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 three-day 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 degree requires the completion of clinical rotations and an approved research project.

Students must also complete:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GENE 271</td>
<td>Human Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>GENE 272</td>
<td>Introduction to Medical Genetics</td>
<td>2-3</td>
</tr>
<tr>
<td>GENE 273</td>
<td>Introduction to Clinical Genetics Testing</td>
<td>2</td>
</tr>
<tr>
<td>GENE 274A</td>
<td>A Case Based Approach to Clinical Genetics</td>
<td>2</td>
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<tr>
<td>GENE 274B</td>
<td>A Case Based Approach to Clinical Genetics</td>
<td>2</td>
</tr>
<tr>
<td>GENE 275</td>
<td>Role Play and Genetic Counseling Observations</td>
<td>2</td>
</tr>
<tr>
<td>GENE 276</td>
<td>Genetic Counseling Clinical Rotations</td>
<td>4-7</td>
</tr>
<tr>
<td>GENE 278</td>
<td>Prenatal Genetic Counseling</td>
<td>1</td>
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<tr>
<td>GENE 279</td>
<td>Pediatric and Adult Genetic Counseling</td>
<td>1</td>
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<tr>
<td>GENE 280</td>
<td>Metabolic Genetic Counseling</td>
<td>1</td>
</tr>
<tr>
<td>GENE 281</td>
<td>Cancer Genetic Counseling</td>
<td>1</td>
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<tr>
<td>GENE 282A</td>
<td>Genetic Counseling Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GENE 282B</td>
<td>Genetic Counseling Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GENE 283</td>
<td>Genetic Counseling Research</td>
<td>1-8</td>
</tr>
<tr>
<td>GENE 284</td>
<td>Medical Genetics Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GENE 285A</td>
<td>Genetic Counseling Seminar</td>
<td>3</td>
</tr>
<tr>
<td>GENE 285B</td>
<td>Genetics Counseling Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

- required course work:
- several additional required courses (bioethics, research ethics and developmental biology),
- and are encouraged to take 2-4 elective courses of their choice, including a research methods elective.

Faculty members include members of the Stanford faculty from Genetics, Pediatrics, Obstetrics, Pathology, Developmental Biology, Biomedical Ethics, Law, and Psychology, and practicing genetic counselors and clinical geneticists in various medical centers across the Bay Area.

Applications are due in December (see web site) for admission in the following Autumn Quarter. Applicants should demonstrate a combination of academic preparation, exposure to genetic counseling, and counseling and/or laboratory experiences. Exposure to persons with disabilities or chronic illness is also helpful. Additional information about the program is available at Stanford's Master's Program in Human Genetics (http://www.med.stanford.edu/genetic-counseling) web site.

Doctor of Philosophy in Genetics

University requirements for the Ph.D. degree are described in the "Graduate Degrees (http://exploredegrees.stanford.edu/graduatedegrees)" section of this bulletin.

The Ph.D. program in the Department of Genetics offers graduate students the opportunity to pursue a discipline that encompasses both a set of tools and a coherent way of thinking about biology and medicine. All major areas of genetics and genomics are represented in the department, including human genetics (molecular identification of Mendelian traits and the pathophysiology of genetic disease, gene therapy, genetic epidemiology, analysis of complex traits, genome functional analysis and human evolution), and application of model organisms such as bacteria, yeast, flies, worms, and mice to basic and translational areas of biomedical research. The department is especially strong in genomic and bioinformatic approaches to genome biology and evolution, and includes several genome-scale databases and Centers such as the Center for Genomics and Personalized Medicine (SCGPM), Saccharomyces Genome Database (SGD), the Stanford Microarray Database (SMD), and the Pharmacogenetics and Pharmacogenomics Knowledge Base (PharmGKB), the ENCODE project, Stanford Genome Technology Center (SGTC), ClinGen, eGTEX, and iP-POP.

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, Alex Urban, Anne Villeneuve

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

Professors (Teaching): Kelly Ormond

Associate Professors: William Greenleaf, Jin Billy Li, Gavin Sherlock,
Douglas Vollrath

Associate Professor (Clinical): Mary Ann Campion

Assistant Professors: Maria Barna, Michael Bassik, Ami Bhatt, Le Cong,
Christina Curtis, Polly Fordyce, Anshul Kundaje, Stephen Montgomery,
Monte Winslow

Assistant Professor (Clinical): Andrea Hanon-Kahn

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