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Orientation Schedule for Fall 2016 BMMB Graduate Students

Monday, August 15th
Complete Paperwork with Linda Kunes (mandatory)
8:00am-11:15am and 12:45pm-4:00pm, 107 Althouse Laboratory

BMMB Orientation with Dr. Giebink (mandatory)
3:30pm-5:00 pm, 251 North Frear

Welcome Party with BMMB Graduate Student Association and Peer Mentors
5:00pm, 4th Floor North Frear Lunch Space

Tuesday, August 16th
Complete Paperwork with Linda Kunes (mandatory)
8:00am-11:15am and 12:45pm-4:00pm, 107 Althouse Laboratory

Student Advising and Registration (mandatory)
9:00am-12pm (as scheduled)

Radionuclide Training Session Option 1 (mandatory)
1:30pm-2:30pm, 229 Academic Projects Building

Bowling Night with Graduate Students
7:00pm, Northland Bowl
Carpool leaves campus at 6:45pm from parking lot between Frear and Osmund

Wednesday, August 17th
Complete Paperwork with Linda Kunes (mandatory)
8:00am-11:15am and 12:45pm-4:00pm, 107 Althouse Laboratory

Graduate School Orientation and Reception (mandatory)
1:00pm-6:00pm, Bryce Jordan Center

Thursday, August 18th
Monthly Graduate Student Coffee Hour with Welcome Pizza Party
11:30am-1:30pm, 4th Floor North Frear Lunch Space

Laboratory Safety Training (mandatory)
1:30pm-2:30pm, 100 Life Sciences Building (Berg Auditorium)

Radionuclide Training Session Option 2 (mandatory)
3:00pm-4:00pm, 229 Academic Projects Building

Friday, August 19th
BMB Welcome Picnic
3:00-5:00pm, Millennium Science Complex Lawn

Evening Social Event with BMMB graduate students
6:00pm, Downtown State College

Saturday, August 20th
11am, Annual BMMB Hike up Mount Nittany
Carpool leaves campus at 10:45am from parking lot between Frear and Osmund

Monday, August 22nd
Classes and First Laboratory Rotation Period Begins
BMMB Graduate Student Timeline

Fall 1st Year
- Status: Teaching Assistantship (TA)
  - BMMB 501 – Core Concepts
  - BMMB 507 – Seminar Course (includes formal evaluation of oral English Proficiency)
  - BMMB 509 – Ethics Seminar
  - BMMB 602 – Orientation and TA training
  - BMMB 600 – Laboratory Rotations

January of 1st Year – Essay examination for written English Proficiency

Spring 1st Year
- Status: Teaching Assistantship (TA)
  - BMMB 502 – Critical Analysis of Literature Seminar Course
  - BMMB 602 – Teaching assignment (unless still taking ESL [English as a Second Language] courses)
  - BMMB 600 – Dissertation Research or additional Laboratory Rotations (if needed)
  - 1-2 Elective Lecture Courses
  - ESL courses or remediation if needed after initial English competency assessment in speaking and writing

Summer 1st Year
- Status: Teaching Assistantship (TA)
  - Write Research Summary for Oral Candidacy Examination
  - ESL courses or remediation if needed after initial English competency assessment in speaking and writing

Fall 2nd Year
- Status: Teaching Assistantship (TA)
  - 1 to 2 Elective Lecture Courses
  - BMMB 602 – Teaching assignment
  - BMMB 600 – Dissertation Research
  - Oral Candidacy Examination (individually scheduled) – will include evaluation of oral English Proficiency if deemed unsatisfactory in BMMB 507 (2nd and last chance for meeting oral English Proficiency requirement)

January 2nd Year – Students who have not yet satisfied the written English Proficiency requirement will also write another essay (last chance)

Spring 2nd Year
- Status: Research Assistantship (RA)
  - Lecture courses, as necessary (to finish credit requirements) or if desired
  - Teaching assignment if still on a teaching assistantship or if have not yet taught twice
  - Comprehensive Examination may be taken starting this semester
  - Dissertation Committee must be formed by February 15th
  - Dissertation Research

Fall 3rd Year
- Status: Research Assistantship (RA)
  - Lecture Courses, as necessary or if desired
  - Teaching assignment if still on a teaching assistantship or if have not yet taught twice
  - Comprehensive Examination must be taken by the end of this semester
  - Dissertation Research

Each semester thereafter
- Status: Research Assistantship (RA)
  - Dissertation Research
  - Teaching assignment if still on a teaching assistantship
Graduate Program Administration

Co-Director of Graduate Studies  Dr. Paul Babitzke  pxb28@psu.edu
Co-Director of Graduate Studies  Dr. David Gilmour  dsg11@psu.edu
Graduate Program Liaison Officer Dr. Lorraine Santy  lcs13@psu.edu
Graduate Student Administrator  Dr. Heather Giebink  hug14@psu.edu
Graduate Program Coordinator  Ms. Linda Kunes  ljk4@psu.edu

Graduate Program Policy Statement (effective August 2016)
Biochemistry, Microbiology and Molecular Biology (BMMB)

The following constitutes the policies, procedures, and requirements for the student’s course of study in BMMB. The successful completion, defense, and publication of an original research project are the most important components of the Ph.D. program. Additionally, BMMB and the Graduate School require that students meet certain residency requirements, maintain satisfactory scholastic performance, demonstrate mastery of the English language, and successfully pass candidacy, comprehensive, and final oral examinations. The following information is provided to help you navigate BMMB requirements; however, you should consult the Graduate Degree Programs Bulletin for further details (http://bulletins.psu.edu/bulletins/whitebook/). Additional BMMB policies can also be found on the Eberly College of Science Intranet: https://elements.science.psu.edu/departments/bmb/graduate-program

Doctoral Degree Requirements and Procedures

1. Laboratory Rotations and selection of Dissertation Advisor

   The Co-directors of Graduate Studies (Paul Babitzke and David Gilmour) are in charge of advising students about academic and related matters until they have chosen a dissertation research advisor. The dissertation research advisor must be a member of the BMMB graduate faculty. To help students learn about faculty research, each student undergoes laboratory rotations doing experimental projects in at least three faculty laboratories before deciding on their research area. Students generally select their dissertation research advisor at the end of their first semester. The selection process requires that there be a mutual acceptance by both the student and the faculty member. Students should only consider laboratories that have open positions for new graduate students. Openings in laboratories vary depending on available funding and space in a particular laboratory.

   Placement for the first rotation will occur following the initial advising session during the week before classes begin. Although the first rotation is assigned by the Co-directors of Graduate Studies, every effort will be made to allow students to rotate in their preferred laboratories. To facilitate placement for the first rotation period, incoming students are encouraged to communicate with faculty members who are accepting new students prior to their arrival in August. If a rotation agreement is reached prior to the advising session, that agreement will specify the first rotation assignment.

   Placement for the second and third rotations will be determined as follows. Students should schedule an appointment to speak with each faculty member that they may want to rotate with. These meetings should be completed within the first four weeks of the first rotation period. Faculty will sign a form specifying that they agree to have the student rotate in the second or third rotation period (form provided to each student by the Graduate Student Administrator). These forms should be turned into the Graduate Student Administrator at least one week before the second rotation begins.

   Final lab placement following rotations is a mutual decision made between a student and a faculty member. At the end of the 3rd rotation period, a student should meet with a prospective faculty mentor and
if both parties agree, both the student and the faculty will sign the same form indicating that they have agreed on a permanent lab assignment. The signed document is returned to the Graduate Student Administrator. Permanent lab assignments are subject to approval of the BMB Department Head. Students that are unable to obtain a dissertation research advisor at the end of the 3rd rotation period are directed to meet with additional prospective faculty mentors to arrange for rotations during spring semester. If the student is unable to obtain a dissertation research advisor by the end of the spring semester, the student will no longer be enrolled in the BMMB graduate program.

*Note: While formal lab assignments are not made until the end of the 3rd rotation period, students and faculty are encouraged to meet at the end of each rotation to discuss impressions of the rotation and interest in joining the laboratory. BMMB students are reminded that there may be graduate students from other programs also competing for the same laboratory slots.*

### 2016-2017 Rotation Schedules

Rotation Period 1: August 22-September 23  
Rotation Period 2: September 26-October 28  
Rotation Period 3: October 31-December 9 (includes Thanksgiving break)  
Rotation Period 4: January 2-February 3  
Rotation Period 5: February 6-March 17 (includes Spring break)  
Rotation Period 6: March 20-April 21  

### BMMB Faculty Accepting Rotation Students

Dr. Paul Babitzke  
Dr. Lu Bai  
Dr. Phil Bevilacqua*  
Drs. Bollinger/Krebs  
Dr. Craig Cameron  
Dr. David Gilmour  
Dr. Ying Gu  
Dr. Wendy Hanna-Rose  
Dr. Andrey Krasilnikov  
Dr. Manuel Linás  
Dr. Bernhard Lüscher*  
Dr. Shaun Mahony*  
Dr. Tim Meredith  
Dr. Tracy Nixon  
Dr. Kathleen Postle  
Dr. Frank Pugh  
Dr. Joseph Reese  
Dr. Melissa Rolls  
Dr. Lorraine Santy  
Dr. Scott Showalter  
Dr. Moriah Szpara*  
Dr. Song Tan  
Dr. Xin Zhang  

*These faculty members will only be taking students for the 2nd and 3rd rotation period*

Several of the faculty who are accepting new students will give 15-minute research presentations. Your attendance at these presentations is required. Some of the faculty listed above will not be giving talks, however they are interested in taking new graduate students and are therefore available for individual appointments to discuss their research.

### II. Coursework and Curriculum

Graduate work in BMMB combines the rigor of advanced study with the flexibility for students to design their own optimum curriculum in consultation with their advisor and dissertation committee. Formal coursework required of BMMB graduate students includes:

- BMMB 501 (5 credits) - Core Concepts in Biomolecular Science  
- BMBB 502 (1 credit) - Critical Analysis of Scientific Literature  
- BMBB 507 (2 credits) – Seminar in Biochemistry, Microbiology, and Molecular Biology  
- BMBB 509 (1 credit) - Ethics in Biomedical Science  

The BMMB graduate program requires 19 credits of graduate coursework, therefore an additional 10 credits of non-seminar, non-journal club elective courses at the 400, 500 or 800 level must be taken (6 of
these credits must be at the 500 or 800 level). These electives are generally chosen from among BMMB, BMB, and Microbiology courses, but students may use courses from other programs with the consent of the dissertation advisor. Final approval for coursework is the responsibility of the Ph.D. committee at the time of the comprehensive exam.

III. Candidacy

Admission to Ph.D. candidacy is decided on the basis of the student’s performance in coursework, research and teaching. In addition, the BMMB Graduate Program administers an oral Candidacy Examination to verify that the student has the intellectual ability, the motivation, and the necessary understanding of both the scientific method and relevant technical considerations to allow the student to successfully complete the Ph.D. program. This two-hour oral examination will be based both on a recent paper from the research literature and a two-page summary of the student’s own research project. All examinations will take place prior to November 15th during the fall semester of the second year. A candidacy panel consisting of one faculty member from the Candidacy Committee (who will chair the panel) and two additional members of the BMMB graduate faculty will be appointed by the Candidacy Committee at the beginning of the fall semester of the second year. Advisors and co-advisors are excluded from serving on the panels for their own students.

The research paper from the published literature used for the examination will be selected by each student’s candidacy panel chairperson in consultation with the student’s research advisor(s). The paper should be relevant to the student’s general area of research but not directly related to the student’s actual research project. The advisor is not to reveal which papers have been discussed to the student. The student should be provided with a copy of the paper to be used three weeks before the scheduled date of their examination, and they will provide all members of their panel with a one-page critical summary of their assigned paper no later than one week before the scheduled date of their oral examination.

During the summer following their first year, all BMMB students will prepare a two-page written summary with a maximum of one additional page of optional figures of their research which must be submitted to the Graduate Program Coordinator no later than the first day of August that falls on a weekday. The two-page summary should include a clear, concise and original description of the hypothesis and questions to be addressed for their dissertation research. The statement should present a rationale for the hypothesis and set the work in the context of the field in general to demonstrate its significance. It should also include a succinct description of the experimental approaches that the student believes are most appropriate for investigating the hypothesis. Finally, the statement should demonstrate the student’s understanding of research design and methodology.

The Candidacy Committee is also responsible for preparing, administering, and grading an English Writing Proficiency Examination to assess the student’s writing ability as required by the Graduate School. Students take this English Writing Proficiency Examination during January of their first year. A science-related ethics issue will be presented and the students will be given two hours to write an essay dealing with that issue. Although a student may be admitted to Ph.D. Candidacy without having met the written English proficiency requirement, remedial activities and re-assessment will be required prior to the scheduling of a Comprehensive Examination if the student’s writing proficiency on this examination is judged to be inadequate.

A separate Ph.D. Candidacy Policy statement describes in detail the procedures for administering the Candidacy Examination as well as the procedures for determining if individual students are to be granted Ph.D. candidacy. A separate English Proficiency Requirement statement also describes the relevant procedures for meeting that requirement in detail.
IV. Teaching
All students are required to participate at least twice as teaching assistants in undergraduate laboratories as an integral part of their Ph.D. training. The general requirement is for a graduate student, under the direction of a faculty member or a full-time instructor, to assist in teaching at least one formal undergraduate laboratory course during each of the first two academic years. Most often, first year students will teach during the Spring semester while second year students will teach during the Fall semester.

Additionally, students are to register for 1 credit hour of BMMB 602 (Supervised Experience in College Teaching) each of the first two times that teaching duties are assigned. Students will receive a letter grade based on their teaching performance. Successful completion (a grade of B or higher) of 2 semesters of BMMB 602 satisfies one component of the Graduate School Teaching certificate (http://www.gradschool.psu.edu/index.cfm/current-students/tacert/), which students have the option of pursuing.

V. Ph.D. Dissertation Committee
Student research and further coursework beyond the specific degree requirements are individually planned by the student and their dissertation advisor with consultation from the student's Ph.D. dissertation committee. The dissertation committee is established according to the rules of the Graduate School, and this must be done by February 15th of the year in which candidacy is approved to complete the Ph.D. candidacy process. The committee consists of five active members of the graduate faculty, which includes at least two faculty members in the BMMB graduate program in addition to the dissertation advisor. The dissertation advisor must be a member of the doctoral committee. The dissertation advisor usually serves as chair, but this is not required.

At least one member of the doctoral committee must represent a field outside the candidate's major field of study to provide a broader range of disciplinary perspectives and expertise. This committee member is referred to as the "Outside Field Member." Additionally, to avoid potential conflicts of interest, the primary appointment of at least one member of the doctoral committee must be in an administrative unit that is outside the unit of the dissertation advisor's primary appointment (i.e. the advisor's administrative home; in the case of tenure-line faculty, this is the individual's tenure home). This committee member is referred to as the "Outside Unit Member." In some cases, an individual may have a primary appointment outside the administrative home of the student's dissertation advisor and also represent a field outside of the student's major field of study; in such cases, the same individual may serve as both the Outside Field Member and the Outside Unit Member.

A person who is not a member of the Graduate Faculty (and may not be affiliated with Penn State), but who is otherwise qualified and has particular expertise in the student's research area, may be added as a "Special Member" upon recommendation by the Co-Directors of the Graduate Program and approval of the Graduate School Dean (via the office of Graduate Enrollment Services). A Special member is expected to participate fully in the functions of the doctoral committee. The Special Member cannot be designated as the Outside Field or Outside Unit Member.

This committee is an important resource for the student and should be utilized as an additional source of advice concerning academic matters and dissertation research. In addition, the Ph.D. dissertation committee administers both the Comprehensive and Final Oral Examination (see sections VI and VIII below).

VI. Comprehensive Examination
All students are required to demonstrate high-level competency in the use of the English language (reading, writing and speaking) and must meet the English Competency Requirement of the Graduate
School prior to taking the Comprehensive Examination. The procedures for assessing English competency are described in a separate policy statement.

The oral Comprehensive Examination is given by the student’s Ph.D. dissertation committee. As part of this examination, the student must write a research proposal in their area of research. The research proposal will serve as a focus for the examination, but the examination is comprehensive in nature and may deal with a wide variety of topics relevant to the student’s chosen academic discipline(s).

The written proposal is limited to ten double-spaced pages, including text, figures and tables. References are not included in the page limit. The proposal must be presented to the dissertation committee members at least one week prior to the examination. The proposal must contain:

1. Title of proposed research project
2. Introduction including a survey of the current literature relevant to the problem
3. Specific objectives of the research
4. Research plan including experimental methods and procedures as well as possible outcomes and their interpretation(s); preliminary data may be included, if available, but it is not required
5. Potential importance of the project

The Ph.D. dissertation committee members will vote pass-fail at the end of the examination by secret ballot.

VII. Student Research Seminars and BMB Departmental Seminars
In addition to coursework and research, students are strongly encouraged to attend BMB departmental seminars (Mondays at 4 pm in 108 Wartik Laboratory). Other departments in the Eberly College of Science and the Huck Institutes of the Life Sciences also sponsor seminars, which may be relevant to a student’s area of interest.
(http://science.psu.edu/science-seminars and http://www.huck.psu.edu/content/events/upcoming)

During the third and fourth years, students are required to present their own research seminar to the department. The Graduate Student Administrator will be responsible for scheduling the sessions for the research seminar program. Students will be expected to present a seminar of approximately 45 minutes followed by questions and discussion. The seminar should include background, rationale, relevance, and data. In addition, the student may present future research plans as the final segment of the presentation. The dissertation advisor will introduce and mediate questions following the seminar. These two presentations will be done in addition to the dissertation seminar.

Attendance at all student research seminars is mandatory for all third and fourth year students. Sessions that a student must miss for a legitimate reason (i.e. out of town for a scientific meeting) should be cleared with the Graduate Student Administrator in advance. Presenters are encouraged to invite their Dissertation Committee to their research seminar as this seminar may be used as the opening section of yearly committee meetings. If this option is selected, students must reserve additional time sometime after the seminar for the committee to formally meet.

All graduate students, post-docs and faculty are strongly encouraged to regularly attend Departmental Seminars.

VIII. Dissertation, Publication of Research and Final Oral Exam
In addition to a formal Ph.D. dissertation that meets the format, style and semester deadline requirements of the Graduate School, each student is required to demonstrate before graduation the ability to collect, organize and present the results of their research in writing in a professional manner. This is
accomplished by preparing a manuscript based on the Ph.D. dissertation research. The manuscript must be primarily written by the student, approved by the dissertation advisor, and submitted for publication in a refereed journal before the committee can approve the thesis.

Prior to the final oral defense, the student must also give a public Ph.D. dissertation seminar to the department. This seminar may be given at any time within a two-week period prior to the scheduled defense, but may also be done as an integral part of the actual dissertation defense if the seminar and the defense can be so coordinated. The final Ph.D. dissertation defense is presented to the student’s dissertation committee.

IX. Master’s Degree Requirements and Procedures

Students must meet the M.S. degree requirements specified by the Graduate School in the Graduate Bulletin (http://bulletins.psu.edu/graduate/degreerequirements/masters). In addition, all M.S. students are required to take the Ph.D. candidacy examination during their second year. A research thesis must be submitted and defended before a committee of the faculty that will consist of at least three BMMB Graduate Program faculty members. The Graduate School has an eight year time limit on master’s degrees, with the clock beginning on admission to the degree program.

X. Guidelines for Advisor/Student Interactions

Effective advising, open communication, and ethical professional conduct are essential for a high quality graduate education and research environment. Effective research advising must be based on a commitment to provide every student access to supportive guidance on a range of professional, ethical and collegial issues. A productive research mentorship requires that students are treated respectfully and fairly, and that the research advisor serves as a role model—upholding the highest ethical and professional standards. These guidelines embody many of the best practices used by the majority of our faculty here and elsewhere. They are intended to provide a heightened awareness of the need to consciously establish an effective and productive advisor-student relationship that starts with trust, courtesy, two-way communications, and shared expectations. (The italicized texts are additions by the BMMB graduate affairs committee to the College of Sciences guidelines that are intended to better serve the BMMB graduate program.)

Faculty Research Advisors should:

- promote an environment that is intellectually stimulating, and free of harassment;
- be supportive, equitable, accessible, encouraging, and respectful;
- recognize and respect the cultural backgrounds of students;
- be sensitive to the power imbalance in the student–advisor relationship;
- avoid assigning duties or activities that are outside students’ academic/professional responsibilities;
- respect students’ needs to allocate their time among competing demands, while maintaining timely progress towards their degree;
- advise graduate students on the selection of appropriate course work, an appropriate thesis topic and assist them in selecting a thesis committee;
- set clear expectations and goals for students regarding their academic performance and research progress;
- discuss policies and expectations for work hours, vacation time and health contingencies;
- meet regularly (e.g. multiple times a semester) with students to provide feedback on research activities and progress;
• provide students with training and oversight in all relevant aspects of research, including the design of research projects, the development of necessary skills, and the use of rigorous research techniques;
• avoid pressuring students to interpret their results to unfairly support particular hypotheses;
• devise effective ways of providing students with guidance and supervision during prolonged absences;
• provide and discuss clear criteria for authorship at the beginning of all collaborative projects, and discuss how these contributions and author order may change over the duration of a project;
• encourage participation in professional meetings and try to secure funding for such activities;
• provide career advice, offer help with interview and application preparation, and write letters of recommendation in a timely manner;
• ensure students receive training in the skills needed for a successful career in their discipline, including oral and written communication and grant preparation as appropriate;
• acknowledge that some students will pursue careers outside of academia and/or outside their research discipline, and assist them in achieving their chosen career goals;
• schedule meetings to discuss topics other than research, such as professional development, career objectives and opportunities, climate, laboratory personnel relations, etc;
• be a role model by acting in an ethical, professional, and courteous manner toward other students, staff, and faculty;
• establish a culture of ethical scientific behavior in the lab, including but not limited to ethical behavior in experimental design, animal and human subjects concerns, and presentation/publication of data;
• strive to maintain continuous funding to support graduate students during their studies.

Graduate Students should:

• recognize that they bear the primary responsibility for the successful completion of their degree;
• exercise the highest ethical standards in all aspects of their research (including but not limited to collection, storage, analysis, and communication of research data);
• complete all tasks assigned by the department, including teaching, grading and other assistantship responsibilities;
• know the policies governing graduate studies in the department and the graduate school and take responsibility for meeting departmental and graduate school deadlines;
• be proactive about communicating with their advisor and thesis committee, understanding that communication is a two-way endeavor;
• be considerate of other time constraints imposed on faculty and staff, including competing demands;
• take an active role in identifying and pursuing professional development opportunities and clearly communicate with their advisor(s) regarding their career preferences;
• be proactive about improving their research skills, including written and oral presentation skills;
• inform faculty advisors of potential and/or existing conflicts and work toward their resolution;
• seek mentoring and support resources beyond their faculty advisor(s), including other faculty members, peers, and organizations;
• obtain outside help from ombudsmen, graduate chairs, or other faculty if conflicts arise with their advisor;
• be aware that if they feel compelled to change advisors or research direction, they have options and should consult with their advisor, other mentors, or department officers;
• always act in an ethical, professional, and courteous manner toward other students, staff, and faculty.
- seek out and strive to attain competitive recognition of their scientific achievements, e.g. via external fellowships and publication of their studies.

Departments and Programs will:

- provide students with up-to-date information that includes policies, practices, degree requirements, and resources;
- assist students with selection of their advisor as needed, and provide students with contacts and resources for potential conflict resolution (e.g. ombudsperson, director of graduate studies, department head);
- provide pedagogical training and regular assessment of their teaching and other assistantship activities;
- monitor graduate student progress towards their degrees and professional development, including mentoring meetings, committee meetings, exam completions and other benchmarks appropriate to their discipline;
- provide and monitor training in the ethical conduct of research;
- provide appropriate infrastructure to allow students to complete their education and research in a timely and productive manner;
- provide opportunities for professional development that will be relevant to students seeking careers outside academia and/or their research discipline;
- establish and communicate policies for emergencies and unplanned situations that may disrupt the work of students and/or faculty;
- incorporate these guidelines and recommendations in their departmental policies or handbooks and actively promote their observance;
- work with faculty, students, and departments to maintain continuous financial support for students during their graduate studies, whether through assistantships, scholarships, grant funds, or other mechanisms.

XI. Advising Resources and Conflict Resolution

During a student’s tenure, the need may arise to seek advisement or assistance. The following is a brief list of resources available to students and faculty. The Graduate School and Penn State provide additional resources.

The Dissertation Advisor: The student should consult with their dissertation advisor regularly during their time as a graduate student. The advisor should be the first point of contact for advising and addressing concerns.

The Dissertation Committee: The student should meet with members of their dissertation committee both during regular committee meetings as well as one-on-one meetings, if needed. The dissertation committee is an additional source of advice concerning academic, dissertation research, and career planning.

The Graduate Program Administration is available for a variety of needs, including:
- The Graduate Program Liaison Officer is available to confidentially discuss problems, assist in mediation, academic and career advising, and general student concerns.
- The Graduate Student Administrator is available for general advising, especially prior to the selection of a dissertation advisor, and is a source of information regarding policies within the BMMB graduate program.
- The Co-Directors of Graduate Studies can provide an alternate resource for the student if questions remain after talking with the Liaison Officer or Administrator, or if the student feels more comfortable with either of the Co-Directors.
Ombudsmen: Additionally, BMB maintains two ombudsmen to assist all department members. The function of the ombudsmen is to provide a safe and informal environment for individuals to discuss problems and issues outside of formal channels. Any issue may be brought to the attention of the ombudsmen. The ombudsmen can help develop strategies, clarify interests and goals, and identify other resources at the university that may be available to assist in certain situations. It is also important to note that speaking to the ombudsman does not constitute notice to the university. The ombudsmen do not have the power to change rules or polices and will not disclose any information provided in confidence (the only exception to this rule being a potential risk to safety or if a crime was committed). The BMB Ombuds representatives are Dr. Dick Frisque (rjf6@psu.edu) and Dr. Andrea Mastro (a36@psu.edu).

Counseling and Psychological Services (CAPS) can help students resolve personal concerns that may interfere with their academic progress, social development, and satisfaction at Penn State. Some of the more common concerns include difficulty with friends, roommates, or family members; depression and anxiety; sexual identity; lack of motivation or difficulty relaxing, concentrating, or studying; eating disorders; sexual assault and sexual abuse recovery; and uncertainties about personal values and beliefs. http://studentaffairs.psu.edu/counseling/

XII. Career and Professional Development
BMMB strives to provide our graduate students with the resources necessary to be successful in obtaining and securing a satisfying and rewarding career. Throughout the year, students have opportunities to hear and meet speakers who have used their scientific backgrounds in different ways. Taking advantage of these events is a great way to explore career options. Events are emailed weekly and a current list of events and resources related to career and professional development is maintained here: https://www.huck.psu.edu/content/graduate-programs/career_professional_development

BMMB students are highly encouraged to use an individual development plan (IDP) to help identify career development goals. Science has put together an online IDP tool call myIDP (http://myidp.sciencecareers.org/). In addition to assisting you with your career goals, many funding agencies require the submission of an IDP with fellowship applications.

XIII. Obtaining Signatures on Paperwork
During your tenure at Penn State, there will be several official documents that will require signatures from various faculty members in the BMMB graduate program, as well as the Co-Directors of Graduate Studies and/or the BMB Department Head. It is very important to plan ahead when you need a signature as faculty are not always available for last minute signatures.

To obtain a signature from the Co-Directors of Graduate Studies (currently Dr. Paul Babitzke and Dr. David Gilmour), you may stop by their office or leave your paperwork with Ms. Linda Kunes in 107 Althouse.

To obtain a signature from the BMB Department Head (currently Dr. Scott Selleck), all paperwork should be submitted to his administrative assistant, Ms. Traci Shimmel (tks1@psu.edu), in 206C Life Sciences building.

XIV. Academic Integrity
Maintenance of academic integrity at all times is an essential part of graduate work and the pursuit of science as a career. Cheating on examinations, falsifying (altering) or fabricating (making up) research data, or plagiarizing someone else's work (passing off someone else's ideas as one's own) in any setting may serve as grounds for dismissal from the graduate program. Infractions will be dealt with according to University Policy (http://www.psu.edu/dept/ufs/policies/47-00.html#49-20).
XV. Exceptions
Under extenuating circumstances, the Graduate Affairs Committee will review requests made jointly by both student and advisor, and make a recommendation to the Department Head concerning possible deviations from these Graduate Program rules and regulations.
BMMB Ph.D. Candidacy Policy (revised July 2016)

Timing of the Ph.D. candidacy examination:
All students are expected to take the candidacy examination during the fall semester of their second year, regardless of which degree (M.S. or Ph.D.) they are seeking. The candidacy examination is primarily a diagnostic tool for M.S.-only students, and the outcome of this examination will not be used as a basis for preventing any student from completing an M.S. degree program. M.S.-only students passing the examination at the level required for Ph.D. candidacy will be eligible, if they so desire, for immediate conferral of Ph.D. candidacy upon completion of the M.S. degree.

Course requirements for Ph.D. candidacy:
As of March 2016, students no longer are required to have all of the required coursework for the degree (as outlined in the program policy statement) completed at the time of candidacy. Coursework will still be monitored by the Graduate Student Administrator and completed coursework will be discussed at the Candidacy meeting in January/February.

Note: All required coursework must be successfully completed by the end of spring semester of the second year and before a student can take their Ph.D. comprehensive examination. Successfully completed means "C" or better in all lecture and seminar courses with an average of 3.0 or better for all non-research, non-teaching 400- or higher-level courses.

The candidacy examination:
Purpose: The purpose of the candidacy examination is to determine whether the student has the intellectual ability, the motivation, and the necessary understanding of both the scientific method and relevant technical considerations to allow them to successfully complete the Ph.D. program.

Administration:
1. Each year, the BMB Department Head will appoint a candidacy committee that will be responsible for:
   a. Overseeing the administration of oral candidacy examinations to all BMMB graduate students during the Fall semester of their second year as described below. The committee will report a PASS or FAIL grade for each of the oral candidacy examinations to the BMMB graduate faculty at the annual meeting held to make candidacy decisions (see below).
   
   b. Preparing, administering, and grading an English Writing Proficiency Examination as specified by the departmental policy on English proficiency for Ph.D. candidates. All BMMB students will be required to take this examination early in the spring semester of their first year. The results of the English Writing Proficiency Examination should be reported to the Graduate Student Coordinator as PASS or FAIL for each student taking the examination.

2. During the summer following their first year, all BMMB students will prepare a two-page summary and one page of figures (if desired) of their research which must be turned in to the Graduate Program Coordinator no later than the first day of August that falls on a weekday. The 2 page research summary (citations can be placed on a third page) should include a clear, concise and original description of the hypothesis and questions to be addressed for their dissertation research. The summary should present a rationale for the hypothesis and set the work in the context of the field to demonstrate its significance. The summary should also include a succinct description of the experimental approaches that the student believes are most appropriate for investigating the hypothesis. Finally, the summary should demonstrate the student’s understanding of research design and methodology.
3. At the beginning of the fall semester, the candidacy committee will meet to assign a candidacy panel chairperson for each of the second-year students from within the membership of the candidacy committee.

4. Upon reviewing the research summary for each assigned student, the Candidacy Committee Chairperson will assign two additional members of the BMMB graduate faculty to serve on each panel. Advisors and co-advisors are excluded from serving on panels for their own students. The assignments should be done so as to spread the workload evenly among the graduate faculty while assuring that each panel has both depth and breadth representatives. Once the assignments are made, each panel member will receive a copy of the student’s research summary, and a copy will be placed in the student’s folder.

5. The candidacy panel chairperson will then consult with the advisor(s) of each assigned student to select a paper from the recent research literature that could be used as a vehicle for the initial part of the student’s oral candidacy examination. That paper should be in an area related to the student’s research, but it should not be on a topic directly involved with that research. The advisor is not to reveal which papers have been discussed to the student.

6. The student is responsible for contacting each member of their assigned candidacy panel to schedule a date, time and location for a two-hour oral examination. The examination must be completed before November 15. The students will be provided with a copy of the selected research paper three weeks before the scheduled date of their examination, and they will provide all members of their panel with a referenced one-page critical summary of the paper no later than one week before the scheduled date of their oral examination. While the student may seek assistance in identifying appropriate background materials and/or assistance with techniques and methods, they may NOT obtain any assistance in evaluating the actual paper to be used during the examination or present it in a journal club or lab meeting setting before the oral examination.

7. The student should prepare a twenty minute presentation of the assigned research paper for their oral examination in which they provide a critical analysis of the paper involving the hypothesis(es), an experimental overview, an analysis of data and its interpretation, and a discussion of possible follow-up experimentation and approaches. After examining the student for a critical understanding of the science in the paper, the panel will then also question the student on the student’s research. This second component will be strictly oral without the student being allowed to use any prepared audio-visual materials.

8. The student’s performance will be evaluated by the following criteria:
   a. Has the student clearly described the hypothesis(es) from the paper?
   b. Has the student demonstrated a reasonable understanding of the experimental approach utilized in the paper?
   c. Has the student demonstrated a reasonable critical understanding of how the experimental data in the paper has been interpreted and how it might be extended in follow-up studies?
   d. Has the student demonstrated an ability to engage in meaningful give-and-take dialogue regarding alternative approaches, interpretations, and rationales?
   e. Does the student’s oral performance indicate a reasonable working knowledge of and familiarity with the relevant scientific literature?
   f. Has the student demonstrated a reasonable starting-level knowledge of important concepts and techniques as they might apply to his or her own area of research?
   g. Does the student’s one-page critical summary of the assigned paper indicate an ability to provide a reasonable critique of a research article?
h. Does the discussion of the student’s own research indicate that the student has a good understanding of the scientific significance of their project and a clear idea of where that research might be leading them?

i. Has the student demonstrated a good faith effort in all aspects of conscientiously preparing for the oral examination?

9. Since students will have just started their doctoral research and will be in the early stages of developing their projects, panel members should not expect students to be able to display the same level of mastery that would be expected at a comprehensive exam. In judging the student’s overall performance on the candidacy exam, approximately twice as much weight should be placed on their critical analysis of the article than on the research summary.

10. At the end of each examination, the panel members may discuss the student’s performance, but they should not discuss their intentions with regard to voting. The panel members will then individually grade the performance by secret written ballot, indicating Good, Fair or Poor. An average of fair will constitute a passing performance, with the understanding that a Good and a Poor vote is equivalent to two Fair votes. Two Fair and a Poor vote will be considered a failing performance. This vote will be reported to the chairperson of the parent candidacy committee. The candidacy panel chairperson will also provide the student (and the other panel members) with a written synopsis of the student’s performance on the exam regardless of outcome. A copy of the synopsis will also be placed in the student’s folder.

11. Students who fail their examination the first time must re-take and pass the examination by January 15 of their second year if they are to be considered for candidacy. Students who have not passed the candidacy exam on their first or second attempt by January 15 of their second year will be designated as terminal M.S. students. Students failing their first exam may elect to have the second exam administered by the same faculty panel, or they may choose to have an entirely new panel appointed by the candidacy committee.

The candidacy decision process:

1. The BMMB candidacy committee, the Director of Graduate Studies, and the Graduate Student Administrator will meet in late January to decide on candidacy for those students who have passed their examination. Prior to the meeting, input will be solicited from all faculty who wish to comment on a student under consideration for candidacy. This input should be provided in writing to the Graduate Student Administrator. The decision to advance will be based on completed coursework, teaching, research, and passing the oral candidacy examination. Research mentors will be required to submit a written evaluation of the student's research to the Graduate Student Administrator at least two days prior to the meeting. It is the prerogative of the committee to deny candidacy to students who have passed the candidacy examination if they feel that other considerations warrant that denial. The committee may also require that a student successfully complete a Masters before being awarded Ph.D. candidacy.

NOTE: The meeting will be announced to the BMMB faculty and all BMMB faculty are welcome to attend this meeting. Advisors may inform their own advisees whether they have passed or failed after this meeting but should not discuss the fate or relative standing of other students who were under consideration.

2. The Director of Graduate Studies will notify the students of their status by letter within seven days of the program graduate faculty meeting. The possible outcomes are listed below.

Group 1 - possibilities for students who passed the candidacy examination:
A. Candidacy awarded, effective immediately. (GPA must be 3.0 or higher AND have successfully completed teaching requirements.)
B. Candidacy to be awarded upon successful completion of teaching requirements (GPA must be 3.0 or higher).
C. Candidacy to be awarded if so recommended by the thesis committee upon successful completion of a Masters.
D. Candidacy decision deferred if GPA is less than 3.0 AND coursework is not complete at the time of the candidacy meeting.
E. Candidacy NOT awarded because of poor performance in one or more areas other than the actual candidacy examination.

Group 2 - outcome for students who failed the candidacy examination:
F. Candidacy NOT awarded on the basis of having failed the candidacy examination twice.

3. The Director of Graduate Studies will notify the Graduate School that Ph.D. candidacy has been awarded at such time as all requirements for candidacy (including the official formulation of a Ph.D. dissertation committee) have been met for each individual student.

Additional matters:
I. Voting - a simple majority vote of the BMMB Candidacy Committee is required for all decisions.
**Candidacy Research Summary – Some Guidelines**

During the summer following their first year, all BMMB students will prepare a two-page summary of their research which must be turned in to Linda Kunes in 107 Althouse August 1st, 2017. You need to provide both a hardcopy and an electronic copy of your summary.

The two-page summary should include a clear, concise and original description of the hypothesis and questions to be addressed for their dissertation research. The statement should present a rationale for the hypothesis and set the work in the context of the field in general to demonstrate its significance. It should also include a succinct description of the experimental approaches that the student believes are most appropriate for investigating the hypothesis. Finally, the statement should demonstrate the student’s understanding of research design and methodology.

Your summary can be up to two single-spaced pages of text. Please use 12 point font and one inch margins. The use of complete sentences and well-structured paragraphs is essential.

You can put your references on additional pages (as many as you need), but make sure you use complete citations (all authors, year of publication, complete article title, journal name, volume, and both beginning and ending page numbers). Citing Wikipedia or other on-line URLs is strongly discouraged. **Do NOT just list papers you have read** -- you need to put names or numbers at appropriate locations in the text to show what the references are being cited for, and there should not be any references in your list that are not specifically cited at least once in the text portion of your research summary.

You can also append ONE page containing figures. All figure legends must be included in your two pages of text, and not on the separate page with the figures. You can put as many figures on that one page as you like, but images and text must be legible. The use of your own summary overview figures that enhance your ability to communicate what you are doing to the faculty panel during your oral exam may be preferable to using numerous figures involving detailed specifics from your references. Each figure from a published paper must be accompanied by an appropriate citation.

You may request that your faculty research advisor or other member of your lab group read one draft (or two drafts at most) to provide you with general comments and advice, but the research summary should be largely your own work and should not involve any detailed editorial assistance from anyone else.

**Formatting Summary**

2 pages of text
1 page of figures
References
BMMB Ph.D. Student English Competency Policy Statement

Summary
I. Speaking
A. Assessment of English Competency
   1. Formal evaluation done as part of BMMB 507 Seminar course during first fall semester.

B. Improving English Competency of Students with Deficiencies
   1. Students not receiving approval in the BMMB 507 Seminar will be required to take ESL 114G in the spring and achieve a B-.

C. Attainment of English Competency
   1. The second formal evaluation, when necessary, will be based on the student’s oral candidacy examination presentation during the fall semester of the student’s second year.

II. Writing
A. Assessment of English Competency
   1. Supervised essay written at the beginning of the spring semester of the first year. For the 2016-2017 academic year, the written exam will take place the week before classes begin (January 2nd-January 6th, 2017).

B. Improving English Competency of Students with Deficiencies
   1. Domestic and International students will write two documents under the supervision of their research advisor during the spring and summer semesters of their first year. These may be topical mini-review papers or monthly/quarterly reports of the student’s research. The student will be expected to make appropriate revisions after these papers have been graded for both scientific content and English acceptability by the research advisor.

   AND/OR

   2. International students only (domestic students may not take ESL courses) may enroll in ESL 116G in the spring or summer of their first year for additional remediation upon advisement of their dissertation advisor and/or the Directors of Graduate Studies. A grade of a B- or higher should be achieved.

C. Attainment of English Competency
   1. The second formal evaluation, when necessary, will be to repeat the BMMB supervised essay in January of the second year.

Description of Policy

I. Expectations Regarding English Competency
A. Speaking Competency Expectations
   Students in our graduate program will be expected to demonstrate proficiency in communicating scientific information in a formal professional setting. To achieve this objective, they must first be capable of effective communication during normal conversation and scientific discussion in an informal one-on-one setting. This assumes adequate vocabulary for normal conversation, and we will expect students to learn the required technical terminology as they progress in their graduate training. We do not necessarily expect our students to have perfect pronunciation and enunciation, but we expect their spoken English to be of sufficient quality so that their speech
patterns are not overly distracting to a listener attempting to understand the content of a presentation. The key criterion is their ability to effectively communicate scientific information. They will also be expected to develop the necessary speaking skills that will allow them to organize a presentation or lecture that includes introductory remarks, results (with an integrated description of methodology), interpretation/discussion and conclusions.

B. Writing Competency Expectations
Students in our graduate program will be expected to demonstrate proficiency in communicating scientific ideas and information in writing. Correct grammar, spelling and punctuation are all necessary components of this requirement. The student will be expected to write documents that are clear, concise and logically organized. An additional area of emphasis will be the need to provide smooth transitions between sections or topics.

II. Procedures and Methods for Speaking Competency
A. Assessment of English Speaking Competency
A formal evaluation of each student's spoken English proficiency will be made on the basis of oral presentations that the student will make in our General Seminar course (BMMB 507) during their first fall semester. Students who receive a passing grade on their English speaking ability in this Seminar course will have completed their spoken English proficiency requirement.

B. Improving English Competency of Students with Speaking Deficiencies
Students whose spoken English ability is judged inadequate on the basis of that presentation will be required to formally enroll in ESL 114G and achieve a B- in the course. Students will be formally evaluated again at their oral candidacy exam.

C. Attainment of English Competency
Students who did not receive a passing grade on their English speaking ability during the BMMB 507 Seminar course will again be evaluated for English speaking ability during their oral candidacy examination presentation in the fall semester of their second year. Students who receive a passing grade on the English speaking aspect of this presentation will have completed their spoken English proficiency requirement. Students who fail to receive a passing grade on this second formal evaluation will dropped from the graduate program.

III. Procedures and Methods for Writing Competency
A. Assessment of English Competency
During the student's first year, an extended essay on a science-related ethics issue will be written under supervised conditions at the beginning of the spring semester. The topic will be a science-related ethics issue so that there is no right or wrong answer from an objective point of view. This essay will be graded by the departmental Candidacy Committee, and the grading will be done solely on the basis of the English writing proficiency demonstrated. Students who receive a passing grade on this essay will have completed their English writing requirement.

B. Improving English Competency of Students with Deficiencies
Students who do not receive a passing grade on their initial formal evaluation will be required to participate in remedial writing activities consisting of one or both of the following:

1. Domestic and International students will write two documents under the supervision of their research advisor during the spring and summer semesters of their first year. These may be topical mini-review papers or monthly/quarterly reports of the student’s research. The student will be expected to make appropriate revisions after these papers have been graded for both scientific content and English acceptability by the research advisor.
2. International students only (domestic students may not take ESL courses) may enroll in ESL 116G in the spring or summer of their first year for additional remediation upon advisement of their dissertation advisor and/or the Directors of Graduate Studies. A grade of a B- or higher should be achieved.

C. Attainment of English Competency
Students who have not satisfied the requirement for English writing proficiency will retake the BMMB writing test in January of their second year with the new first year class. This ensures that all students are being evaluated for writing proficiency under the same standards. Students who receive a passing grade on this essay, which is again evaluated by the Candidacy Committee, will have successfully completed their English writing requirement. Students who fail to receive a passing grade on this second attempt will dropped from the graduate program.
Department of Biochemistry and Molecular Biology  
Graduate Teaching Assistant Guidelines (effective August 2013)

I. Funding  
The Department of Biochemistry and Molecular Biology (BMB) will contribute up to 50% cost share with the Teaching Assistant’s graduate program in exchange for completion of a sufficient teaching workload.

II. Teaching Workload  
Students receiving 50% financial support during their term as a Teaching Assistant (TA) are required to satisfy one of the following workload requirements in BMB:

- 2 sections of a 100 level laboratory course per semester
- 1 section of a 200 level laboratory course per semester
- 1 section of a 400 level laboratory course per semester

These TA assignments have been judged by instructors to involve similar time requirements, which should not exceed an average of 20 hours per week per semester for the course. The assignments will be subject to periodic evaluation to ensure that these assignments place similar workloads on TAs. In addition to the formal TA assignment, students may be expected to proctor examinations in other courses depending on their teaching assignment.

III. Course Credit  
All TAs in BMB are required to register for 1 credit hour of BMMB 602 (Supervised Experience in College Teaching) during their first two semesters of teaching. TAs will receive a letter grade based on their teaching performance. Successful completion (a grade of B or higher) of 2 semesters of BMMB 602 satisfies one component of the Graduate School Teaching certificate (http://www.gradschool.psu.edu/index.cfm/current-students/tacert/). Current BMBM graduate students who have previously completed 2 semesters of BMMB 602 will not be required to register for additional credits of BMMB 602.

IV. Attendance and Preparation  
TAs are required to attend orientation meetings that are scheduled up to one week prior to the start of classes with the course instructor. TAs are expected to attend all sessions of every class that they are scheduled to teach, proctor examinations and quizzes in their assigned course, and to be available during the final examination period if assigned to proctor for additional courses.

BMMB graduate students will complete a TA training module prior to receiving a teaching assignment during the fall semester of their 1st year. It is also highly recommended that first-time TAs attend TA 101: Survive and Thrive as a Teaching Assistant given by the Schreyer Institute for Teaching Excellence (http://www.schreyerinstitute.psu.edu/events?category=Graduate%20Student%20Training%20Series).

V. Evaluation  
The instructor for the course to which the TA has been assigned will be responsible for assigning a letter grade for the TA at the end of the semester in which the TA requirement has been completed.
VI. Assignment of TA position
The TA assignment will be made in consultation with the individual student and assessment of previously taken relevant coursework. If a prospective TA does not have any relevant experience in the area in which they would TA, assignments will be based on consultation with the prospective student and permission with the course instructor. BMB reserves the right to not offer TA positions to all interested parties.

VII. Renewal
Requests for additional semesters of TA positions will be assessed based on TA evaluations by the course instructor, SRTEs (Student Rating of Teaching Effectiveness), and the needs and resources of the BMB department.
Graduate Student Resource Guide

The Affirmative Action Office is committed to ensuring the University maintains an environment free of harassment and discrimination. [http://www.psu.edu/dept/aaoffice/](http://www.psu.edu/dept/aaoffice/)

International Student Services provides answers to questions and needs that are unique to international students. The office is located at 410 Boucke Building. [https://global.psu.edu/internationals-penn-state](https://global.psu.edu/internationals-penn-state)

Graduate and Professional Student Association (GPSA) is the representative body for all graduate students. The GPSA addresses issues of concern to graduate students and elects members to sit on shared-governance bodies of the University. The GPSA also organizes social events for graduate students. [http://gpsa.psu.edu/](http://gpsa.psu.edu/)

The Office of Student Aid is a good place to begin the search for financial assistance. [http://www.psu.edu/studentaid/](http://www.psu.edu/studentaid/)

The Office for Disability Services provides information and assistance to students with disabilities [http://www.equity.psu.edu/ods/](http://www.equity.psu.edu/ods/)

The Writing Center is sponsored by the Graduate School and provides assistance to graduate students who wish to enhance their writing skills. Graduate students are invited to schedule appointments for one-on-one discussions of their writing projects. [http://pwr.la.psu.edu/resources/graduate-writing-center/GWC](http://pwr.la.psu.edu/resources/graduate-writing-center/GWC)

Off-Campus Housing opportunities are listed in 213 HUB-Robeson Center, 865-2346. [http://studentaffairs.psu.edu/offcampus/](http://studentaffairs.psu.edu/offcampus/)

Penn State Safe Walk Service is operated under the auspices of Police Services and will provide an escort for students walking on campus after dark. The escort service may be reached at 5-WALK (865-9255). [http://www.police.psu.edu/up-police/services/safe-walk-service.cfm](http://www.police.psu.edu/up-police/services/safe-walk-service.cfm)

The Clery Act lists crime statistics and information from the past three years that occurred: 1) on campus, 2) in certain off-campus buildings, owned, or controlled by Penn State, 3) on public property within, or immediately adjacent to and accessible from the campus. [http://www.police.psu.edu/clery/](http://www.police.psu.edu/clery/)

Office of Student Conduct is responsible for dealing with violations of the Code of Conduct including sexual assault, harassing, stalking, and physical assault. The phone number is 863-0342. [http://studentaffairs.psu.edu/conduct/](http://studentaffairs.psu.edu/conduct/)

The Code of Conduct is available at [http://studentaffairs.psu.edu/conduct/](http://studentaffairs.psu.edu/conduct/)

HUB-Robeson Center is the site for multiple student services including restaurants, a copy center, a bank (Penn State Federal Credit Union), STA Travel, a convenience store, the Penn State Bookstore, the Center for Arts and Crafts, Art Galleries, and the main information desk for the University. [http://studentaffairs.psu.edu/hub/hrcenter.shtml](http://studentaffairs.psu.edu/hub/hrcenter.shtml)

Academic Integrity
The University does not tolerate violations of academic integrity, which include but are not limited to: plagiarism, cheating, falsification of information, misrepresentation or deception. The Eberly College of Science policies and the links for the University policies is available at: [http://science.psu.edu/current-students/Integrity/Policy.html](http://science.psu.edu/current-students/Integrity/Policy.html)
Counseling and Psychological Services (CAPS) can help students resolve personal concerns that may interfere with their academic progress, social development, and satisfaction at Penn State. Some of the more common concerns include difficulty with friends, roommates, or family members; depression and anxiety; sexual identity; lack of motivation or difficulty relaxing, concentrating or studying; eating disorders; sexual assault and sexual abuse recovery; and uncertainties about personal values and beliefs. [https://studentaffairs.psu.edu/counseling/services/counseling.shtml](https://studentaffairs.psu.edu/counseling/services/counseling.shtml)

Career Services, located in the MBNA Career Services Building, is fully equipped to assist graduate students in the preparation of resumes and curriculum vitae and in developing effective interviewing skills. Career Services hosts a career fair that is open to graduate and undergraduate students. [http://studentaffairs.psu.edu/career/](http://studentaffairs.psu.edu/career/)

Research Protections is the office that oversees all research on human participants, animals, radioisotopes and biohazardous materials. You must have permission from this office prior to conducting research involving any of these subjects. Permission cannot be obtained after the work has begun. [http://www.research.psu.edu/orp/](http://www.research.psu.edu/orp/)

Pasquerilla Spiritual Center is home to more than fifty spiritual organizations. The center is non-denominational and provides students with opportunities to explore ethical and spiritual issues. [http://studentaffairs.psu.edu/spiritual/](http://studentaffairs.psu.edu/spiritual/)

Problem resolution
Graduate students occasionally have difficulties with their advisors, their programs or an academic matter associated with their programs. The first step in problem resolution is always to talk with your advisor and then with the Graduate Program Liaison Officer, Department Head, and Associate Dean of your college. If satisfactory resolution remains elusive, the Associate Dean of the Graduate School is available to provide guidance and maintain neutrality. Issues discussed during meetings with the Associate Dean will remain confidential if requested by the student. Appointments may be made by calling 865-2516.

Plagiarism
Plagiarism is often a confusing concept. At Penn State, plagiarism means taking someone’s words and presenting them as your own. Cutting and pasting from a web site is considered plagiarism. Copying verbatim from any source without using quotation marks and the full reference is plagiarism. Plagiarism is a serious violation of academic integrity regardless of whether it is a homework exercise, an exam, a thesis, or a manuscript for publication. [http://tlt.its.psu.edu/plagiarism/tutorial](http://tlt.its.psu.edu/plagiarism/tutorial)

University policies may be viewed on line. Important policies include:
- Sexual Harassment (AD41)
- Professional Ethics (AD47)
- Parking Rules (BS04)
- Intellectual Property (RA11)
[http://guru.psu.edu/policies/](http://guru.psu.edu/policies/)

Graduate Student Policies are available on line
These include:
- Grade mediation (G-10)
- Resolution of problems (Appendix II)
- Termination of program (Appendix III)
- Termination of assistantship (Appendix IV)
- Residency requirements (Appendix V)
[http://www.gradschool.psu.edu/current-students/student/](http://www.gradschool.psu.edu/current-students/student/)