GENETICS

Courses offered by the Department of Genetics are listed under the subject code GENE on the Stanford Bulletin's ExploreCourses web site.

An underlying theme in the department is that genetics is not merely a set of tools but a coherent and fruitful way of thinking about biology and medicine. To this end, the department emphasizes a spectrum of approaches based on molecules, organisms, populations, and genomes. It provides training through laboratory rotations, dissertation research, seminar series, didactic and interactive course work, and an annual threeday retreat of nearly 200 students, faculty, postdoctoral fellows, and research staff.

The mission of the department includes education and teaching as well as research; graduates from our program pursue careers in many different venues including research in academic or industrial settings, health care, health policy, and education. The department is especially committed to increasing diversity within the program, and to the training of individuals from traditionally underrepresented minority groups.

Master of Science in Human Genetics

The University requirements for the M.S. are described in the "Graduate Degrees (http://www.stanford.edu/dept/registrar/bulletin/4901.htm)" section of this bulletin.

The Department of Genetics offers an M.S. in Human Genetics, which is accredited by the American Board of Genetic Counseling. This program prepares students to practice in the healthcare profession of genetic counseling. The program is a full time two-year program, and accepts students to begin the program only in Autumn Quarter. Students must be admitted directly into this program, and cannot automatically transfer from the Ph.D. programs within the department, or vice versa. While courses are oriented primarily towards genetic counseling students, they may also be taken by medical students, other graduate students, residents or post-doctoral fellows, and (with permission) undergraduates.

The department offers a seminar series, didactic and interactive course work, and an annual three-day retreat of faculty, students, postdoctoral fellows, and staff scientists. Emphasis is placed on interactions and collaborations among students, postdoctoral students, and faculty within the department and throughout the campus.

Exposure to the intellectual scope of the department is provided by laboratory rotations, dissertation research, advanced courses in genetics and other areas of biomedical science, seminar series, journal clubs, and an annual three-day retreat of faculty, students, postdoctoral fellows, and staff scientists. Emphasis is placed on interactions and collaborations among students, postdoctoral students, and faculty within the department and throughout the campus.

During their first year, graduate students in the department take graduate courses and sample areas of research by carrying out rotations in three or four laboratories. At the end of the first three quarters, students may select a laboratory in which to do their dissertation research. While the dissertation research is generally performed in one laboratory, collaborative projects with more than one faculty member are encouraged. In addition to interacting with their faculty adviser, graduate students receive advice regularly from other faculty members who serve as members of their dissertation committee. Study for the Ph.D. generally requires between four and five years of graduate work, most of which is focused on dissertation research.

Students are primarily enrolled in the program to receive the Ph.D. degree, although a limited number of M.D. candidates can combine research training in genetics with their medical studies. Ph.D. candidates who have...
passed the qualifying exam in the second year can opt to receive the M.S. as a terminal degree.

There are opportunities for graduate students to teach in graduate-level and professional-school courses. In addition, students have the opportunity to participate in educational outreach activities coordinated by the department, which include opportunities to interact with secondary school students and teachers, lay groups, and local science museums.

Students who have recently received a bachelor’s, master’s, M.D., or Ph.D. degree in related fields may apply for graduate study. Prospective students must have a background in biology, mathematics, physics, and chemistry. Decisions for admission are based on comparison of the relative merits of all the candidates’ academic abilities and potential for research and the department’s interest in promoting a diverse learning environment. Interviews take place in late February or early March and successful applicants are offered admission by early spring. Students who wish to pursue a combined M.D./Ph.D. degree are considered for admission into the graduate program in the department after they have been admitted to the M.D. program in the School of Medicine.

Students begin graduate studies in Autumn Quarter. Prospective students are encouraged to start the application process early to ensure that they are able to submit a complete application by the December deadline. All students accepted into the Ph.D. program in the Department of Genetics are provided with full tuition and a stipend. Three training grants, two from the National Institutes of Health and one from National Institute for Interdisciplinary Science and Technology, provide major support for the graduate training program in the department. Other student support is provided by departmental funds, the School of Medicine, and from research grants, both federal and private, of the faculty. In addition, a number of graduate students are funded by fellowships, including those from the National Science Foundation and the Stanford Graduate Fellows program.

Graduate Advising Expectations

The Department of Genetics is committed to providing academic advising in support of graduate student scholarly and professional development. When most effective, this advising relationship entails collaborative and sustained engagement by both the adviser and the advisee. As a best practice, advising expectations should be periodically discussed and reviewed to ensure mutual understanding. Both the adviser and the advisee are expected to maintain professionalism and integrity.

Faculty advisers guide students in key areas such as selecting courses, designing and conducting research, developing of teaching pedagogy, navigating policies and degree requirements, and exploring academic opportunities and professional pathways.

Graduate students are active contributors to the advising relationship, proactively seeking academic and professional guidance and taking responsibility for informing themselves of policies and degree requirements for their graduate program.

For a statement of University policy on graduate advising, see the "Graduate Advising (http://exploredegrees.stanford.edu/graduatedegrees/#advisingandcredentialstext)" section of this bulletin.

Emeritus: (Professor) Greg Barsh, Uta Francke

Chair: Michael Snyder

Professors: Russ Altman, Laura Attardi, Julie Baker, Anne Brunet, Carlos Bustamante, Michele Calos, Stanley Cohen, Ronald Davis, Andrew Fire, James Ford, Judith Frydman, Margaret Fuller, Aaron Gittler, Mark Kay, Karla Kirkegaard, Joseph Lipsick, Hiromitsu Nakauchi, Jonathan Pritchard, John Pringle, Julien Sage, Arend Sidow, Tim Stearns, Lars Steinmetz, Hua Tang, Alice Ting , Anne Villeneuve

Professor (Research): Leonore Herzenberg, J. Michael Cherry

Professors (Teaching): Kelly Ormond

Associate Professors: William Greenleaf, Jin Billy Li, Stephen Montgomery, Gavin Sherlock, Douglas Vollrath, Monte Winslow

Associate Professor (Clinical): Mary Ann Campion

Assistant Professors: Maria Barna, Michael Bassik, Ami Bhatt, Le Cong, Christina Curtis, Polly Fordyce, Anshul Kundaje, Alex Urban

Assistant Professor (Clinical): Andrea Hanon-Kahn

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