

**COMMITTEE ON UNDERGRADUATE STANDARDS AND POLICY  
STANFORD UNIVERSITY  
ANNUAL REPORT 2008-2009**

**TO:** Andrea Goldsmith, Chair  
Faculty Senate XLII

**FROM:** Philippe Buc, Chair, C-USP, 2008-2010

**RE:** Annual Report 2008-2009

**DATE:** August 1, 2009

**This report contains no items that require Senate action.**

***C-USP Membership 2008-09:***

Philippe Buc, History, Chair  
Tamara Alexander, student representative (Mathematics/Management Science & Engineering)  
David Beach, Mechanical Engineering  
Chris Bobonich, Philosophy  
Tom Byers (*on sabbatica Aut/Wtr Qtrs*) Management Science & Engineering  
Scott Fendorf, Environmental Earth System Science  
Ted Glasser, Communication  
Katherine Jolluck, History  
Rafe Mazzeo, Mathematics  
Theo Milonopoulos, student representative (Political Science)  
Allison Rhines, student representative (Chemistry/Human Biology)  
Jennifer Summit, English  
Tom Black, ex officio, University Registrar  
John Bravman, ex officio, Vice Provost for Undergraduate Education  
Brad Osgood, ex officio, Senior Associate Dean, School of Engineering  
Susan Stephens, ex officio, Senior Associate Dean for Graduate and Undergraduate Studies, School of Humanities and Sciences

***Frequently Invited Guests:***

Carol Porter, Senior Associate VPUE  
Julie Lythcott-Haims, Dean of Freshmen & Director, Undergraduate Advising and Research (replaced Carol Porter, Spring Quarter)

The Committee on Undergraduate Standards and Policy met eight times during the Academic year. Lindi Press, Academic Committee Coordinator, Registrar's Office, staffed the committee and its subcommittees. The Senate Committee on Committees did not assign a liaison to C-USP for this year.

**ITEMS BROUGHT TO AND APPROVED BY THE SENATE IN 2008-09**

Full texts of all C-USP Senate documents are available on the Senate's website or by request from the Academic Committee Coordinator.

As a matter of routine, at the end of each quarter during the academic year, C-USP sent the List of Candidates for Baccalaureate Degrees to the Senate as follows: Summer (SenD#6127); Autumn (SenD#6166); Winter (SenD#6202), conferred on April 2, 2009; Spring (SenD#6234). The lists for Summer, Autumn, and Winter Quarters were approved electronically in the new system instituted last year; the list for Spring Quarter was approved in the Full Session of the Senate on June 11, 2009.

**SenD#6133 – C-USP Annual Report for 2007-08.** Professor Hester Gelber (C-USP Chair 2007-08) presented the committee's annual report to a full session of the Faculty Senate on February 19, 2009. In addition to a short review of the committee's accomplishments of the previous year, she also touched on continuing items: new looks at the Honor Code, the now-mandated CAPER report to C-USP, and changes in the academic calendar. Professor Philippe Buc (Chair, 2008-09) added that C-USP is continuing to work on the academic calendar, on parameters for the use of electronic devices in the classroom, grade inflation, and advising (especially in connection with availability of syllabi in timely fashion so students can plan wisely).

**SenD#6168. C-GS and C-USP-- Changes to the Academic Calendar and Enrollment Deadlines --**

This item came to the Senate on March 5, 2009 as a Report Item rather than an Action Item, having been thoroughly reviewed by C-GS, C-USP, and other faculty, student and staff organizations. The changes to be made included the following:

- Set the first day of the quarter and the first day of instruction on Monday for Winter, Spring and Summer Quarters. Each school will decide if the school as a whole will teach on national holidays.
- Set a preliminary study list deadline at 5PM on the first day of the quarter to bring students into fulltime status (12 units for undergraduates, 8 units for graduates).
- Set a final study list deadline at 5PM on Friday at the end of the third week of the quarter (this remains the same), which has been the Add deadline. The Drop deadline (formerly the end of the fourth week) therefore becomes part of the final study list deadline.
- Extend the Grading Option deadline to the end of the eighth week to be the same as the Withdraw deadline. The current Grading Option deadline is the end of the sixth week.
- Change current deadline times from 11:59PM on Sundays to 5:00PM on the Friday prior to those Sundays.

**SenD#6190 – C-USP and C-GS: Joint Recommendation for Institution of the No Grade Reported (NGR) as an administrative notation to eliminate the “blank” when instructors fail to enter a grade by the grading deadline --** The “NGR” will not be a grading option available to faculty; current grading options that will remain open for faculty include the “I” (mutually agreed-upon by the student and instructor), and the “L” (indicates that a passing grade will be forthcoming). The “NGR” will signify that the student has been properly enrolled; currently, “the blank” has no definition and often leads to a student coming up before the Academic Standing Review Board for possible probation, provisional registration, or suspension. Faculty will be able to change an “NGR” to a grade on Axess for one year after that quarter; after the first year, it can be done manually. Grading is the province of the faculty, and the Registrar does not want to interfere with that process. But if the “NGR” is instituted, he can approach the faculty with offers of assistance to get a student's true grade entered on the record in a timely manner. This was enthusiastically approved in an Administrative Session on April 16, 2009.

## **ANNUAL REPORTS**

C-USP received annual reports, as a matter of routine, from the following divisions:

*Introduction to the Humanities (IHUM).* Russell Berman, Director, and Ellen Woods, Associate Director, presented the IHUM Annual Report to C-USP on April 10, 2009.

*Undergraduate Advising and Research.* Carol Porter, Interim Director of the UAR, and Julie Lythcott-Haims, Dean of Freshmen and Transfer Students, reported to C-USP on May 8, 2009.

*Program in Writing and Rhetoric.* Andrea Lunsford, Director; Marvin Diogenes, Associate Director; and Clyde Moneyhun, Director, Writing Center, brought their annual report to C-USP on May 22, 2009.

*Rhodes/Marshall/Churchill Committee.* Rex Jamison and John Pearson, Co-Chairs of this Committee, presented the Annual Report on May 22, 2009.

*The Bing Overseas Studies Program.* Norman Naimark, Director, and David Boyer, Associate Director, presented the program's annual report to C-USP on February 6, 2009.

*The Language Center.* Elizabeth Bernhardt, Director; Joan Molitoris, Associate Director; and Patricia de Castries, Assistant Director, presented the Center's Annual Report on April 10, 2009.

*CAPER* – This committee received a Faculty Senate mandate to report to C-USP annually, beginning in 2008-09, but the Chair of CAPER did not respond to requests initiated by C-USP.

*Department of Athletics* -- Senior Associate Athletic Director Earl Koberlein brought a request for an exception to the End-Quarter Policy on November 14, 2008 on behalf of the Department of Athletics. The request for the softball team to play a home game on March 20, 2009, the last day of Winter Quarter Final Exams, was approved by C-USP.

C-USP spent several meetings on questions involved in the use of electronic devices in the classroom (including during exams), assisted by the participation of the Center for Teaching and Learning and the Judicial Affairs Office. After finalizing and voting on a policy statement, C-USP sent it to the Judicial Affairs Office (as the keeper of Honor Code language) to ask their opinions on how best to distribute this statement. A summary of the review, followed by C-USP's proposed recommendation on this issue, is attached as Appendix IV. Over the summer C-USP learned that any change in the language regarding Honor Code violations must be presented to the Faculty Senate by the Judicial Affairs Board. The approval process for the JAB is (1) students, (2) Faculty Senate, and (3) President of the University.

#### **DISCUSSIONS ALSO HELD ON THE FOLLOWING SUBJECTS**

- Improved online syllabi and course descriptions
- Electronic transcripts, with presentations from the Registrar's Office
- Grade inflation; differences between schools.

#### **COMMENTS FROM THE CHAIR – PHILIPPE BUC, PROFESSOR OF HISTORY**

Several reports to C-USP in 2008-09 motivated comments worth summarizing here.

The Chair remarked on the crippling effect of budget cuts on languages such as Swahili, endangering Title VI funding. Furthermore, he asked the Language Center to provide an evaluation on a par in terms of rigor with those of the other languages it monitors, for Arabic, in the current international context quite important for Stanford and for the United States.

The Committee was favorably impressed by the Undergraduate Advising Center's new academic director program, which bring professional advisers, trained in Stanford's requirements, the nature of the different majors, as well as opportunities, to the Freshmen and Sophomores, based in student residences. This is a wise use of funds in this time of troubles.

The Committee appreciated the successful focus of the Introduction to the Humanities program on skills imparted to the Freshmen, and commended Russell Berman for the strict monitoring of the quality of IHUM courses, a rarity at Stanford where few departments, if any, keep such systematic watch.

Looking forward to 2009-2010, and in view of C-USP's charge ("the substance and process of undergraduate education"), we anticipate work in relation to any budget-cut induced change in undergraduate programs, especially those C-USP monitors year after year. We also mean to give a look at the certification of courses for General Education Requirements proposed by university units that do not normally teach undergraduates.

Finally, focused discussions on new policy items should, in the opinion of the Chair, result when appropriate in the publication of a white paper to inform students and faculty of the grounds behind any decision, including objections. Such a document is attached as Appendix IV, dealing with the use of electronic devices in the classroom.

## APPENDIX I: C-USP Roster 2008-2009 (Latest Revision dated 3/5/09)

Philippe Buc, Chair History	<a href="mailto:igorbuc@stanford.edu">igorbuc@stanford.edu</a> Bldg 200-031; MC 2024	3-2651, 3-0694 11/08-6/10
Tamara Alexander, student representative Mathematics/Management Science & Engineering	<a href="mailto:talex@stanford.edu">talex@stanford.edu</a>	
David Beach Mechanical Engineering	<a href="mailto:dbeach@stanford.edu">dbeach@stanford.edu</a> Terman 515DD; MC 4021	3-3917 9/06-6/09
Chris Bobonich Philosophy	<a href="mailto:bobonich@stanford.edu">bobonich@stanford.edu</a> Bldg 100-102H; MC 2155	4-0807 9/06-6/09
Tom Byers ( <i>on sabbatical Aut/Wtr Qtrs</i> ) Management Science & Engineering	<a href="mailto:tbyers@stanford.edu">tbyers@stanford.edu</a> Terman 417; MC 4026	5-8271 9/07-6/10
Scott Fendorf Environmental Earth System Science	<a href="mailto:fendorf@stanford.edu">fendorf@stanford.edu</a> Green Earth Sci 301; MC 2115	3-5238 9/08-6/11
Ted Glasser Communication	<a href="mailto:glasser@stanford.edu">glasser@stanford.edu</a> McClatchy Hall; MC 2050	3-0962 1/07-6/09
Katherine Jolluck History	<a href="mailto:jolluck@stanford.edu">jolluck@stanford.edu</a> Bldg. 200; MC 2024	3-1884 9/08-6/11
Rafe Mazzeo Mathematics	<a href="mailto:mazzeo@math.stanford.edu">mazzeo@math.stanford.edu</a> Bldg 380; MC 2125	3-1894/3-2604 1/09-6/11
Theo Milonopoulos, student representative Political Science	<a href="mailto:milonot@stanford.edu">milonot@stanford.edu</a>	
Allison Rhines, student representative Chemistry/Human Biology	<a href="mailto:arhines@stanford.edu">arhines@stanford.edu</a>	
Jennifer Summit English	<a href="mailto:summit@stanford.edu">summit@stanford.edu</a> Bldg 460; MC 2087	3-2634 9/08-6/11
Tom Black, ex officio University Registrar	<a href="mailto:tblack@stanford.edu">tblack@stanford.edu</a> 630 Serra St, Suite 120; MC 6032	3-1550
John Bravman, ex officio Vice Provost for Undergraduate Education	<a href="mailto:bravman@stanford.edu">bravman@stanford.edu</a> Sweet Hall; MC 3091	3-3698
Brad Osgood, ex officio Sr Assoc Dean, SoE/Electrical Engineering	<a href="mailto:osgood@stanford.edu">osgood@stanford.edu</a> Terman 208; MC 4027/Packard Bldg #261; MC 9510	3-9106/3-4002
Susan Stephens, ex officio Sr Assoc Dean for Grad/UG Studies, H&S	<a href="mailto:susanas@stanford.edu">susanas@stanford.edu</a> Bldg One; MC 2070	5-0774
Lindi Press, Staff Academic Committee Coordinator	<a href="mailto:lindi.press@stanford.edu">lindi.press@stanford.edu</a> 630 Serra Street; MC 6032	3-1550
Frequently Invited Guests: * Carol Porter, Sr Assoc VPUE * CoC Liaison [none selected for this year] * Julie Lythcott-Haims, Dean of Freshmen & Director, UAR (replacing C Porter)	<a href="mailto:porterc@stanford.edu">porterc@stanford.edu</a> / 4-9333 / Sweet Hall; MC 3082 <a href="mailto:lythcott@stanford.edu">lythcott@stanford.edu</a>	

## **APPENDIX II: C-USP Subcommittees and Rosters 2008-2009**

### ***Subcommittee on General Education Requirements (S-GER)***

Philippe Buc, History, Chair  
Chris Bobonich, Philosophy  
Allison Rhines, Student Representative  
Ellen Woods, Associate Director, IHUM

The Subcommittee on General Education Requirements (S-GER) met at least once each quarter to review proposals of courses submitted for the Education for Citizenship GERs in American Cultures, Global Community, or Gender Studies. S-GER also discussed the criteria in the Disciplinary Breadth categories.

### ***Subcommittee on University Honors (S-UH)***

Donald Barr, Sociology (Chair)  
Thomas C. Black, University Registrar  
John Bravman, VPUE  
Helen Brooks, English  
Eamonn Callan, Education  
Harry Elam, Drama and Associate VPUE  
Michele Landis Dauber, Law  
Dandre DeSandies, Undergraduate Advising Center  
Chris Griffith, Associate VPSA  
Grace Hunter, Student Representative (Human Biology)  
Margaret Kimball, University Archivist  
Nancy Kollmann, History  
Ellen Porzig, Developmental Biology

The Subcommittee on University Honors (S-UH) completed its work on the Dinkelspiel, Gores and Cuthbertson Awards, and brought its list of award recipients to C-USP on May 8, 2009. The report was presented by S-UH Chair Donald Barr, who also informed C-USP about changes in its processes that made the Subcommittee more efficient this year.

### ***Subcommittee on Exceptions to Academic Policy (S-EAP)***

S-EAP met once during the year; since this occurred in September before the first week of classes, the members from 2007-08 were recalled for one last meeting. There was no call for S-EAP to meet during the rest of the academic year, so no new members were selected.

### ***Subcommittee on Residential Education and Advising (S-REA)***

The Subcommittee on Residential Education and Advising (S-REA) was not convened this year, as the Office of Residential Education was in transition to a new director.

### ***Ethical Reasoning Advisory Board***

Debra Satz, Philosophy (Chair)  
Lanier Anderson, Philosophy  
Chris Bobonich, Philosophy  
Harry Elam, Drama  
Hester Gelber, Religious Studies  
Julie Kennedy, Earth Systems  
William (Scotty) McClennan, Religious Life  
Josiah Ober, Political Science and Classics  
Rob Reich, Political Science  
Brent Sockness, Religious Studies  
Ellen Woods, IHUM  
Lee Yearley, Religious Studies

The Ethical Reasoning Advisory Board continued to discuss ways to encourage new courses that will meet the criteria for the Education for Citizenship GER in Ethical Reasoning. Most of their work this year was done via electronic communication.

### **APPENDIX III: C-USP Meeting Schedule and Agenda Items**

November 14, 2008

Welcome and Introductions

Senate Charge to C-USP; Planning for the Year

Approval of minutes: May 23, 2008 meeting

Approval of C-USP Annual Report AY 2007-08

Proposed Changes to the Academic Calendar (Thomas Black, University Registrar)

Athletic Department: Request for Exception to End-Quarter Policy (Earl Koberlein, Senior Associate Athletic Director for Intercollegiate Services)

Selection of members for Subcommittee on GERs and Subcommittee on Exceptions to Academic Policy

January 23, 2009

Approval of minutes: meeting of November 14, 2008

Proposed Changes to the Academic Calendar (amendment)

Electronic Devices in the Classroom: Michele Marinovich (Director, Center for Teaching and Learning), Marcelo Clerici-Arias (Associate Director, CTL)

Grade Inflation and the "Serious C"

February 6, 2009

Approval of minutes: meeting of January 23, 2009

Annual Report: Bing Overseas Studies Program (Norman Naimark, Director, David Boyer, Associate Director)

Athletics: General Status

Undergraduate Advising (general discussion)

February 20, 2009

Approval of minutes: meeting of February 6, 2009

Proposal for Administrative Option "NGR" (Thomas Black, University Registrar)

Follow-up Discussion on Academic Calendar Changes

Electronic Devices in the Classroom (Part Two)

Grade Inflation and "The Curve"

March 6, 2009

Electronic Transcripts ("eTranscripts") -- Thomas Black (University Registrar), Reid Kallman (Assistant University Registrar), Maurice Lee (Systems Analyst, Office of the University Registrar)

Electronic Devices in the Classroom vis-à-vis the Honor Code -- Morris Graves (Judicial Affairs Officer), Jamie Hogan-Pontius (Judicial Affairs Officer), Richard Yuen (Judicial Affairs Officer)

April 10, 2009

Approval of minutes: meetings of February 20, 2009 and March 6, 2009

Annual Report: Language Center -- Elizabeth Bernhardt (Professor, German Studies, and Director, Language Center), Joan Molitoris (Associate Director, Language Center), Patricia De Castries (Assistant Director, Language Center)

Annual Report: Introduction to the Humanities (IHUM) -- Russell Berman (Professor of German Studies and Director of IHUM); Ellen Woods (Associate Director, IHUM)

May 8, 2009

Approval of minutes: meeting of April 10, 2009

Annual Report: Senate Subcommittee on University Honors -- Donald Barr (Sociology and Chair, S-UH)

Annual Report: Undergraduate Advising and Research – Carol Porter, Sr Assoc VPUE (Interim UAR Director) and Julie Lythcott-Haims (Dean of Freshmen and Transfer Students)  
Electronic Devices in the Classroom (continued discussion; email from Judicial Affairs)  
Faculty Email re Mid-Quarter Changes in Grading Basis  
Course Descriptions: initial discussion  
Next Year's Agenda Planning

May 22, 2009

Electronic devices in the classroom (final statement circulated to members)  
Annual Report: Program in Writing and Rhetoric -- Andrea Lunsford (Professor of English and Director, PWR); Marvin Diogenes (Associate Director, PWR); Clyde Moneyhun (Director, Hume Writing Center)  
Annual Report: Rhodes/Marshall/Churchill Committee -- Rex Jamison (Academic Secretary and Co-Chair, Rhodes/Marshall/Churchill Committee); John Pearson (Director, Bechtel International Center, and Co-Chair, Rhodes/Marshall/Churchill Committee)  
Online Course Descriptions – Thomas Black (University Registrar)

## APPENDIX IV: C-USP BACKGROUND AND DRAFT STATEMENT ON ELECTRONIC DEVICES IN THE CLASSROOM

### Laptops and other electronic devices in the classroom

The use of electronic devices in the classroom has been an object of informal discussions among the faculty, and some faculty have taken measures to limit or ban their use. We mean in this document to lay out some of the issues, as they emerged in CUSP's discussions over several sessions, and make some recommendations. We shall distinguish between use in the normal classroom and use during exams. The aim of this document is to make public to faculty and students the collective wisdom generated.

By electronic devices is meant principally laptops and other portable computers or computer-like devices, but CUSP is concerned also about cell phones, i-Phones, Blackberries and other telecommunication devices, including newer watches that can transmit, receive and store data. Pocket calculators have long been an object of discussion in the sciences (and so have generated some by now received wisdom) and of policies; they are here included here.

Right now, there exists a variety in professorial attitudes towards electronic devices. Some professors have banned laptops from their classes; some advise their class not to use internet WiFi access; some make the students use laptops to access the internet during class for teaching purposes. Some just do not worry or care.

Our discussions in the Winter quarter of 2009 highlighted two issues that should be dealt with separately. The first one is the use of electronic devices, especially laptops, in the classroom, during regular teaching. The second one is the use of all electronic devices during exams. Here is a rough summary, and suggestions.

1. The classroom. In the classroom, the main issue is access to the internet.

Positively:

Students can check through their internet access a word, term or concept, or if so cued by the professor, turn to an on-line document, e.g., uploaded on CourseWork or suchlike website, or instantly available to Stanford students, e.g., through JSTOR and such electronic databases.

Negatively:

Students waste their time and concentration by going on FaceBook, looking at news, checking and sending email and instant messages. But students who use laptops for non-class related pursuits distract their immediate neighbors, and undermine the authority of the professor insofar as they manifest disrespect.

The students may feel that WiFi access allows them to multitask, and so be more productive overall. But Michele Marincovich of CTL referred to a recent talk given by Psychology professor James Gross. There is evidence that multi-tasking actually leads to less learning on all of the tasks in use. Stanford students, however, take for granted that they can multi-task on an acceptable level – they may need to learn that this isn't necessarily happening.

Otherwise:

Positively:

Even without the web, students can still do work for another class during a class (which, while insulting to the faculty member who is teaching, is at least a choice in favor of class work). Even without computers, students will still daydream, or even write letters during lectures. A faculty member recalled that he responded to a student reading the Daily in class by setting fire to it! This said, computer distractions are more addictive.

Negatively:

Students taking longhand notes get another chance to review a lecture when they have to transfer the information later to their computers.

A student member of CUSP highlighted the importance for her and for others to be able to take notes on a laptop. Trained to write using one, she is much more efficient at writing notes, and so has more time to think about the materials in the classroom. Here the laptop is a pedagogical plus. Beyond this issue, it was also said that many students can take better notes and maintain connection with the lecture if they don't have to look down as they write. There is an interesting twist to this issue of the techniques our undergraduates bring or do not bring to Stanford. Apparently, some high schools in the Bay Area have banned the use of laptops in the classroom; so we may have a complicated student population in future years -- some used to laptops, some used to pen and paper. Some faculty do not like the sight of raised screens, which is a barrier to eye-contact, an issue mostly for small-group, discussion-oriented classes. A solution for large lecture classes is to have a laptop corner, regrouping laptop users, in the back of the classroom.

#### C-USP musings:

Were we going to vote in a policy, but allow each faculty to define in his or her syllabus the rules in his or her class? Encourage each faculty who would forbid laptop use to put a statement in the syllabus encouraging students who need an exception (e.g., owing to bad handwriting) to ask for dispensation? Would we encourage the faculty to state in syllabi that the use of WiFi connections for anything else than class assignments is a breach of courtesy vis-à-vis the instructor of the course and disruptive for other students who may get distracted? We ended up going for option (3).

The options considered were:

(1) a policy decision banning the use of laptops in the classroom altogether, with a clear statement allowing automatic exceptions on a course-by-course basis at the discretion of the individual teaching faculty; and for courses that do ban laptops, the suggestion of a very explicit statement inviting individual students to ask for dispensation if they feel not having a laptop would harm them. This should be accompanied by the circulation of a white paper, as in (4).

(2) a policy decision inviting students to turn off the WiFi function in their laptops once class has begun, unless otherwise invited by the teaching faculty. This should be accompanied by the circulation of a white paper, as in (4).

(3) a policy decision to affirm, in the most general of terms, that individual faculty members have the right to define a policy on electronic devices for each of his or her classes. Allowances will be made for individual student needs.

(4) no policy decision but the circulation of a white paper, to make the faculty aware of the positives and negatives.

2. Exams. The main issue concerning exams is simple. Allowing without further ado electronic devices of all sorts in the context of exams goes against the faculty's mandate in the Stanford Honor Code not to tempt students to cheat. The Honor Code should forbid the use of electronic devices (giving an explicitly non-exhaustive list) during exams, unless the faculty in charge of the course has allowed it explicitly.

The options discussed by CUSP concerned where to place a statement on electronic devices during exams (to determine how visible and how important it should be):

(1) Should it be in the *Stanford Bulletin's* relevant pages? or

(2) in the page it links to (Honor Code Interpretation)? Precisely, section h of <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/pdf/honorcode.int.pdf>.

The office of Judicial Affairs advised us on May 19, 2009 that (citation): "Our experience is to recommend that faculty have the right to establish the academic requirements for their class, therefore, if a statement forbidding the use of electronic devices is included in their syllabus, our office would include that statement in the Bylaws to the Stanford Judicial Charter, Honor Code, page 23, "Examples of conduct which has been regarded as being in violation of the Honor Code, include "use of electronic devices when not specifically allowed by exam guidelines." (end citation)".

Conclusion: Our draft statement:

#### C-USP DRAFT STATEMENT ON ELECTRONIC DEVICES

- 1) Each member of the faculty has the right to define the use of electronic devices in his or her classroom; for each course, it is advisable to spell out class policy at the beginning of the quarter in the course syllabus.
- 2) Each member of the faculty has the right to define the use of electronic devices during in-class examinations; for each course, it is advisable to spell out class policy at the beginning of the quarter in the course syllabus.
- 3) Exceptions to the above policies may be granted to students with a documented disability "Exceptions to this policy may be granted to students with a documented disability, as set forth by the Office of Accessible Education (<http://www.stanford.edu/group/OAE/services/initservices.html>)". Other exceptions are at the sovereign discretion of the instructor.
- 4) Unauthorized use of electronic devices during examinations may be a violation of the Honor Code.