flourish through education, connection and positive culture change.

[Mental Health Resources](#) provide links to various online resources.

The [Bridge Peer Counseling Center](#) offers confidential counseling 24 hours/day by phone or in person. Counselors are trained students and services are free and completely confidential.

The [Stanford Health Library](#) is free, open to the public, and offers health information designed to help you make informed decisions about health and health care.

## **Academic Support**

The [Center for Teaching and Learning](#) provides all Stanford students with academic skills resources to help them become empowered learners.

The [Hume Center for Writing and Speaking](#) works with all Stanford students to help them develop rich and varied abilities in every aspect of writing and oral communication.

The [Lathrop Learning Hub](#) is a study space and one-stop shop for technology needs at Stanford.

The [English for Speakers of Other Languages \(ESOL\)](#) program in the Stanford Language Center offers courses to currently enrolled, international graduate students in English as a second language (ESL).

## **Accessibility**

The [Office of Accessible Education](#) (OAE) works to mitigate physical and attitudinal barriers students with disabilities might face. They coordinate accommodations and provide grievance and complaint resolution.

## **Community and Cultural Centers**

### ***Stanford Centers for Equity, Community, and Leadership***

The [Centers for Equity, Community, and Leadership](#) is a unit in Student Affairs comprising eight centers on campus.

The [A<sup>3</sup>C](#) builds a community of Asian and Asian American students, faculty, staff, and alumni that fosters greater understanding and awareness of the Asian experience in America.

The [Black Community Services Center](#) works to ensure that students thrive and reach their full potential by focusing on five pillars: academic / intellectual, alumni engagement, community building, leadership development, and mental health and well-being.

As a vibrant student center, [El Centro Chicano y Latino](#) works to support students academically, personally, socially, and culturally. El Centro focuses on creating mature, aware, and socially responsible individuals who advocate and dialogue for equity and social justice.

The [First Generation and/or Low Income](#) Student Success Center (FLI) operates on the pillars of advocacy, mentorship, community & belonging and connections to resources to provide holistic support for first-generation, low-income, transfers, guardian scholars and FLI graduate students at Stanford.

[QSR](#) is a community center for students who are celebrating, questioning, investigating and/or struggling with sexual orientation and/or gender identity.

The [Markaz](#) Resource Center, whose name comes from the Arabic, Farsi, Hebrew, Turkish and Urdu word for "center," is unique in its cultural focus and goal of serving all students interested in Africa, the Middle East, and central, south and southeast Asia, as well as the American Muslim experience.

The [Native American Cultural Center](#) works to improve the quality of life for American Indians, Alaska Natives, Native Hawaiians, and Indigenous Pacific Islanders. The center's community reaches out to new students and their families to help them adjust to life at Stanford, realize goals, and prepare for the future.

The [Women's Community Center](#) exists to facilitate growth and engagement for Stanford students around issues of gender, equity, identity, and justice. The center builds community and provides opportunities to explore scholarship, leadership, and activism.

### ***Office for Military-Affiliated Communities***

The [Office for Military-Affiliated Communities \(OMAC\)](#) focuses on the administration and management of VA financial benefits, coordinates and supports educational opportunities for military-affiliated communities, and conducts outreach to faculty regarding engagement and

support for faculty grants or other funding specifically identified for military and veteran communities.

## **Religious and Spiritual Life**

### ***Office for Religious and Spiritual Life***

A home for people of all religious and non-religious traditions, the [Office for Religious and Spiritual Life](#) cultivates meaningful spaces to explore who you are and want to become for the sake of the world.

## **Addressing Concerns**

In the case of disputes, grievances, or concerns about any aspect of these guidelines or the program in general, the case is to be brought to the attention of the Associate Director and/or Assistant Director.

Further grievance and dispute policy and procedures are described in the [Stanford Bulletin](#).

### ***Stanford Ombuds***

The [Office of the Ombuds](#) provides confidential services to help students and employees resolve and cope more effectively with tough situations that may arise in the academic or workplace environment. The [University Ombudsperson](#) is available via the web or by phone at (650) 497-1542.

### ***Title IX Office***

The [Title IX Office](#) provides students with broad protections from unlawful sexual harassment and sexual misconduct.

## Additional Resources and Useful Links

### Academic Support

- [Academic Calendar](#) (includes quarterly Enrollment and Registration deadlines)
- [Axess](#)
- Course Descriptions and Schedule
  - [Navigate Classes](#)
  - [Explore Courses](#)
- [Stanford Directory Information](#)
- [Graduate Student Handbook](#)
- [Hume Center for Writing and Speaking](#)
- [Library](#)
- [Office of Accessible Education \(OAE\)](#)
- [Stanford Bulletin](#)
- [Stanford Language Center](#)
- [Stanford Syllabus](#)
- [Academic Skills Resources](#)

### Activities

- [Stanford Athletic Events](#)
- [Associated Students of Stanford University \(ASSU\)](#)
- [Cardinal Engage](#)
- [Community Centers](#)
- [Graduate Life Office](#)
- [Graduate Student Council](#)
- [Office of Student Engagement](#)
- [Stanford Events](#)
  - [Arts](#)
  - [FSI](#)
  - [Global Studies](#)

### Academic Community

- [Freeman Spogli Institute](#)
- [School of Humanities and Sciences](#)

### Confidential Resources

- [Counseling and Psychological Services \(CAPS\)](#)
- [Confidential Support Team](#)
- [Office of the Ombuds](#)

## Family Life

- [Students with Children](#)
- [Lactation Support](#)
- [Pregnancy, Childbirth, and Adoption](#)

## Financial Resources

- [Financial Aid Office](#)
- [Mind Over Money](#)
- [Stanford Support Programs](#)
- [Tax information](#)

## Health and Wellness

- [Vaden Student Health Service](#)
  - [Cardinal Care Health Insurance](#)
  - [Confidential Support Team](#)
  - [Counseling and Psychological Services \(CAPS\)](#)
  - [Well-Being Resources](#)
- [Graduate Life Office \(GLO\) Crisis Assistance](#)
- [The Bridge Peer Counseling Center](#)
- [Housing and Dining Services](#)
- [Stanford Sexual Harassment/ Assault Harassment/Assault Response & Education Team \(SHARE\)](#)
- [Stanford Recreation & Wellness](#)
- [Office of Religious & Spiritual Life](#)
  - [Windhover Contemplative Center](#)
- [Stanford Ergonomics Program](#)
- [Weiland Health Initiative](#) (initiative promoting wellness across gender identities and sexual orientations)
- [5-SURE Services](#)
- [Stanford Department of Public Safety](#)

## International Students

- [Bechtel International Center](#)
- [English for Speakers of Other Languages](#)
- [Immigration Issues and Resources](#)
- [Immigrants' Rights Clinic](#)

## Professional Development

- [BEAM Career Education](#)
- [Haas Center for Public Service](#)

- [Stanford Continuing Studies](#)
- [Vice Provost Graduate Education \(VGPE\)](#) (fellowships, other funding, professional development, networking)

### Technical Support

- [Computing and Communication Services](#)
- [Learning Technology and Spaces](#)
- [Farmshare](#) (software access)

### Transportation Resources

- [Stanford Transportation](#)
  - [Access for Persons with Disabilities](#)
  - [Disability Golf \(DisGo\) Cart Service](#)
  - [Free Marguerite Shuttle](#)