

**Department of
Evolution, Ecology, and Organismal Biology**



**GRADUATE PROGRAM HANDBOOK
2012**

**College of Arts and Sciences
The Ohio State University**

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This version of the EEOB Graduate Handbook was revised by the EEOB Graduate Studies Committee in May 2012

**Rules, Policies, and Procedures
Established by**

**The Evolution, Ecology, & Organismal Biology Graduate Studies Committee
and
The Faculty of the Graduate Program in Evolution, Ecology, & Organismal Biology**

Introduction

The Evolution, Ecology, & Organismal Biology (EEOB) Graduate Studies Committee (GSC) aims to maintain and improve the quality of the EEOB Graduate Program by application of policies and requirements that the Graduate Faculty feel are important to meeting this goal.

The GSC also operates under rules and policies established by the Graduate School and published in the Graduate School Handbook. This document contains rules for a wide range of activities, including student admissions, composition of student committees, examination procedures, academic probation, and appointment of graduate associates. Every graduate student and faculty member should be familiar with this handbook and should consult it when questions arise about rules or policies pertaining to our Graduate Program.

The Graduate School authorizes the GSC to establish and publish rules and policies that apply in the EEOB Graduate Program. These rules are subject to approval by the EEOB Graduate Faculty. Revisions of GSC rules and policies will appear in periodic updates of the EEOB Graduate Program Handbook. If rules change during the course of a student's program, then the student has the option to follow those in force at the time of admission or to follow the new rules. The section numbers below are cross-referenced to sections in the University Graduate School Handbook (2012-2013).

GRADUATE STUDIES COMMITTEE (Section I & XIV)

The Graduate Studies Committee (GSC) is composed of four members of the Evolution, Ecology, and Organismal Biology faculty, who are also members of the Graduate Faculty, and two graduate students. The Chairperson and faculty membership of the GSC are selected by the Chair of the Department in consultation with the Advisory Committee. The graduate student representatives are elected annually by the EEOB Graduate Student Organization (GEES). The term of the Chairperson is three years, and that of the remaining faculty members is one year.

The duties of the **GSC** include:

- Assignment, in consultation with the Department Chairperson, of Graduate Teaching Associates to courses;
- The convening on a routine basis of the EEOB Graduate Faculty, and presentation to the Graduate Faculty of motions for approval. Typically the Graduate Faculty meetings will be held in concert with the Department meetings; however, Graduate Faculty meetings may be called at any time;
- Coordination of the nomination and appointment of faculty to the Evolution, Ecology, and Organismal Biology Graduate Faculty;

- Completion of periodic reviews of the contributions of each member of the Evolution, Ecology, and Organismal Biology Graduate Faculty to the Evolution, Ecology, and Organismal Biology Graduate Program. Those members of the Graduate Faculty who are not actively involved in the Graduate Program will be subject to removal from the Graduate Faculty.
- Coordination of the 880 seminar each Autumn Quarter, during which each member of the Graduate Faculty makes a presentation to the new graduate students;
- Development, periodic revision, and enforcement of the rules and regulations set forth in the Department's Graduate Student Handbook;
- Enforcement of the rules and regulations set forth in The Graduate School Handbook;
- Serving as a conduit of information from the Graduate School to the Graduate Students and Graduate Faculty;
- Nomination of Graduate Students for University-sponsored fellowships.

GRADUATE ADMISSIONS COMMITTEE (GAC)

The GAC is composed of five members of the Evolution, Ecology, and Organismal Biology faculty who are also members of the Graduate Faculty and one graduate student. The chairperson and faculty membership of the GAC are selected by the Chairperson of the Department in consultation with the Advisory Committee. The chairperson of the GSC serves as one of the five regular members of the GAC, but not as chairperson. The graduate student representative is elected annually by the Evolution, Ecology, and Organismal Biology Graduate Student Organization (GEES). The term of the Chairperson is three years, and that of the remaining faculty members is one year.

The duties of the **GAC** include:

- Preparation and dissemination of materials to prospective students regarding the Evolution, Ecology, and Organismal Biology Graduate Program and admission to the Program;
- Leadership in recruitment activities;
- Coordination of the admission process, including, but not limited to, screening applicants' files, nomination of applicants for fellowships, and notification of admission.

MEMBERSHIP IN THE EVOLUTION, ECOLOGY, & ORGANISMAL BIOLOGY GRADUATE FACULTY (Section XV)

All Regular EEOB Faculty are eligible for membership on the EEOB Graduate Faculty (Category M or P). Once appointed, there are no special requirements for maintaining eligibility. Regular EEOB Faculty are persons with the rank of Professor, Associate Professor, and Assistant Professor who are salaried in the Department of Evolution, Ecology, & Organismal Biology at 50% or greater.

Regular OSU Faculty from units other than EEOB may be appointed to the EEOB Graduate Faculty upon approval by the EEOB Graduate Studies Committee providing that their appointment will enhance the EEOB Graduate Program through their teaching or service on EEOB graduate student committees. To remain on the EEOB Graduate Faculty, these individuals must have taught or co-taught a graduate student seminar or EEOB course within the last two years, or have served on a graduate student's committee within the last two years. All

non-EEOB-resident appointments to the EEOB Graduate Faculty will be subject to annual renewal.

Emeritus Faculty, who have retired from the Regular EEOB Faculty, may continue to serve as advisors for students whom they advised at the time of their retirement upon approval by the GSC and notification of the Graduate School. Involvement in graduate teaching and advising activities not in progress at the time of their retirement requires approval of the EEOB GSC and the Dean of the Graduate School.

Individuals other than Regular OSU Faculty (e.g., Adjunct and other Auxiliary OSU Faculty and non-OSU scientists) may serve as voting members on EEOB graduate student committees, upon approval of the GSC and the Graduate School, but may not be appointed as EEOB Graduate Faculty nor do they substitute for the required number of Graduate Faculty on committees. Only Regular EEOB Graduate Faculty may serve as advisors for EEOB graduate students.

ADMISSIONS (Section II)

Admission Criteria (II.1)

In addition to the Graduate School requirements, the Graduate Program in EEOB requires 32 semester (40 quarter () hours) of biology, 8 semester (10 quarter () hours) of physics, 8 semester (10 quarter () hours) of mathematics including calculus, and 12 semester (15 quarter () hours) of chemistry including organic or biochemistry. Graduate Record Examination scores from the general tests (verbal, quantitative, and written) are required. The Advanced Biology GRE test is not required for admission.

The deadline for receipt of applications to the EEOB Graduate Program is 1 January of each year. International students must apply by Nov 30 if they wish to be considered for financial aid beginning in Autumn semester of the following year. Only those applicants reviewed and ranked during Spring semester of each year shall be offered admission for the following autumn. Graduate faculty may petition the GAC for waiver of this rule based on unexpected or unusual circumstances in which recruitment and admission of a graduate student is essential for meeting objectives of a funded project in a timely manner.

Academic Standards (II.2)

Reasonable Progress - Continuing Appointments (II.4.6)

Students must maintain a graduate cumulative point-hour ratio (CPHR) of at least a 3.0 (Note that courses for which students do not earn graduate credit are not used in calculating in the graduate CPHR. See Section IV, Graduate School Handbook).

Students should have a permanent advisor by the end of the second semester and a full (three persons for Master's, four persons for Ph.D.) committee by the end of the first year of their graduate program.

Masters students should submit a preliminary research proposal by the end of their second semester.

Doctoral students must have their proposal approved (and successfully complete the oral portion of the candidacy exam) by the end of spring semester of their third year (2.5 years into the program). Failure to meet deadlines will represent a lack of satisfactory progress by a student and result in a withdrawal of financial support by the department.

The GSC will contact any student who is placed on probation (i.e., whose graduate GPHR falls below a 3.0) or who fails to meet these deadlines. The student will not be eligible for reappointment as a Graduate Teaching or Research Associate without the specific recommendation of his or her advisor and the concurrence of the GSC. Depending on the circumstances, the GSC may require that the advisor and student present a plan (including firm deadlines) to deal with the deficiency. Not meeting these deadlines will constitute failure to make reasonable progress and may lead to the student's not being reappointed to a Graduate Associateship. In extreme cases of lack of progress, the GSC may initiate proceedings that will result in the student being denied further registration (see section V, Graduate School Handbook).

The statements above are in response to our instructions in the Graduate School Handbook (Section V) to define "reasonable progress" and describe the consequences of failing to make reasonable progress. Participation in professional activities (publishing papers, applying for grant support, etc.) are also included in our definition of reasonable progress and are strongly encouraged.

Each January, all EEOB graduate students will submit a Graduate Student Annual Report (GSAR) complete with updated curriculum vitae (CV) to the GSC. The purpose of the GSAR is to allow the student, his or her advisor, and the GSC to review the progress of individual students in the EEOB Graduate Program. This report provides information concerning the student's academic and professional activities relative to program deadlines (e.g., proposal submission), academic performance, teaching, grant applications, publications, presentations and service as well as projections of future sources of support.

To aid the student in organizing this information, the GSC provides a GSAR form. The GSAR covers the previous calendar year. Students receive these forms during Autumn Semester. Completed forms must be returned to the student's advisor one week before the announced due date during Spring semester. The advisor is also expected to comment on the student's progress before forwarding the form to the GSC. Each student's progress over the past year is reviewed with emphasis on how the GSC can help students attain their professional goals. Students not making reasonable progress will be notified and some appropriate remedial plan will be developed, in consultation with their advisor. Through this process of annual review, we hope to work with students and advisors to ensure the prompt and efficient completion of graduate degree programs.

Guidelines for transfer from Masters Degree to Ph.D. (II. 8 & 9)

Occasionally, for academic reasons a student enrolled in a Master's Degree program will seek to transfer to a Ph.D. program (see below). There are two possible types of transfer: first, when a student has already been admitted to EEOB as a Masters Degree candidate now requests to be considered for our Ph.D program. The second situation is when a student is currently working on a Masters Degree Program outside of our department, either at OSU or another institution. Although the first case likely falls under the purview of the Graduate Studies Committee, the

Graduate Admissions Committee (GAC) has agreed to process all transfer candidates. When a student is transferring from outside of EEOB, we recommend that this student go through the formal application process and be considered by the Admissions Committee like all other potential graduate students in EEOB. After the transfer has been approved, a current OSU student must complete a form entitled “Request for Transfer of Graduate Program,” available from and submitted to the Graduate School.

Under the scenario that a student has already been admitted to the EEOB Masters Degree Program and now wishes to be considered as a candidate for our Ph.D program, we see two possible cases. One, a student has been enrolled as a Masters Degree candidate for less than one year, and whose research program has burgeoned to a larger project that would qualify as a Ph.D dissertation. In this case the student will write a letter to the chair of the GAC outlining how the project has now expanded and a time line for completion of their Ph.D dissertation. The student should also enclose a current resume or C.V. and an OSU Advising Report (in lieu of a current transcript from OSU). The advisor will also write a letter of support directly to the GAC Chair outlining their enthusiasm for the student’s transfer and how s/he will be funded during their work starting with the first term for which the student is requesting admission to the Ph.D. program.. The Chair of the GAC will distribute the letter of request and all related documents, including a copy of the student’s original application to The Graduate School to all members of the GAC and to the Chair of the EEOB Graduate Studies Committee. All documents should be submitted as PDFs. In all cases of transfer within EEOB, the GAC will invite the chair of the Graduate Studies Committee to the meeting, and s/he will be involved in discussion and the voting process. After the transfer has been approved, the student must complete a form entitled “Request for Transfer of Graduate Program,” available from and submitted to the Graduate School.

If a student has been enrolled as a Masters Degree candidate in EEOB for more than one year and now wants to be considered for enrollment as a Ph.D candidate, the same process applies: The student submits a letter to the chair of the GAC outlining how the Master’s project will be expanded and the expected time of graduation. The student should also enclose a current resume or C.V. and an OSU Advising Report. These documents and the letter of support from the advisor of the proposed doctoral program should provide “evidence of significant progress” during their work on their Masters Degree, with the expectation of “progress” being dependent on the length of time the student has been working on his/her degree. Examples of such evidence could include a poster or oral presentation at a meeting, or a manuscript being prepared or submitted for publication. This evidence of significant progress should be submitted along with the application letter. If the student has been resident in our program for 3 years, the committee agreed that some form of publishable product based on a student’s research must be submitted to the GAC. The advisor’s letter must also address expected funding for the student during their PhD studies starting with the first term for which the student is requesting admission to the Ph.D. program.

Following review of all documents, the GAC forwards a recommendation regarding the request to the Chair of EEOB, who makes the final decision based on available funding. Applications to the EEOB Graduate Program are reviewed by the GAC in Spring semester for admission of students in following Autumn semester. Transfers within EEOB will be considered at any time. The number admitted is based on funds available from fellowships, teaching associateships, and research grants; these funds are normally committed by mid- Spring semester each year. Thus, if students apply for admission by transfer outside of the normal (spring-autumn) admission

process, they might be approved for admission but not admitted until funds are available. After the transfer is approved, the student must complete a form entitled “Request for Transfer of Graduate Program,” available from and submitted to the Graduate School.

MASTER OF SCIENCE DEGREE PROGRAM (VI)

Credit hour and residence requirement

The Master of Science (MS or Master’s) Programs (plans A and B) include at least 30 graduate credit hours, at least 24 of which must be taken at Ohio State University over a period of at least two semesters. EEOB 8894 must be taken during the first Autumn semester in residence. EEOB 8894 must also be taken at least once more during any Winter or Spring semester. The Plan A (thesis) Master’s Program must include 16 hours of formal graduate level course work excluding EEOB 6193 (formerly 693), 8894 (880), and 6999 (699). EEOB 8896 counts as graded coursework. The Plan B Master’s Program (non-thesis) must include 30 hours of formal graduate level course work, not including 8894 and 6999. Up to 7 hours of 6193 can be included in a Plan B Program.

All incoming graduate students are required to enroll in the Center for Life Sciences Education (CLSE) teaching orientation. This class is offered over 2-3 days prior to Autumn semester and is coordinated with the University Center for the Advancement of Teaching (UCAT). Students will be notified prior to the start of classes. All graduate students are required to enroll in at least one graduate level seminar course each calendar year (not including 880). These courses are usually numbered 881, but other courses that involve intensive small-group discussion of the recent primary literature are acceptable. If you are in doubt as to whether a given course satisfies this seminar requirement, consult with a faculty member of the GSC. There is no limit on the number of hours that may be earned in any given letter designation of EEOB 8896.

Animal Care and Use

During their first semester in residence, all graduate students are required to attend a short course offered by the University Laboratory Animal Resources Center on the humane care and use of animals in research and teaching. This course is offered as part of Autumn EEOB 880.

Laboratory Safety Training.

All students, faculty, and laboratory staff are required to have laboratory safety training. OSU’s Office of Environmental Health and Safety offers a 10 hour Laboratory Safety course each semester. It meets for two hours during each of five consecutive weeks. An acceptable alternative is completion of Chemistry 6781 during Spring semester.

Obtaining an Advisor

The decision to admit a student to the EEOB Graduate Program is based, in part, on the recommendations and support of a temporary advisor. In nearly all cases, this individual will serve as the student's advisor throughout his or her program. Nevertheless, this arrangement should be formalized no later than the end of the student's second semester. A full (**three person**) Committee, including the advisor, should be selected by the end of the student's third semester. Only Regular EEOB Graduate Faculty may serve as advisors for EEOB graduate students.

Either the student or the advisor may terminate the advisor-advisee relationship at any time by notifying the GSC in writing (e-mail or letter). The GSC will then notify the student and the student's committee of the change. If a new advisor is not found immediately, the GSC will appoint a temporary advisor and will specify a time by which a new permanent advisor must be found, normally within one semester. The student and new permanent advisor must communicate their agreement with the advising arrangement to the GSC in writing.

Research Proposal

All Plan A Master's students must submit a proposal outlining their thesis research. The student's Thesis Committee must approve this proposal. The research proposal serves a number of functions. It ensures that the student has given careful thought to the research project, and helps involve the Thesis Committee with the student's project. Approval of the proposal by the Thesis Committee indicates their belief that the project is likely to succeed.

Students in Plan A programs should submit a preliminary research proposal to their Committee by the end of their second semester. The length and content should be decided on in discussion with the Thesis Committee, but would normally include an explanation of the problem being addressed, a literature review, a methods section, preliminary data if available, a discussion of appropriate data analyses, and a description of possible results and their interpretation. A timetable also should be included.

Following review of the proposal, the student's Thesis Committee will either (a) approve the proposal as written, (b) approve the proposal with modifications, or (c) require the student to submit a revised proposal for further Committee review. As students proceed with their research, minor modifications of the research plan may be implemented without full Committee approval. Major changes, however, require full Committee approval. Final approval of the research proposal should be obtained by the end of the (third semester) in residence.

Upon approval of the research proposal, the student must submit an EEOB Department Research Proposal Approval Form, signed by all members of the Committee, to the Graduate Studies Committee Chair. This form may be obtained in the EEOB Office. A copy of this form must be given to the Graduate Secretary to be added to the student's file. The Chair of GSC will not sign the application to graduate Form until a Proposal Approval has been completed and signed, even if all research has been completed and the student is otherwise ready for the Final Examination.

Foreign Language Requirement

There is no foreign language requirement in EEOB.

Time Limit)

The Master's Program normally takes less than three years (See Reappointment).

Thesis and Non-thesis Plans

Students are admitted to either a Plan A (thesis) or Plan B (non-thesis) Program. No other Master's degrees are available. Students wishing to change the degree they are working towards must inform the GSC.

Master's Examination Committee (VI.2)

It is recommended that at least two of the three members of the Examination Committee be members of the EEOB Graduate Faculty. Contact the GSC for a current list of EEOB Graduate Faculty. **Note that the requirement of three committee members in EEOB is one more than the minimum set by the Graduate School.**

Attendance at the Master's Examination

The advisor may decide to allow graduate students and non-committee faculty members to attend the Master's Examination. The advisor will make this decision after consulting with the candidate and the Examination Committee. Guests may participate in the examination according to the guidelines set by the advisor, but they must not be present for discussion of the candidate's performance, nor for the decision process on whether the student passes the examination.

Decision on the Master's Examination (VI.3)

The Plan A (thesis) Master's Examination may include a written portion and must include an oral portion. The Plan B (non-thesis) Master's Examination may include an oral portion and must include a written portion of at least four hours.

It is recommended that a straw vote on the outcome of the Examination be taken immediately after the student leaves the room and before any discussion of his or her performance. Following the discussion and final voting, the student's advisor completes the Master's Examination Report Form and submits it to the Graduate School, giving a copy to the GSC Chairperson.

Satisfactory

The student is considered to have completed the Master's Examination successfully only when the decision of the Master's Examination Committee is unanimously affirmative.

Thesis Draft (VI.4)

All members of the Examination Committee must be given the thesis draft at least seven days before the Examination is held. The student should consult the Graduate School Publication *Guidelines for Preparing and Submitting Thesis, Dissertations, and D.M.A. Documents.*

Abstract

An abstract of no fewer than 500 words or more than three double-spaced pages is required in all copies of Master's theses completed in EEOB. The abstract shall immediately follow the title page of the thesis. It shall include objectives, justification for the study; when, where and how (methods) the study was done; results, with key numerical values and measures of significance, and their interpretation; and implications of the findings. The student's advisor shall not sign the Thesis until this requirement has been met.

Submission

The final version of the thesis must be submitted to the Graduate School by the published deadline for the semester of graduation. The final thesis must be submitted electronically as a PDF document to OhioLink, the Ohio Library and Information Network.

Ideal Plan A Timetable (VI.5-6)

First Semester

- If Autumn semester, enroll in EEOB 8894
- Begin course work to remove any conditions of acceptance
- Begin graduate level course work
- Register for 8 credit hours (12 if a University Fellow).
- Select research topic

Second Semester

- Confirm permanent advisor
- Continue courses to remove any conditions of acceptance
- Continue graduate level course work
- Take second EEOB 8894
- Begin preparation of research proposal

May session

- Choose a research topic
- Choose and meet with Thesis Committee
- Submit research proposal (signed form to Chair of GSC)
- Continue graduate level course work

Summer session

- Register for 4 credit hours if a GA, 6 credit hours if a University Fellow.
- Begin data collection for thesis research

Succeeding semesters

- Continue research
- 30 credit hours required for graduation, including 16 classroom hours

Last Semester

- Pick up Master's Degree Procedures/Requirements Checklists from the Graduate School and the EEOB Graduation Requirement Form from the EEOB website
- Register for 3 or more credit hours
- Schedule Final Examination

- No later than 3rd Friday of the semester, submit Application to Graduate to the Graduate School
- At least two weeks prior to defense circulate final thesis draft to Examination Committee members who sign the Thesis Approval Form.
- Submit final version of thesis to Graduate School

Ideal Plan B Timetable

First Semester

- If Autumn semester, enroll in EEOB 8894
- Begin course work to remove any conditions of acceptance
- Begin graduate level course work

Second semester

- Find an advisor by the end of second semester
- Continue graduate level course work
- Take EEOB 8894

Succeeding semesters

- 30 credit hours (excluding 8894 and 6999) required for graduation, not more than 7 units of which can be 6193.

Final Semester

- Pick up Master's Procedures/Requirements Checklist from the Graduate School and the EEOB Graduation Requirement Form from the EEOB website
- Register for 3 or more credits
- Schedule Final Examination (four hour written portion is compulsory; oral portion is optional)
- No later than 3rd Friday of semester submit Application to Graduate to the Graduate School

DOCTORAL DEGREE PROGRAM (VII)

Animal Care and Use

During their first semester in residence, all graduate students are required to attend a short course offered by the University Laboratory Animal Resources Center on the humane care and use of animals in research and teaching. This course is offered as part of Autumn EEOB 8894.

Laboratory Safety Training.

All students, faculty, and laboratory staff are required to have laboratory safety training. OSU's Office of Environmental Health and Safety offers a 10 hour Laboratory Safety course each semester. It meets for two hours during each of five consecutive weeks. An acceptable alternative is completion of Chemistry 6781 during Spring semester.

Obtaining an Advisor

The decision to admit a student to the EEOB Graduate Program is based, in part, on the recommendations and support of a temporary advisor. In nearly all cases, this individual will serve as the student's advisor throughout his or her program. Nevertheless, this arrangement should be formalized no later than the end of the student's first semester. The Candidacy Examination Committee should be selected by the end of the student's second semester. Note that the advisor must be a Category P Graduate Faculty and that the other two members may be Category M or P Graduate Faculty. Only Regular EEOB Graduate Faculty may serve as advisors for EEOB graduate students.

Either the student or the advisor may terminate the advisor-advisee relationship at any time by notifying the GSC in writing (e-mail or letter). The GSC will then notify the student and the student's committee of the change. If a new advisor is not found immediately, the GSC will appoint a temporary advisor and will specify a time by which a new permanent advisor must be found, normally within one semester. The student and new permanent advisor must communicate their agreement with the advising arrangement to the GSC in writing.

Graduate Committees – Definitions and relationships

The Graduate School defines two principal committees for PhD programs, the **Candidacy Examination Committee** and the **Dissertation Committee**. The only necessary common member of these committees in EEOB is the student's Advisor, who serves as the Chair of each. The primary responsibility of the Candidacy Examination Committee is administering the Candidacy Exam and that committee is therefore in a sense more responsible for seeing to the student's mastery of subject matter in the discipline. This committee must comprise at least **four** Graduate Faculty members. The Dissertation Committee's primary responsibility is overseeing and evaluating the research component of the student's program. This committee must comprise at least **three** members of the Graduate Faculty (including the Advisor). Most often in EEOB these two committees are the same in membership, but again, except for the Advisor, they do not need to be.

Course Requirements (VII.2)

All incoming graduate students are required to enroll in the Center for Life Sciences Education (CLSE) teaching orientation. This class is offered over 2-3 days prior to Autumn semester and is coordinated with the University Center for the Advancement of Teaching (UCAT). Students will be notified prior to the start of classes. EEOB 8894 (formerly 880) must be taken during the first Autumn semester in residence; EEOB 8894 must be taken at least once more during any Spring semester. The program also must include a minimum of 16 credit hours of graded graduate-level course work excluding EEOB 6193 (693), 8894 (880), 8896 (9990) and courses taken during a Master's Program. Thirty hours of Master's Degree course work can be transferred into a student's doctoral program, thereby reducing the number of graduate credits earned at OSU from 80 hours to 50 hours. See Section VII of the Graduate School Handbook for additional details.

All graduate students are required to enroll in at least one graduate level seminar course each calendar year (not including 8894). These courses are usually numbered 8896 (881), but other courses that involve intensive, small-group discussion of the recent primary literature are acceptable. If you are in doubt as to whether a given course satisfies this seminar requirement, consult with a faculty member of the GSC. There is no limit on the number of hours that may be

earned in any given letter designation of EEOB 8896. EEOB 8896 counts towards the 16 credit hours of graded coursework.

Preliminary Examinations (VII.3)

The GSC has not established any preliminary or qualifying examinations.

Research Proposal and Candidacy Exam (VII.4)

Under exceptional circumstances students may petition the GSC to follow one of the “old” formats in completing their candidacy exam. This course of action requires support from all parties (student, supervisor, faculty members on committee and EEOB GSC) involved. The “old” guidelines are listed in Appendix 1.

Current Guidelines for Completion of the Research Proposal and Candidacy Exam

Research Proposal

All students must submit a proposal outlining their dissertation research. As expected of a Ph.D. project, the research outlined in the proposal should represent a significant and original contribution by the student in addressing an important research question or problem. The proposal will typically form the written portion of a student’s candidacy exam (see below). Successful completion of the written portion of the exam will signify approval of the proposal by the committee. As such, a student cannot advance to candidacy without a successfully defended proposal. In consultation with their supervisor, students are encouraged to begin working on their proposal as soon as possible usually by the end of their first year in the program so as to meet the deadlines for completion of the written and oral portions of the candidacy exam (see below).

The proposal should be written in the format similar to that of a proposal for an NSF panel. The proposal has three major sections: 1) Project Summary, 2) Project Description, and 3) References Cited. The Project Description (10-15 pages in length) should include an explanation of the problem being addressed, a literature review, a methods section, preliminary data if available, a discussion of appropriate data analyses, and a description of possible results. A timetable for completing the project also should be included. NSF’s description for each section can be found at www.nsf.gov in the grant proposal guide.

Because the dissertation project represents the most important part of the course of study by a student in the Ph.D. program, they are encouraged to undertake whatever activities are necessary to make the proposal intellectually rigorous and logistically sound. These may include discussing their project in detail with their supervisor, committee members, and/or others, and receiving feedback on early drafts of the document from these or other colleagues. However, it is very important to emphasize that the final version of a student’s proposal must represent their own original work. Questions during the oral portion of the Candidacy Exam may be used to establish that this is the case.

Candidacy Examination

Definition

The Candidacy Examination is a single examination consisting of two portions, written and oral, administered under the auspices of the Graduate Studies Committee in conjunction with the student's Dissertation Committee and the Graduate School.

Purpose

For Ph.D. Students, the Candidacy Examination is not only a test of the student's comprehension of the field, but also of allied areas of study, of the capacity to undertake independent research, and of the ability to think and express ideas clearly. The production of a dissertation proposal which contains a critical review of the literature a description of the goals, hypotheses to be tested, methods to be used, a projected analysis of results and a timetable for completion of the study is an important step in planning a successful research program as a graduate student.

Timetable

All students entering the program must have their proposal approved (and successfully complete the oral portion of the candidacy exam) by the end of the sixth semester in residence (2.5 years into the program). Failure to meet these deadlines will represent a lack of satisfactory progress by a student and may result in a withdrawal of financial support by the department.

Procedures for the Candidacy Examination

The Written Examination (VII.5)

As described above, a student's research proposal will typically form the written portion of a student's candidacy exam (see below). Successful completion of the written portion of the exam will signify approval of the proposal by the committee. Details for the format of the proposal are given above.

Upon completion of their proposal, the student gives copies of the completed proposal to their Candidacy Examination Committee. Each member of the committee then evaluates the proposal in writing and provides comments to the student within two weeks of receiving the proposal. The student's advisor is responsible for co-coordinating the evaluation of the proposal by the committee in a timely fashion. Following review of the proposal, the Committee will either: a) approve the proposal as written, b) approve the proposal with modifications, or c) require the student to submit a revised proposal for further Committee review. Students are allowed two attempts at producing an acceptable proposal. If a student fails to generate an acceptable proposal after two tries then the Candidacy Examination Committee in consultation with the Graduate Studies Committee will decide on what further course of action is appropriate. Full approval of the proposal is required for students to move to oral portion of the candidacy exam. As students proceed with their research, minor modifications of the research plan may be implemented without full Committee approval. Major changes, however, require full Committee approval. Please note that because the proposal forms the written portion of the candidacy exam, once it is approved an oral examination must be scheduled and held in no less than two weeks and no more than one month.

Alternative formats for the written portion of the Candidacy Examination in EEOB

Under exceptional circumstances, Ph.D. Students in EEOB may be required to satisfy the written portion of the candidacy exam by writing a proposal on a topic that is distinct from their research proposal. This would most commonly occur when the research project undertaken by a student is closely related to a project for which their supervisor has already written a grant which has been made available to a student. In this situation, a student will be required complete a proposal on a topic chosen in consultation with their advisor and Candidacy Examination committee. The decision to choose the Alternate Format for the exam will be a joint decision made by a student, their advisor and Candidacy Examination committee, and the Graduate Studies Committee.

The Oral Examination (VII.6)

The Candidacy Examination Committee conducts the Oral Portion of the Candidacy Examination.

The Oral Examination begins with the student presenting the core ideas and approach of their research proposal to the Candidacy Examination Committee. This presentation should last no longer than 10 minutes not including questions from the Committee. The entire Oral Examination should last no longer than two hours. The Committee questions the student in two areas: One, on the content of the proposal and on any subjects directly and indirectly related to it, including techniques, and current literature. Two, on more general topics that committee members feel are relevant to evaluating a student's background in evolution, ecology and organismal biology.

Decision (VII.7)

A straw vote on the outcome of the Examination is to be taken immediately after the oral portion, after the student leaves the room, and before any discussion of his or her performance.

Satisfactory

The student is considered to have completed the Candidacy Examination successfully only when the decision of the Candidacy Examination Committee is unanimously affirmative. The oral portion and proposal are considered one exam.

Unsatisfactory

If the student fails the exam, the Committee must decide (a) whether the student is or is not permitted to take a second Candidacy Examination and what portions of the exam must be repeated or (b) if a student will be judged not qualified and asked to leave the program.

At the end of the Candidacy Examination, the student will be informed of the results, which will also be recorded on the Graduate School form. A copy of this form must be delivered to the Graduate Studies Committee Chair and the original returned to the Graduate School.

Teaching

Teaching is not a graduate degree requirement of EEOB; however, students are encouraged to teach an introductory zoology and biology course for at least one semester and an advanced course in their specialty for at least one semester. Such teaching experience is often helpful in finding a teaching/research position after graduation.

Foreign Language Requirement

No formal language requirement exists, but knowledge of a foreign language or other tools of research, such as computer programming may be required by the student's advisor.

Dissertation Requirements (VII.9)

Dissertation Committee

The Dissertation Committee is composed of the Advisor (Category P) and at least two other members of the Graduate Faculty (Category M or P). It is recommended that at least two members of the Dissertation Committee be members of the EEOB Graduate Faculty.

Dissertation Draft Approval

According to the Graduate School Handbook, "The student must submit a complete typed dissertation draft to the Dissertation Committee for review." Each Dissertation Committee member indicates approval of the dissertation draft by signing the Draft Approval/Notification of Final Oral Examination Form that must be submitted to the Graduate School." This form must be submitted at least two weeks before the final oral examination. The student should consult the Graduate School publication: *Guidelines for Preparing and Submitting Theses, Dissertations, and D.M.A. Documents* for information on format and style.

Abstract Requirement

An abstract of no fewer than 500 words or more than three double-spaced pages is required in all copies of Ph.D. dissertations completed in EEOB. The abstract shall immediately follow the title page of the thesis or dissertation. It shall include objectives; justification for the study; when, where and how (methods) the study was done; results, the key numerical values and measures of significance, and their interpretation; and implication of the findings. The student's advisor shall not sign the dissertation until this requirement is met. Please note that the Graduate School requires a condensed version of the dissertation abstract (i.e., fewer than 350 words).

Seminar Requirement

Ph.D. Candidates will present the results of their dissertation research in a formal Departmental seminar. This seminar is excellent practice for job seminars, keeps the Department informed of what research its graduate students are doing and keeps faculty informed as to which students are looking for jobs and their specific expertise. The Graduate Faculty representative on the Oral

Examination Committee is welcome to attend the seminar, but cannot be compelled to attend. The Chair of the GSC will not sign the Application to Graduate Form unless the student's Dissertation Seminar has been given or at least scheduled.

Final Oral Examination Committee (VII.10)

The Final Oral Examination Committee comprises the student's Dissertation Committee plus a member appointed by and representing the Graduate School. The advisor may suggest suitable members of the Graduate Faculty for service as the Graduate School representative.

Final Oral Examination

The final Oral Examination lasts no more than two hours, and does not include the departmental seminar. In consultation with the examination committee, the student may give a brief overview, lasting no more than 15 minutes, of the research. The advisor (Chair of the Final Oral Examination Committee) may allow graduate students and non-committee faculty members to attend the Examination. The advisor will make this decision after consulting with the candidates and the Committee. Guests may participate in the examination according to the guidelines set by the advisor.

Decision on the Final Oral Examination (VII.11)

It is recommended that a straw vote on the outcome of the Examination be taken immediately after the student leaves the room and before any discussion of his or her performance. Guests must not be present for discussion of the candidate's performance, nor for any decision making on whether the student passed the examination.

Satisfactory

The student passes the Final Oral Examination only when the vote is unanimously affirmative.

Unsatisfactory

If the examination is judged unsatisfactory, the Committee must decide whether the student will be permitted to take a second Final Oral Examination. This must be recorded on the Final Oral Examination Report form.

To assist students and faculty in planning an exam a timetable summarizing key steps in the process is listed below:

Timeline for Candidacy Examination in the Department of Evolution, Ecology and Organismal Biology

Candidacy oral examination must be passed by the end of the sixth semester in residence. The written proposal must be completed no later than four to six weeks before the date of the oral examination.

Important Dates

No more than **two weeks** before the approval decision for the written exam (approximately four to six weeks before target ORAL examination date)

- Submission of completed proposal, which forms the written portion of the candidacy exam, for evaluation by Candidacy Examination committee.
- Committee must evaluate proposal within two weeks
- Evaluation of proposal coordinated by Chair of Candidacy Examination Committee (the student's Advisor)

Between **one month** (30 calendar days) and **two weeks** before ORAL examination date:

- Approval of the written portion of the candidacy examination following evaluation by Candidacy Examination Committee
- Student is allowed two attempts at producing an acceptable proposal.

After approval of written examination and **not later than two weeks** before the oral examination:

- The Graduate School is notified of the oral's proposed time and place by the submission of a Notification of Doctoral Candidacy Exam form.
- The Candidacy Oral Examination must take place on campus during announced university business hours, Monday through Friday.

TIMETABLE FOR DOCTORAL STUDENTS

FIRST YEAR

First Semester

- If Autumn semester, enroll in EEOB 8894
- Find an advisor by end of semester
- Begin course work to remove any conditions of acceptance.
- Begin graduate level course work. Register for 8 credit hours each semester (4 in summer). University Fellows register for 12 credits.

Second Semester

- Choose and meet with Dissertation Committee
- Choose a research topic
- Continue graduate level course work
- Take second EEOB 8894

Summer term

- Continue planning for research
- Register for 4 semester units if a GA, 6 semester units if a University Fellow
- Continue courses to remove conditions of acceptance
- Continue graduate level course work
- Begin preliminary experiments

SECOND YEAR

- Continue research
- Continue enrollment to meet Resident Requirement
- Work on Research Proposal

THIRD YEAR

Autumn Semester

- Choose Candidacy Examination Committee if different from Dissertation Committee
- Continue enrollment to meet Residence Requirement if necessary
- Work on Research Proposal

Spring Semester

- Schedule (with Graduate School) and take Candidacy Examination (VII.4)
- Continue enrollment to meet Residence Requirement if necessary

Succeeding Semesters

- Register for 3 credits post-candidacy. This includes Presidential Fellows.
- 80 credit hours required for graduation, including a minimum of 16 credit hours of graded graduate level course work (see Section VII.2)

Last Semester

- Pick up Doctoral Degree Final Semester Procedures, Application to Graduate, and Notification of Final Exam forms from the Graduate School and the EEOB Graduation Requirements Form from the EEOB web site
- Schedule and present Departmental Seminar
- Register for 3 credit hours
- No later than 3rd Friday of the semester submit Application to Graduate to the Graduate School
- At least two weeks prior to defense and four weeks before commencement, circulate final thesis draft to Dissertation Committee members who sign Doctoral Draft Approval Form, which must be submitted to the Graduate School **no later** than two weeks prior to the oral exam.
- Submit final signed dissertation to the Graduate School in accordance with the published deadline.

GRADUATE ASSOCIATES (IX)

NOTE: See Appendix II for Important Additional Information on Guidelines for International Teaching Assistants and their Advisors

Terms of Appointment (IX.2)

All incoming graduate students and current graduate students in good standing will be offered financial support (GRA, GTA or Fellowship). Support will consist of a 50% appointment during the entire year including summer term

Period of Appointment

Appointments are recommended by the GSC to the Chair of EEOB and are usually made just prior to the Autumn semester and continue through Summer term. Students who are not making reasonable progress (e.g., are on probation) may be appointed on a semester by semester basis. Exceptions to these limits will be made only in unusual cases and will require a petition from the student's advisor.

Reappointment

A graduate student who satisfactorily fulfills the responsibilities of her/his appointment as a GTA (see GTA appointment description below) or GRA, and who is making reasonable progress (see below) toward an advanced degree is eligible for departmental support for the maximum number of years listed below:

Master's Student: 3 years

Ph.D. Student: 6 years

Departmental support means GTA appointments and/or GRA appointments on grants held by members of EEOB's Graduate Faculty.

The start date is the date when the student was first appointed as a Graduate Associate in our Department.

Reasonable Progress (see Ideal Timetables). Both the M.S. and Ph.D. in EEOB are research degrees. Because of the nature of research projects in our discipline, a student normally begins research during his or her first year in residence.

Master's Students: It is reasonable to expect a M.S. student to have chosen a research project and submitted a research proposal for her or his Dissertation Committee, and filed an approved research proposal with the GSC Chair before the end of the first year in residence. Note that this schedule is a session later than the "ideal timetable." Delays beyond this point would not constitute reasonable progress and the GSC will recommend to the Department Chair that further support will be denied if these requirements are not met.

Ph.D. Students: It is required for a Ph.D. student to have submitted a research proposal and completed their candidacy exam by the middle of the third year (within six semesters of entering the program).

The minimum criteria for good progress are formation of a committee and completion of the Candidacy Examination by the end of Spring semester of the third year of the student's graduate program. The GSC will consider recommending to the Department Chair that further support will be denied if these requirements are not met.

Support beyond the stated limits: Support beyond the stated limits may be granted in exceptional cases provided there is tangible evidence of progress on the research intended as the basis for the student's thesis or dissertation. Tangible evidence will consist of edited chapters of the thesis or dissertation and/or edited (and/or published) manuscripts that are identified as chapters in the thesis or dissertation.

Exceptions to this criterion may be granted for the following reasons:

1. Failure of an initial project.
2. Loss or change of advisor.
3. Medical or personal circumstances that interfere with progress.
4. Experimental or logistic problems beyond the student's control.

Slow progress for reasons other than those listed above is not reasonable progress.

Support beyond the stated limits will require a documented petition from the student's advisor. This petition must be presented to the GSC during the Autumn semester of the student's last year of support. The GSC will review the petition and inform the student whether it recommends to the Department Chair additional semesters of support by the end of the Spring semester

Under no circumstances will continued support be granted for more than one year at a time.

General Guidelines for Work Load Expectations For Graduate Associates (GTAs and GRAs)

In EEOB, the majority of GAs are appointed at 50 percent time. This equates, by Graduate School policy, to an average work load of 20 hours per week over the duration of the appointment period (see section IX of the Graduate School Handbook). Appointment periods are normally for 14 weeks. Graduate School policy allows the appointing unit to determine rules regarding time off during semester breaks but also stipulates that GAs are not required to work during legal holidays noted in the university calendar (see section IX). For appointments at rates different than 50 percent time (e.g., a 75% appointment), work load expectation are adjusted in direct proportion to that appointment.

For GTA appointments, we recognize that different courses may entail differing amounts of preparation time (sometimes beginning before the start of the semester), student contact hours, and time spent outside of class. The effective work load may fall below 20 hours per week but in no case should the work load averaged across an 15-week teaching period exceed 20 hours per week. EEOB policy is that GTAs receive time off during semester breaks, or the equivalent of one week of vacation per semester. If class preparation requires work during a semester break, this must be factored into the 20 hour per week average noted above.

For GRA appointments, we recognize the differing expectations among project administrators in the case of grant or department supported GRAs, as well as the different nature of teaching versus research work in comparing GTA and GRA workloads. For any GRA, the required work load across one semester should not exceed 300 hours total, or an average of 20 hours per week for 15 weeks. All GRAs should receive the equivalent of one week of vacation per semester. For department supported GRAs, such as those in Museum units, the required work load is 280 hours total. Students are not required to work during legal holidays but this time is factored into the 40 hours of vacation per semester a department GRA receives and does not affect the 280 hour work load expectation. Supervisors of department supported GRAs are free to substitute a specific amount of work for the time requirement (recognizing the maximum of 280 hours in either case) but should establish with the student clearly which it will be at the beginning of the semester.

Both GRAs and GTAs should work with their supervisors to arrive at a mutually agreeable work schedule. Of paramount importance is that a graduate student receives financial support while also being able to maintain satisfactory progress towards their degree. Concerns about work load or scheduling should be directed to the Graduate Studies Committee Chair.

Graduate Teaching Associateship Appointments

The principal aim of graduate student support is furtherance of the student's pursuit of a graduate degree. Graduate students in EEOB may be supported by Fellowships, Graduate Research Associateships (GRA) on extramural funds or on Graduate Teaching Associates (GTA) on departmental funds.

Because GTAs are employed by the Department and College in furtherance of the teaching program, these appointments carry additional responsibilities that go beyond pursuit of a graduate degree (by the same token, a GRA need not be restricted to research that a student will use for her or his thesis or dissertation). Although the Graduate Faculty in EEOB hold graduate students in high regard, in a formal sense GTAs are employees.

Credit Hour Requirement for GTAs/GRAs (IX.1)

Note: Credit hour enrollment requirements are different for M.S. students and pre-candidacy Ph.D students than for post-candidacy Ph.D. students.

M.S. students and Doctoral students who have not yet passed their Candidacy exam.

GAs holding a 50% or greater appointment must register in the Graduate School for at least 8 credit hours during each semester except during summer term when the minimum is 4. University Fellows register for 12 credit hours every semester, except for 6 in summer session.

GAs holding a 25% appointment must register in the Graduate School for at least 4 credit hours during each semester.

Doctoral students who have passed the Candidacy Examination

Post-candidacy GAs holding a 50% or greater appointment must register in the Graduate School **for only 3 credit hours** each semester except if there is good pedagogical reason for registering for more than 3 credits. This will be decided by the student and their committee in consultation with the Chair of EEOB.

Graduate Research Associates will follow the same guidelines for credit hours each semester as other students: e.g. 8 hours for M.S. and pre-candidacy Ph.D. students and 3 hours for post-candidacy students.

Students (including International students holding visas) who follow these guidelines will be considered full-time students in the eyes of the university.

Students must sign their registration material, even if they are not purchasing insurance and return it to Fees and Deposits in order to accept their fee waiver.

Responsibilities

GTA's are expected to participate in the formal GTA orientation programs of the College and University, and other appropriate training sessions that may be necessary to improve language or teaching skills. The Department Chairperson and the Office of Faculty & TA Development can help a GTA locate appropriate programs and activities for teaching development and improvement.

Evaluation

GTA's are expected to meet their assigned teaching responsibilities and to conduct themselves in a professional and appropriate manner. Each faculty member will provide each GTA with a copy of the teaching responsibilities and duties for her/his course before the start of the course.

GTA's will be evaluated each semester or session. The faculty member(s) in charge of the course to which the GTA has been assigned will determine the format of the evaluation (e.g. student evaluations, faculty evaluations, or a combination of the two, whichever the responsible faculty member deems appropriate).

Each GTA will receive a copy of his/her evaluations for his/her permanent records. If the evaluation is unsatisfactory, the Department Chair will be notified, and they may contact the student. The GTA may then prepare a response to his/her evaluation, which will be submitted to the Chair (whether or not the evaluation is satisfactory, the GTA may provide the Chair with a response to his/her evaluation). After review of stated duties and responsibilities of GTA's in the course in question, the faculty member's evaluation, and the GTA's response, the Chair will inform the GTA and the faculty member of his conclusions regarding the GTA's performance.

Many factors may contribute to a GTA receiving a poor evaluation in a given semester, and a single semester of negative evaluations will not be the basis for non-reappointment unless the nature of the behaviors exhibited by the GTA are judged to be very serious breaches of professional ethics or responsibilities. In cases where a GTA's teaching performance and/or completion of assigned duties is judged not to be satisfactory for a second semester, the GTA

and Department Chair will work together to develop a one semester program of activities designed to improve the areas of the GTA's teaching that have been judged unsatisfactory. The GTA will continue to be assigned teaching duties during that semester.

Should the GTA's teaching performance again be judged to be unsatisfactory the semester after completing the program, or should the GTA decide not to complete the program, he/she will be subject to non-reappointment. The responsibility for this decision resides with the Department Chairperson, and appeals to this decision should be taken to the Dean of Natural and Mathematical Sciences.

Workloads

1. A GTA assigned to a Lecture/Lab course will be expected to spend on average two hours of preparation for every hour of student contact (Lecture and Lab).
2. A GTA assigned to a Lecture course will, in general, have additional responsibilities involving writing and grading of exams, as well as more extensive contact with students through established office hours. While these hours are more intangible than those of a lab, they are time consuming. A maximum of GTA/student ratio of 1:50 is appropriate for these circumstances.
3. A GTA assigned to a Lecture course in which exams are machine graded will, in general, have fewer additional responsibilities, but will otherwise have responsibilities similar to #2 above. A maximum GTA/student ratio of 1:100 is deemed appropriate for these circumstances.
4. Exceptions to these guidelines require approval of the GSC.

Graduate Teaching Awards

It is the goal of the GSC to recognize and reward excellence in teaching. To achieve this goal, the GSC recommends the following:

1. Each Instructor will develop GTA responsibilities to each course she or he teaches. These will be given, in written form, to each GTA.
2. GTAs will obtain student evaluations of teaching (SET's) for each course that they teach.
3. EEOB will establish an Award (monetary) designating the Outstanding EEOB Teaching Associate in each academic year. The name of the student, the course taught, and the year for which recognition is given will be engraved on a plaque to be placed in the EEOB office.
4. In order to be considered for an Outstanding Teaching Award, the GTA will submit the following items to the GSC by the third week of Autumn semester following the academic year in question.
 - a. A letter of request from the GTA, describing his/her accomplishments as a teacher;
 - b. A written description of the GTA responsibilities for the course in question;
 - c. A set of SETs for the course and semester under review;
 - d. A letter of evaluation from the Instructor;
 - e. Any additional materials that demonstrate excellence in teaching, e.g., novel or innovative methods of laboratory modules.
5. Recognition of outstanding teaching will be based on review of these materials by the Awards Committee.

6. The Awards Committee will use information on Outstanding GTAs to seek recognition for them at the College and University level.

Termination

Termination procedures are as they are stated in the Graduate School Handbook. If the GTA wishes to terminate, then a letter should be written to the Chair of the GSC with a copy to the Department Chair.

Grievance Procedures (IX.4 & Appendix C)

Graduate Associates with a grievance should first attempt to resolve the problem with their advisor. Frequently, the advice of the student's Dissertation Committee can be helpful in resolving disagreements. If the student has no advisor, or feels that the advisor is not able to deal with the grievance, then the Graduate Studies Committee Chair should be consulted.

If the student, or the student and advisor, after consultation with the Graduate Studies Committee Chair, is still not satisfied, then the student, the advisor, and the Graduate Studies Committee Chair should meet with the EEOB Department Chair. The EEOB Department Chair, upon discussing the grievance with the parties involved, will attempt to resolve the grievance. If a satisfactory resolution of the grievance cannot be achieved, the student may invoke the formal Graduate School Grievance Procedure. Details of this Procedure can be obtained from the Chair of the GSC, or from the Graduate School.

Space and Facilities

All GAs are provided appropriate space and facilities to carry out their assigned teaching, research, and/or administrative duties. These facilities include a desk, chair, filing space, mailbox, and access to mainframe and desktop computers, telephone, and duplicating equipment. All Departmental desktop computers are supplied with word-processing software.

Presidential Fellowships (X)

Senior PhD students are encouraged to apply for university-wide Presidential Fellowships. As described by the Graduate School "The Presidential Fellowships recognize outstanding scholarly accomplishments and potential of graduate students entering the final phase of their dissertation research. These fellowships provide financial support so that the fellow may devote one year of full-time study to the completion of the dissertation or degree project unimpeded by other duties. Recipients of this award embody the highest standards of scholarship in Ohio State graduate programs".

Graduate students cannot directly apply for these fellowships; candidates are nominated by their graduate program. EEOB has a pre-screening program for senior EEOB students who wish to apply for these awards. Final applications are typically due twice a year in mid-October and mid-April (see the Graduate School website for details). Three weeks before these deadlines, the EEOB GSC will ask that all potential applicants for each competition submit a copy of their research statement, list of letter writers, and CV. These will then be evaluated within a week by

the EEOB GSC and students who are successful will be asked to submit final applications by a date set by the GSC .

The committee will use the same criteria employed by the Graduate School to evaluate these pre-applications based on the experiences of EEOB Faculty who have served on this committee at the University level. These criteria are as follows:

Broad impact of project
Clarity of proposal
Student has shown that proposed project is feasible
Ability of the project to be completed by the end of the fellowship period
Student has made an original contribution to the project
Ability of student to communicate to scholars outside the student's discipline

Student's GPA is high relative to peers
Student has a publication record
Student has given presentations at meetings
Strength of student's CV

Strength of letters of recommendation
Reputation of recommenders

Sexual Harassment

Below are the first two components of Ohio State University's Sexual Harassment policy, which applies to all University faculty, staff, students, student employees, and volunteers. The entire document can be viewed online at: <http://www.ohr.ohio-state.edu/policy/index.aspx>

Policy – The university administration, faculty, staff, student employees, and volunteers are responsible for assuring that the University maintains an environment for work and study free from sexual harassment. Sexual harassment is unlawful and impedes the realization of the University's mission of distinction in education, scholarship, and service. Sexual harassment violates the dignity of individuals and will not be tolerated. The university community seeks to eliminate sexual harassment through education and by encouraging faculty, staff, student employees, and volunteers to report concerns or complaints. Prompt corrective measures will be taken to stop sexual harassment whenever it occurs.

Policy Guidelines

- I. Definition: Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following:
 - A. Submission to such conduct is made either implicitly a term or condition of an individual's employment or academic status.
 - B. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or

C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus.

D. Sexual harassment can occur between any individuals associated with the University, e.g., an employee and a supervisor; coworkers; faculty members; a faculty, staff member, or student and a customer, vendor, or contractor; students; or a student and a faculty member.

II. Examples of Sexual Harassment – Examples of sexual harassment include, but are not limited to:

A. Some incidents of physical assault;

B. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation;

C. Direct propositions of a sexual nature and/or subtle pressure for sexual activity that is unwanted and unreasonably interferes with a person's work or academic environment;

D. A pattern of conduct that unreasonably interferes with the work or academic environment (not legitimately related to the subject matter of a course) including:

1. Sexual comments or inappropriate references to gender;
2. Sexually explicit statements, questions, jokes, or anecdotes regardless of means of communication (oral, written, electronic, etc.);
3. Unwanted touching, patting, hugging, brushing against a person's body, or staring;
4. Inquiries and commentaries about sexual activity, experience, or orientation;
5. The display of inappropriate sexually oriented materials in a location where others can view them.

Academic Misconduct

All forms of academic misconduct are to be shunned, but the serious, although often-subtle offense of plagiarism requires special mention. According to the University Instructional Guidebook (1988-89), "the most obvious definition for {of plagiarism} is a word-for-word copying of someone else's work, in whole or in part, without acknowledgment. Any such verbatim use of another's work must be acknowledged by 1) enclosing all such copied portions in quotation marks and by 2) giving the original source. A second form of plagiarism is the unacknowledged paraphrasing of the structure and language of another person's work. If such borrowing or paraphrasing is ever necessary, the source must be scrupulously indicated by {appropriate citation}. Still another form of plagiarism is more difficult to define. It consists of writing a theme based solely on the ideas of another. Even though the language is not the same, if the thinking is clearly not your own, then you have committed plagiarism. **IF THERE ARE ANY DOUBTS ABOUT THE ORIGINALITY OF A PAPER THAT HAS BEEN WRITTEN, THE INSTRUCTOR OR ADVISOR SHOULD BE CONSULTED BEFORE SUBMITTING THE WORK.**

Appendix 1 - Past Guidelines for Completion of the Research Proposal and Candidacy Exam (primarily for students who entered the doctoral program earlier than Fall 2007)

Research Proposal - Old

All students must submit a proposal outlining their dissertation research. The research proposal serves a number of functions. It ensures that the student has given careful thought to the research project. It helps involve his/her Committee with the student's project. Approval of the proposal indicates that the project is likely to succeed. Submission of the Proposal Approval Form helps the GSC reach decisions on Graduate Associate appointments and fellowship awards. Therefore, it is important to begin work on the proposal during the first year of the program.

By the end of the third semester, the student should obtain approval of a research proposal by his/her Committee. The length and content of the proposal should be decided on in discussion with the Committee but would normally include an explanation of the problem being addressed, a literature review, a methods section, preliminary data if available, a discussion of appropriate data analyses, and a description of possible results. A timetable also should be included.

Following review of the proposal, the Committee will either a) approve the proposal as written, b) approve the proposal with modifications, or c) require the student to submit a revised proposal for further Committee review. As students proceed with their research, minor modifications of the research plan may be implemented without full Committee approval. Major changes, however, require full Committee approval.

Upon approval of the research proposal, the student must submit an EEOB Department Proposal Approval Form, signed by all members of the Committee, to the Graduate Studies Committee Chair. This form may be obtained in the EEOB office. A copy of this form must be given to the Graduate Secretary to be added to the student's file. The Graduate Committee Chairperson will not sign the Application to Graduate Form until a Proposal Approval Form has been completed and signed, even if all research has been completed and the student is otherwise ready for the Final Examination (defense of dissertation).

Candidacy Examination

Definition

The Candidacy Examination is a single examination consisting of two portions, written and oral, administered under the auspices of the Graduate Studies Committee in conjunction with the student's Candidacy Examination Committee and the Graduate School.

Purpose

For Ph.D. Students, the Candidacy Examination is not only a test of the student's comprehension of the field, but also of allied areas of study, of the capacity to undertake independent research, and of the ability to think and express ideas clearly. Doctoral programs may emphasize these aspects of the Candidacy Examination in different manners, with some programs stressing

comprehensive knowledge of the field and other programs stressing the research and background knowledge associated with the dissertation. While the Graduate School does not impose a standard format, it obliges each Graduate Studies Committee to ensure that an appropriately rigorous examination is given.

Candidacy Examination Committee

The Candidacy Examination Committee is composed of at least four members of the Graduate Faculty, including the student's advisor. This Committee may include members of the Dissertation Committee. A list of EEOB Graduate Faculty is given at the end of the handbook. The responsibility for the written portion of the Candidacy Examination rests with the Candidacy Examination Committee.

Alternative formats for the Candidacy Examination in EEOB

Ph.D. Students in EEOB may choose, in consultation with and by agreement of their Advisor and Candidacy Examination Committee, to take the Candidacy Examination either as a Comprehensive Examination or in the format of a Grant Proposal.

Procedures for the Comprehensive Candidacy Examination - Old

The Written Examination

The aim of the Comprehensive Examination format of the Candidacy Examination is to test a student's knowledge of the field in which the student is specializing and of related fields, the premise being that it is only when a student has attained a certain level of mastery of the subject that the student is fully prepared to carry out independent research and ultimately to participate in the range of professional activities in that area.. The Candidacy Examination Committee will determine the breadth of the written examination. The student shall be informed regarding the areas in which he or she may be examined. Prior to determination of the subject areas to be covered on the examination, the student will provide the Candidacy Examination Committee with a current CV and listing of course work completed by the student.

For each question, the Candidacy Examination Committee will specify whether the student may use outside sources and, if so, to what extent (e.g., class notes, primary literature, experts in the field). Regardless of the extent of use of outside sources, the written answers should reflect the student's original intellectual work. The student must be prepared to fully defend and justify the written answers orally. The Candidacy Examination Committee may also specify time limits associated with answering specific questions.

The Candidacy Examination Committee members will submit their questions to the candidate's advisor one week prior to the start of the exam. The advisor will review the questions in order to minimize redundancy. The answers to all of the examination questions shall not exceed 80 typewritten, double-spaced pages in total, nor more than 20 pages per member of the examining committee. A font no smaller than 12 point may be used.

Upon completion of the examination, all members of the Candidacy Examination Committee, will receive copies of the student's answers. Each member of the Candidacy Examination

Committee will evaluate the answers in writing. The advisor will collate the written comments and provide them to the candidate and all members of the Committee. The student and individual committee members will determine whether individual meetings to discuss the written comments are appropriate.

Evaluation

To be considered acceptable, the written exam must be judged acceptable by all members of the Candidacy Examination Committee. If the written examination is judged acceptable, an Oral Examination is scheduled and held in no less than two weeks and no more than one month. If one or more members of the Candidacy Examination Committee judge the written examination unsatisfactory, the Committee can recommend either that:

1. The student is given the option of canceling the exam with an overall grade of Unsatisfactory. If this option is chosen, the Chair of the Examining Committee returns the exam results form to the Graduate School along with a letter signed by the student waiving the right to take the Oral part of the Candidacy Examination.
2. The Oral Exam is scheduled and the student is evaluated on the basis of both the written and oral portions of the Candidacy Examination.

The Oral Examination

The Candidacy Examination Committee conducts the Oral Portion of the Candidacy Examination.

The Oral Examination should last approximately two hours. The subjects covered in the oral portion of the exam may include, but are not restricted to, the areas covered in the written examination.

Decision

A straw vote on the outcome of the Examination is to be taken immediately after the oral portion, after the student leaves the room, and before any discussion of his or her performance. The Oral and the Written Portions are considered one exam. It is possible that either the Written or Oral portion should be judged Unsatisfactory, but be counterbalanced by a sufficiently good performance on the remaining portion to obtain an overall Satisfactory grade.

Satisfactory

The student is considered to have completed the Examination successfully only when the decision of the Candidacy Examination Committee is unanimously affirmative.

Unsatisfactory

If the student fails the exam, the committee must decide (a) whether the student is or is not permitted to take a second Candidacy Examination.

At the end of the Candidacy Examination, the student will be informed of the results, which will also be recorded on the Graduate School Form. A copy of this form must be delivered to the Graduate Studies Committee Chair and the original returned to the Graduate School.

Procedures for Grant Proposal Format of the Candidacy Examination

The Written Examination

The aim of the Grant Proposal format of the Candidacy Examination is to test the student's ability to identify an important area of research, to formulate meaningful and testable hypotheses, to select strategic and feasible methodology, to explain the context (literature and relevant data) of the questions, and to write a coherent and convincing grant proposal. It is an indication of the student's mastery of concepts and techniques in the student's general field.

The student proposes to the advisor three possible topics to form the subject of a grant proposal for the written portion of the Candidacy Exam. The advisor should serve as a consultant in this process by providing a "sounding board", by asking strategic questions, and by determining whether the topic is too close to the advisor's own research.

The topic of the grant proposal may not be the specific topic of the student's doctoral research. A proposal previously written by the student and evaluated by peer review may not be used for the Candidacy Examination. A topic is not acceptable if it overlaps extensively with existing written research proposals.

The student prepares a one-page description for each topic proposed and submits this to the Candidacy Examination Committee. The Candidacy Examination Committee judges each topic as being either acceptable or unacceptable. Approval is indicated by each member of the committee signing the one-page proposal. If all topics are rejected, the above steps are repeated.

Upon selection of a topic, the student has four weeks to complete the grant proposal. The Candidacy Examination Committee will specify the extent to which the student can use outside sources (e.g., fellow graduate students or other experts in the field) during the writing of the proposal. Regardless of the extent of use of outside sources, the written answers should reflect the student's original intellectual work. The student must be prepared to fully defend and justify the proposal orally.

Format

The grant proposal should be well formulated and presented in sufficient detail to be evaluated for scientific merit. The advisor should NOT review the proposal in any preliminary form.

Sufficient information needs to be included to facilitate an effective review by committee members without requiring them to refer to the literature or any previous application. The proposal should be specific and informative and avoid redundancies.

The proposal is to be written in the format similar to that of a proposal for a NSF Panel. The proposal has three major sections: 1) Project Summary, 2) Project Description, and 3) References Cited. The committee may also choose to have the candidate submit a draft budget,

even though one is not mandated in our rules. NSF's description for each section can be found at www.nsf.gov in the Grant proposal Guide.

For the entire proposal, a font no smaller than 12 point may be used. The "Project Summary" should not exceed one page in length (250 words). The "Project Description" should be double-spaced and should not exceed 30 pages; figures and tables are included within this page limit (and may be embedded in the text). The "References Cited" section has no page limitation.

The student gives copies of the completed proposal to the Candidacy Examination Committee and each member of the committee evaluates the proposal in writing. The advisor collates the written comments and provides these to the candidate and all members of the Candidacy Exam Committee.

Evaluation

To be considered acceptable, the proposal must be judged acceptable by all members of the Candidacy Examination Committee. If the proposal is judged acceptable as is or with minor revision, an Oral Examination is scheduled and held in no less than two weeks or more than one month. If, in the judgment of one or more members of the Candidacy Examination Committee, the proposal is seriously flawed, the Committee can recommend either that:

1. The student is given the option of canceling the exam with an overall grade of Unsatisfactory. If this option is chosen, the Chair of the Examining Committee returns the exam results form to the Graduate School along with a letter signed by the student that they waive their right to take the Oral part of the Candidacy Examination.
2. The Oral Exam is scheduled and the student is evaluated on the basis of both the proposal and oral portion of the Candidacy Examination.

The Oral Examination)

The Candidacy Examination Committee conducts the Oral Portion of the Candidacy Examination.

The Oral Examination begins with the student presenting the core ideas and approach of the proposal to the Candidacy Examination Committee. This presentation should last no longer than 10 minutes, not including questions from the Committee. The entire Oral Examination should last approximately two hours. The Committee questions the student on the content of the proposal and on any subjects directly and indirectly related to it, including techniques, current literature, and basic biological background.

Decision

A straw vote on the outcome of the Examination is to be taken immediately after the oral portion, after the student leaves the room, and before any discussion of his or her performance.

Satisfactory

The student is considered to have completed the Candidacy Examination successfully only when the decision of the Candidacy Examination Committee is unanimously affirmative. The oral portion and proposal are considered one exam. It is possible that either the proposal or oral portion should be judged Unsatisfactory, but counterbalanced by a sufficiently good performance on the remaining portion to obtain an overall Satisfactory grade. Committee approval must be unanimous.

Unsatisfactory

If the student fails the exam, the Committee must decide (a) whether the student is or is not permitted to take a second Candidacy Examination.

At the end of the Candidacy Examination, the student will be informed of the results, which will also be recorded on the Graduate School form. A copy of this form must be delivered to the Graduate Studies Committee Chair and the original returned to the Graduate School.

Appendix II - Guidelines for International Teaching Assistants and their Advisors (compiled by Dr. Allison Snow, EEOB, in November 2006)

Bottom line – Many incoming students need at least two semesters of spoken English classes before they are certified to teach, and many will take the Mock Teaching Test during finals week of their second semester. This means that their eligibility to be a GTA is not determined until the final week of the semester preceding their first teaching assignment.

The rules for becoming eligible to be a GTA are listed in various places like the Grad Student Handbook and the OSU Spoken English Program, <http://www.gradsch.ohio-state.edu/spoken-english-program-update-speak.html> (see excerpts below).

“The Spoken English Program (SEP) was established in 1986 to implement a Council of Deans mandate requiring the screening and training of international teaching assistants (ITAs) whose first language is not English. A subsequent state law, in effect as of September 1986, mandates such screening for prospective international teaching assistants at all state of Ohio institutions.”

For incoming students, it is essential that they take the SPEAK test during the two weeks preceding Autumn semester so they can get into the first class they will need, Ed T&L 5040. The SPEAK test is administered using taped responses to taped questions. If a student gets 230 out of 300 points, they can skip the Mock Teaching Test and be certified to teach. If they have a score of 190, they may take the Mock Teaching Test at the recommendation of their department.

Note from A. Snow: I think the SPEAK test is too conservative. In Autumn 2006, I had a student who received less than 190/300 despite having a master’s degree and two years of TA experience at another US university (SUNY Albany), and despite having very good command of conversational English. Part of the problem may be that a taped test is not as effective as a personal interview would be in her case. During the first week of Ed T&L 5040, all students take a diagnostic test with the staff to determine whether they should be placed in Ed T&L 5050. This test can help a student make faster progress if they did not do well enough on the SPEAK test. (This is not mentioned on the SEP website).

Many students have to take Ed T&L 5050 before they can take the Mock Teaching Test, which must be passed to be a GTA who has contact with students.

See below for further details and check the SEP website for possible changes.

Spoken English Initial Screening TSE or SPEAK

[Practice / Sample SPEAK Test](#)

Speak Tests are administered for entering students during the week preceding the beginning of Spring and Summer Semesters. SPEAK testing for the Autumn Semester takes place two weeks before the semester begins. Although efforts are made to accommodate all students who test by the Friday before classes begin, we cannot guarantee space in Spoken English classes during Autumn Semester for those who test late. SPEAK tests are also administered by appointment during each semester.

In order to make an appointment to take the SPEAK test, call 292-5005 or stop by the Spoken English Program office at 75 Arps Hall.

SPEAK score of

- 230 or higher - Certified to teach
- 190 - 220 - Placed in EDT&L 5050
 - 200 to 220: students meeting certain criteria may take the Mock Teaching Test for possible certification
- 180 or below - Placed in EDT&L 5040
 - 170 to 180: may request interview for possible move up to EDT&L 5050

TSE score (administered by ETS) of

- 60 required for certification

The Spoken English Program offers the following tests to gauge English proficiency:

SPEAK

SPEAK tests are used as entry level markers for placement into one of our courses or certification. In order to make an appointment to take the SPEAK test, call 292-5005 or stop by the Spoken English Program office at 75 Arps Hall.

[Click here for a sample test.](#)

Exit Interview

The 5040 Exit Interview is an oral interview test to determine if 5040 and 5045 students are qualified to "exit" 5040 and enroll in 5050. Because this exit test serves as a final exam for 5040, they are administered near the end of the semester.

The 5040 Exit Interview is a 15 minute "conversation" with two members of the Spoken English Program staff. The topics of conversation usually include general, non-academic questions which give students the chance to talk informally to the staff members for several minutes. Students are then asked to talk about some of the activities in their 5040 class and/or about their field of study.

The interviewers are interested in the pronunciation, fluency, listening comprehension and grammatical accuracy of the students. Success in 5050 requires a solid foundation in these skills.

Mock Teaching Test

The Mock Teaching Test is a performance test requiring students to give a teaching demonstration on an assigned topic from their discipline. The test is observed by a panel who evaluate the prospective teaching assistant's ability to communicate in the classroom setting. The panel includes representatives from the student's academic department as well as Spoken English Program staff. Satisfactory performance on this test certifies the international graduate students to teach.

Course Descriptions

Ed T&L 104 - Spoken English for International Teaching Associates

This course meets for an hour daily. The focus of instruction is on improving spoken English fluency and pronunciation through the practice of segmental sounds, common phonological reductions, and stress and intonation patterns. Listening comprehension is also emphasized, with attention given to understanding American English spoken at a normal rate of delivery.

In addition, students are introduced to public speaking in a classroom setting and are instructed in appropriate control of volume, rate, eye contact and other nonverbal communication, and basic visual aids. Students are given ample opportunities to practice speaking English in class and have a number of community contact assignments which require interviews and conversations with native speakers of English outside the classroom. They are also assigned readings and observations of classes in their academic departments, and contact with OSU undergraduates is provided to help the prospective ITAs to develop an awareness of the differences between the American and their native culture, especially where those differences become realized in the university setting.

Ed T&L 105 Classroom English for International GTAs (5 credits) is designed to improve the communication skills of teaching associates who are non-native speakers of English. The curriculum covers three broad areas:

- * Language -- improving command of functional grammar (with direct application to communication needs in the classroom), aural comprehension skills (especially in relation to classroom interaction), and pronunciation (with emphasis on stress and reduction rules, classroom discourse, and key terms in the students's field of study). Students who have major pronunciation difficulties are referred to the Speaking Skills Workshop for individualized tutoring.
- * Culture -- developing awareness of the culture of the undergraduate American classroom, one's attitude toward that culture, and of how best to deal with it as an instructor. The course provides classroom observations, visits from outside lecturers, and an undergraduate panel question/answer session.
- * Pedagogy -- developing proficiency in the teaching strategies that will improve the ability to communicate effectively in the classroom. Topics to be covered include eye contact, proxemics, other elements of non-verbal communication, visual aids, classroom procedures, organizational techniques, questioning techniques. The course provides extensive peer teaching with videotaping and individual review.

Students whose TSE or SPEAK score is 190 and those who have successfully completed English 104 and passed the exit test will be recommended to enroll in English 105. Students who score 200 to 230 may enroll in English 105 or may, on the recommendation of their departments, ask to schedule a Mock-Teaching Test, the alternate screening for certification. The course is graded S/U. Satisfactory completion of the course does not, however, automatically certify student to begin teaching duties. Students must take the 105 exit test, the Mock-Teaching Test. Students who pass the Mock-Teaching Test will be certified to teach.