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IX. DEGREE REQUIREMENTS
1. Policies of the Graduate School

The Graduate Training Program in Molecular and Cellular Pharmacology functions within the School of Medicine and the Graduate School of Stony Brook University and is subject to all of the regulations of the Graduate School. All regulations and policies of the Graduate School can be found in their Online Policy Manual at http://sb.cc.stonybrook.edu/gradbulletin/current/regulations/index.php.

2. Administration of the Graduate Program

The Graduate Program is administered by a Program Director, Dr. Miguel Garcia-Diaz, who serves as Chair of the Steering Committee. The Director is assisted in administration of the Program by an Administrative Assistant, Ms. Odalis Hernandez. The Steering Committee is responsible for all policies of the Program. All decisions regarding admissions, academic standing, curriculum, and decisions regarding student petitions are made by the Steering Committee. The Program Director is empowered to make routine decisions that are consistent with the policies of the Steering Committee. Several of the faculty members on the Committee have defined administrative responsibilities, as noted in the Appendix I. One member of the Steering Committee is an elected (post-qualified) student representative. The election of your student representative is held each year at the students’ June monthly meeting.

3. Program faculty

Individuals with Faculty (or equivalent) appointments at Stony Brook University, the Cold Spring Harbor Laboratories or the Brookhaven National Lab can serve as members of the graduate program. The Graduate Program Steering Committee decides faculty membership. Faculty who join the program for the first time (regardless of rank) will receive an initial 3-year appointment. Continued membership will be evaluated at the end of the 3-year term. Renewal of the initial and subsequent appointments will be contingent on active participation in program activities, including attendance to the program retreat, student seminars, serving on qualifier and dissertation committees, serving as mentors for graduate program students, etc. Subsequent appointments will be for a 5-year term. Students joining the lab of a faculty member in their initial 3-year term will require a co-advisor from the program. The first MCP student joining the lab of any Program faculty member will require a coadvisor from the program. Faculty members with a record of mentoring PhD students may petition the Steering Committee for a waiver of the co-advisor requirement.

4. Registration and Student Status

Graduate students are required to register every semester, unless they are on leave of absence. First year students who do not have an MS degree or extensive graduate course work have G3 status. These students register for 12 graduate credits per semester. Once a student has accumulated 24 graduate credits, she or he will register for 9 credits per semester, with G4
status. After Advancement to Candidacy for the Ph.D. degree (see item 9 below) a student will have G5 status, and will register every semester for the number of credits designated by the Graduate School (currently 9 credits).

**NYS Residency**

All eligible graduate students receiving support and/or a tuition scholarship are expected to establish NYS residency as soon as possible after arriving at Stony Brook University. Failure to establish residency may result in the student being liable for that portion of tuition above the NYS rate.

5. **Required Course Work**

The Curriculum of the Graduate Program is described in *Appendix II*. All courses specifically listed are required courses. Students are required to take one elective.

The Graduate School requires that a student maintain an overall GPA of 3.0 or better. All of the required courses must be passed with a grade of B or higher. All grades of B- or lower are discussed by the Steering Committee. If a student receives two or more B- grades in mandatory courses, the Steering Committee may require that the course(s) be repeated or an additional course be taken. A student has only two opportunities to register for a course. If a student receives a failing grade after repeating a required course, the student will be dismissed from the Graduate Program.

The Curriculum has changed over the years, and will no doubt change in the future. The Steering Committee makes allowance for students affected by curriculum changes. Students with significant earlier graduate level course work may petition the Steering Committee for waiver of any individual course. Students can also petition for substitution of an elective for a required course with adequate justification. MSTP students entering the Pharmacology Graduate program follow an accelerated curriculum, since they have earlier and relevant graduate level course work. The curriculum for MSTP students is described in *Appendix III*.

All pharmacology graduate students are expected to attend two seminars per week. First, the Student/Faculty workshop: this is a 1-credit course (*HBH 590*), although students are not graded on questions or presentation. There is an attendance sign-in sheet for the workshop held *Mondays at noon*. Pharmacology graduate students present the results of their research to their committees, program faculty, and students once every academic year. The departmental seminars are held on *Tuesdays at noon*. Graduate students will sometimes be assisting departmental faculty in hosting the seminar speakers. The graduate students will join most departmental speakers for lunch following the seminar to informally discuss their research and possible post-doc opportunities at their home institutions. First-year students and the students of the host laboratory are required to attend the lunches with the seminar speaker.

Journal Club (*HBH 580: Selected Topics in Pharmacology*) is a one-credit course requirement for all first- and second-year students. Topics for student-led presentations and discussions are approved by the faculty course director(s).

In addition to academic coursework, students are required to participate in a sexual harassment prevention training session and a radiation safety training session in year one.

6. **Additional Program Activities**

**Clinical Immersion Program**

In June of their first year, students can elect to participate in Clinical Immersion. This program consists of a didactic course, “From Pharmacology to Pharmacy: Introduction to Clinical Medicine”, that exposes students to different topics including HIPAA compliance, Medical Terminology, Clinical Pharmacology, Medication Safety or the Drug Development process. The course is then followed by clinical
rotations where trainees interact with clinicians interested in basic research. Trainees are matched with clinicians on the basis of their scientific interests. Trainees also spend one day touring the hospital Pharmacy and learn about the role of the Pharmacy during clinical trials. Throughout the clinical experience, trainees meet weekly with the course faculty to present and discuss clinical cases and correlate clinical presentation with the underlying basic science.

Program in Communicating Science
First-year students are expected to participate in a program developed in partnership with the Alan Alda Center for Communicating Science (AACCS). Students are required to take a fall semester course (Improvisation for Scientists or Distill Your Message – enrolling in Distill your Message is strongly recommended) participate in a Communicating Science workshop in January, and, finally in “Presenting Science Unplugged”, where they hone their oral presentation skills in front of a live audience.

Introduction to Computational and Quantitative Methods in Biology
First-year students are expected to attend a workshop on computational and quantitative skills. The workshop aims to introduce students to the logic of programming, using the Python programming language. Students learn to write Python code, and use available Python modules for data analysis and plotting.

7. Rotations and Finding a Lab

Students are required to participate in three research rotations with Faculty members of the Training Program. (Appendix V). Research rotations serve several purposes. First, they are the principal mechanism for teaching practical laboratory techniques. Students should try to obtain a diverse laboratory experience during their rotations. Second, rotations give students an opportunity to read and discuss the literature in a specific narrow field. It is expected that students will exert a significant effort to assimilate literature that will allow them to participate productively in decisions regarding experimental design. Third, rotations provide students an opportunity to determine whether a particular faculty member would be a suitable thesis advisor. Rotations also provide the faculty member a chance to decide whether he or she should accept a particular student as a doctoral trainee. Faculty members generally wait for students to express an interest either in a rotation or in staying to complete a thesis. When students arrange rotations, it is important to explore the likelihood that the faculty member is willing and able to support an additional student. Faculty who anticipate that they will not have extramural funding or space for additional students should not accept rotation students. A student interested in rotating in the lab of a faculty member who is not a member of the Graduate Training Program should obtain explicit permission from the Steering Committee, and should understand that it may not be possible to continue to pursue thesis research in this laboratory unless this outside member is invited to join the Graduate Program. The membership of all Program Faculty is reviewed every five years. Only one rotation in a lab of a faculty member who is not a member of the Graduate Training Program is allowed.

If a student is unable to find a laboratory after three rotations, he/she can petition the Steering Committee to permit a fourth rotation. If a student is unable to find a Thesis laboratory after the fourth rotation, or if a student receives failing grades (below B-) in research rotations, then the student faces dismissal from the doctoral program.

The Steering Committee will consider petitions from students to waive a third rotation, if they have extensive prior research experience and have found a laboratory that will accept them. These petitions must be accompanied by a letter from the faculty director of the laboratory supporting the petition and guaranteeing financial support.

Rotation Reports
All rotation students are required to turn in Rotation Reports two weeks after the end of each rotation. The purpose of these reports is to gain experience in communicating their scientific research in short and comprehensible written form. One or two faculty members will be assigned each year to go over each student’s reports. The guidelines are listed below:

- “abstract-like” format, 5-page limit, 11-pt. arial font, double-spaced
- State the hypothesis to be tested. Give the long-term objectives.
- State the Specific Aim(s).
- Describe the Research Design and Methods.
- Results / Discussion: what they mean/where to go from here
- Bibliography, if applicable (not included in page limit)

A practical note to students: Individual faculty members vary greatly in their expectations of rotation students. Some faculty members provide continuing projects that have been studied previously while others require more initiative on the part of the student. In general, the more initiative a student shows the better. Some faculty require extensive written reports, while others do not. During rotations, students are generally expected to develop a conscientious work ethic that may require them to work long days and to devote time on weekends to their research. Students should remind their faculty advisors when they need additional time to prepare for exams or course projects, as necessary. Rotations are evaluated with a letter grade and a written evaluation following a discussion about the student’s performance directly with the faculty advisor. The evaluation is to be signed by both Rotation advisor and student. Students should seek to establish a productive working relationship in a laboratory that provides a comfortable and intellectually challenging environment. The Graduate Program does not have a specific regulation limiting the number of students in a particular lab. Students considering labs for rotations should try to assess whether the faculty member will have sufficient time as well as space and money to facilitate the proposed research.

Changing Labs

Both students and faculty make a considerable investment in a thesis research project. Faculty realize that students devote a significant effort over several years to their research. Students must realize that as of 2013 a commitment of about $141,000 in salary funds and perhaps $30,000 to $65,000 (or more) in supplies will be required to fund years 2 through 5 of a graduate student’s education. It sometimes happens that a student-advisor relationship may deteriorate. When this happens at a fairly early stage, it is often a productive solution for the student to change laboratories. The Graduate Program does not assign laboratory rotations or compel students to work in particular labs. Similarly, the Graduate Program cannot compel an individual faculty member to accept or to retain an individual student. However, all students and faculty members should understand that changing laboratories results in a loss of time on the part of the student and a loss of resources for the host laboratory. The student-advisor relationship becomes strained when a student’s project is proceeding too slowly or heading in what is perceived to be the wrong direction. Maintaining open communication is vital to surviving such situations and redirecting a project. Neither the student nor the advisor should take lightly the decision to terminate the student-advisor relationship. A senior student interested in leaving a laboratory must petition the Steering Committee for a change in labs. It is the responsibility of a student under these circumstances to find a new lab within the Program. A senior student without a lab cannot pursue a thesis project and will be placed on academic probation, under the conditions described below. The Graduate Program is structured such that student support is tied to the funding of the advisor’s laboratory. A senior student cannot be supported for any extensive
period of time by Program or Departmental funds. Every case of a student without a lab will be followed closely by the Steering Committee and the student will be expected to cooperate with the Steering Committee in efforts to find a new lab. If a student has been asked to leave a lab, an Academic advisor will be assigned to work with the student and the Administrative Assistant to help find a new laboratory.

8. Evaluations

Students will receive written evaluations for each rotation. They should discuss the evaluation and the letter grade with their faculty advisor. Both the written evaluation and the grade should be offered and accepted as constructive criticism. Students will also receive annual evaluations for their thesis research, although all research courses beyond Advancement to Candidacy are graded on a Satisfactory/ Unsatisfactory scale. Faculty members are specifically instructed to avoid giving automatic A’s for research rotations and to bear in mind that a grade of C represents a failing grade in Graduate School. The Steering Committee will investigate every instance of an Unsatisfactory or C grade for research.

9. Qualifying Exam

The Qualifying Exam is administered in the second year. Students must be in good academic standing (i.e., not on probation) to be eligible to take the exam. All required course work must be completed or in progress during the Spring semester. The format for the qualifying exam is described in Appendix VI (the dates indicated in Appendix VI will vary from year to year with the calendar). Following completion of the Qualifying Exam, the Steering Committee will decide if the student is permitted to prepare for defense of their research proposal. Since the Qualifying exam consists of a written and an oral part, students are expected to pass both parts. Failure to perform satisfactorily in one of the two parts may result in “conditional pass”, which would require rewriting the written part or re-defending the oral part. If a student fails both parts of the Qualifying Exam, whether the student is allowed to retake the exam remains at the discretion of the Steering Committee. Students are maximally given two chances to re-defend their Qualifying Exam.

10. Starting Thesis Research

After the student has decided on their thesis lab, the pharmacology department requires a signed statement from the selected faculty member in the Program indicating that the student is welcome to pursue thesis research in their laboratory with all necessary financial support to be provided by this host laboratory.

Students begin thesis research during the second year, even before taking the Qualifying Examination. Their first student seminar, during the fifth semester (Fall semester of the third year), typically provides more background and experimental plans than polished data and is independent of defending a proposal based on their Thesis research before their Research Advisory Committee.

Thesis research is intended to provide a strong foundation for a productive career in science. Students are encouraged to focus their research towards answering significant questions that will lead to publication of their research findings. An adequate Ph.D. thesis requires at least one first author publication and typically encompasses several publications in peer-reviewed journals. Students, from their third year and above, are required to present the results of their research in an annual Program Student Seminar and in a poster at the annual Fall retreat.

Annual Department/ Program Fall Retreat
The Annual Retreat is mainly a greeting for incoming students and features short talks by faculty members describing research opportunities in their labs. In addition, all students beyond the second year will present posters on their research. Attendance at the retreat is mandatory for
all Pharmacology graduate students. Two annual graduate student awards are presented each year in recognition of the significant contributions of Dr. William van der Kloot to the development of the Department of Pharmacological Science at Stony Brook. The awards are for excellence in research and for excellence in teaching. The van der Kloot award recipients each receive a $500 honorarium.

**Annual Students’ Symposium**

The Annual Spring Student Symposium is a student-driven retreat and includes research presentations by the students for their fellow students, and a talk by an outside speaker chosen and invited by the students. The students facilitate all of the arrangements for this day, including public relations, accommodations, travel and schedule for the invited speaker. It usually takes place the first week of June. **Attendance is mandatory for all Pharmacology graduate students.**

The David L. Williams Memorial Travel Award is presented at the Spring Symposium. This award honors the memory of a respected faculty member who set high standards of science and education for our program, by providing an opportunity for further scientific development for one of our doctoral candidates. (See **16.** for details on award nominations.)

**11. Research Advisory Committee (RAC)**

In consultation with their advisor, a student selects a Committee of four faculty, including the advisor, to serve as a Research Advisory Committee (RAC). The selection of the committee should take place prior to the Student’s first seminar. One faculty member outside the Program must be included in this Committee. In most cases this Committee will become the Thesis Examination Committee. The University requires participation of one faculty member outside of the graduate program in the final thesis defense, with a total of at least four faculty, including the advisor. Changes in Committee membership are always possible, but the University requires advance notification of the composition of the Thesis Examination Committee. The Graduate School and Graduate Council have strongly urged that the outside faculty member be a true external examiner from another institution. Therefore, the Steering Committee strongly advises that a true outside advisor be on each student’s Dissertation Committee for one year prior to the defense. This gives the student more exposure and also gives another “air of legitimacy” to the dissertation. The use of teleconferencing during the committee meeting and defense makes it possible for almost any scientist to be accessed.

The advisor cannot serve as Chair of the RAC. It is important that all exam and advisory committees avoid any potential for conflict of interest. Therefore, the Graduate Program Steering Committee will not approve committees that include the spouse or companion of a student’s advisor, unless another faculty member is added to the Committee. In situations where the proposed Committee includes close collaborators that may be co-authors on papers, the Committee may recommend the addition of another faculty member who does not share this close association.

To remain in good academic standing in the Graduate Program, each student must meet at least once a year with the Research Advisory Committee (RAC) and make sure that the chairperson of the committee submits a report of the meeting for his or her file. If a committee report is not filed, the faculty member in charge of Academic Standing will discuss the situation with the Steering Committee. The RAC Committee will include Responsible Conduct of Research topics (authorship, mentorship, data storage, data management) in the meeting agenda.

Any changes in the faculty membership of a student’s Research Advisory Committee must be requested in writing to the Graduate Program Office/ Director by the student in advance of the
committee meeting. Committee members must be notified in writing after the approval.

12. Advancement to Candidacy

After a student is advanced to candidacy, the only remaining requirement for the Ph.D. is the completion of the Thesis. Advancement to candidacy will require:

1. Completion of 30 credits of graduate level course work, with good academic standing.

2. Completion of all of the courses specifically required by the Steering Committee.

3. Successful defense of the Qualifying Exam. Students are typically not permitted to begin this exam unless items 1-2 above are satisfied.

4. Preparation of a written Thesis Research Proposal ([Appendix VII]), with successful oral defense of the proposal in a meeting of the student’s Research Advisory Committee. It is expected that this oral defense should be completed in conjunction with the student’s seminar by the end of the Fall semester following the Qualifying Exam. Students should notify the Program Director giving the date for this Research Advisory Committee meeting and listing the faculty who have agreed to serve on the Committee. This notification should be provided prior to the Fall Semester. Any changes in the faculty membership of this committee must be requested in writing by the student in advance of their committee meeting.

The Proposal defines the general scope of experiments that the student, advisor and Committee consider sufficient for a Thesis project. The thesis research advisor is not permitted to participate in the defense of the thesis proposal, but is asked to return for the last 15 minutes of the committee meeting to discuss the critique of the Proposal with the committee members.

It is to be expected that a full thesis project will be sufficiently ambitious to encompass one or more publications in leading journals. In the course of research, a student may find that some of the original aims were unrealistic, or may uncover a new, more interesting line of experimentation.

A written evaluation of this Proposal defense must be filed with the Graduate Program by the Chair of the Research Advisory Committee. A copy of the evaluation should be provided to the student. For more information on the composition and role of the research advisory committee, see below.

13. Approaching the Thesis Defense

A student making good progress in the graduate program will have met routinely with his/her advisory committee and will have one or more first-author papers submitted or published by the time he/she considers defending the thesis. Research advisory committee meetings should directly consider the question “How much more should be done before the thesis is ready to defend?” Students should have a final meeting with their committee in the months prior to the defense to obtain permission to defend the thesis and discuss post-graduation plans for the student. The written thesis should be reviewed by the student’s advisor prior to scheduling the defense, and the advisor should provide an email to the Program Director indicating that the student appears to be on schedule to defend by the stated date. To meet The Graduate School requirements, the student must provide the Program Director with the abstract, date, time and place of the defense four weeks prior to the defense.

Following the successful oral defense of the dissertation, written revisions should be completed within two weeks, so that the final dissertation (electronic document) can be turned into the Graduate School.
14. Academic Probation

The Graduate School automatically places students on Academic Probation when their cumulative GPA falls below 3.0. If this situation is not corrected by the end of the two subsequent semesters, the student will be dismissed from the University. These policies are described on page 16 of the Academic Progress in the Policy Manual of the Graduate School found in http://sb.cc.stonybrook.edu/gradbulletin/current/regulations/academic_probation/index.php

The Graduate Program has additional guidelines for placing a student on Academic Probation. If a student remains on Academic Probation for two consecutive semesters, the Steering Committee may request dismissal from the University.

1. A student will be placed on academic probation if they receive two consecutive Unsatisfactory research evaluations or grades of C in research rotations.

2. A student will be placed on academic probation if they have not successfully defended a research proposal one year after completing the qualifying exam and been advanced to Ph.D. candidacy by the end of the third year of full-time study.

3. A student will be placed on academic probation if they have not had a meeting of their Research Advisory Committee within one month following written notification that they are delinquent in scheduling the annual meeting of their Committee.

4. A student with G4 or G5 status will automatically be placed on probation one month after they voluntarily or involuntarily leave their sponsoring laboratory, if another faculty member has not been identified in the interim to serve as his or her thesis research advisor. A student on probation under these circumstances may continue attempts to find a new advisor and may petition the Steering Committee for continued short term stipend support.

5. At the end of the second year, a student not prepared to begin the qualifying exam due to failure to successfully complete required course work may be placed on academic probation.

15. Vacation Policy

During the first year students are expected to be on campus for their laboratory rotations and the Student symposium from late August through the end of June. Students need to obtain permission from the Graduate Program Director in consultation with the Rotation Advisor to take time away from courses and rotations. Once a student officially joins a research lab, the research advisor is responsible for approving time off. Discuss vacation plans well in advance with your advisor in order to remain in good standing. DO NOT plan vacation between the end of course work in May and starting in your research lab in June. For all Pharmacology Graduate Students, the Steering Committee suggests a minimum of two weeks (10 business days) to a maximum of three weeks (15 business days) vacation each year. However, the vacation time period would be at the discretion of the advisor. If a student wishes to take more time off (e.g., foreign student traveling home for a month), they should take less time off the following year.

16. Master's Degree

A separate MS in Biomedical Sciences with concentration in Molecular and Cellular Pharmacology is available for students. The PhD Graduate Program does not admit students on a MS degree track. Students who have satisfactorily completed 30 graduate credits including all of the course work required by the Program are eligible to apply for an MS degree. The Program requires a Master’s Thesis to be read and approved by a faculty committee. There is no requirement for a Thesis Dissertation Defense for a MS Degree. A terminal MS Degree
option is available to students who have not passed the Qualifying Exam. Students on academic probation with a GPA below 3.0 are not eligible for an MS Degree, according to University regulations. Students who have passed the Qualifying Exam are eligible to apply for an MS Degree, if they so desire, even if they are continuing in the Ph.D. Program. A MS Thesis is required in these cases.

17. Grievances

Grievances with respect to grades, research evaluations or inappropriate professional behavior will be considered by the Grievance Committee of the Graduate Program at the request of the student. Grievances should be filed within a month of the event that needs to be evaluated. As mandated by the Graduate School, the six-member Grievance Committee is comprised of an equal number of students and of faculty selected by the Steering Committee (See Appendix I), Grievances that cannot be resolved by the Program Committee will be referred to the Grievance Committee of the Graduate School.

18. Financial Considerations

In its offer of admission to prospective students, the Graduate Program offers support for the students at the current stipend level for the first year. Beyond the first year, all stipend support must come from faculty research grants or individual fellowships. Students that are awarded competitive individual fellowships that are at least half the current stipend will receive a 10% increase in their stipend (up to a current maximum of $30,000). It is the intention of the Graduate Program that all students in good academic standing should receive full stipend support at current levels throughout their term of study. If a student in good academic standing is working in a lab that loses extramural funding, the Program will work with the advisor, the Department and the Graduate School to try to assure continued stipend support. Students temporarily without a laboratory may petition the Steering Committee for support.

Students, who receive stipends, also receive a full tuition waiver (partially through payment of tuition funds from Department sources) throughout their term of training. Students must register full time and in a timely manner each semester or the Graduate School will revoke or reduce their tuition scholarship. It is the policy of the Graduate School that all out-of-state domestic students establish and file for New York State residency after the first semester to qualify for lower tuition.

Student Travel

All students get a one-time $300 travel award from either the Training Grant or the Department of Pharmacology. Students must petition the Steering Committee for travel funds to help defray the cost of travel as they present research results at scientific meetings. Requests for funds should include a detailed list of estimated expenses and be accompanied by a copy of the abstract of the research presentation.

All conference and workshop travel should be pre-approved by an email request to the student’s PI or grant administrator to certify that the required funds are available. Approval prior to the commencement of the trip is also necessary to ensure that the traveler is covered by Worker’s Compensation benefits.

An additional opportunity for a Travel Award for students is provided by the annual David L. Williams Memorial Scholarship Travel Award. Eligible to be nominated for this award are graduate students who have been advanced to PhD candidacy in the Program. The purpose of the award, which amounts to $1,000, is to cover expenses and allow the students to participate in an advanced course (e.g., at Woods Hole, CSHL or an EMBO course) or to present results of their research at either a national or international scientific meeting. Final approval on the use of
Williams’ Award funds will be only be granted by the graduate program once a specific plan for their use is submitted. In all cases, it is expected that after returning to Stony Brook, the student to whom an award is made will present results of their experience to fellow students and any other interested individuals.

The Graduate Program does not provide funds for research supplies or for preparation of illustrations or Theses. These costs are the responsibility of the sponsoring laboratory.

19. Teaching Requirements

Students are required to serve as Graduate Assistants for the courses taught in the Undergraduate Program in Pharmacology. This teaching requirement is an academic requirement of the Program and of the Graduate School and does not require appointment as a State Teaching Assistant, i.e., "TA." (See Appendix VII). Currently, third year students will serve as GAs after they have successfully completed their second year course in Pharmacology. The timing of the teaching requirement is more flexible for students on the MSTP track, since they enter the PhD program after having completed Medical Pharmacology. Graduate Assistants should register for the 1-credit course “Teaching Practicum in Pharmacology” (HBH 601) in the semester in which they teach. Students who express an interest in obtaining additional teaching experience can participate in an advanced teaching program that involves participation in a pedagogy workshop, coaching by faculty and the development of an individualized teaching plan.

20. Degree Requirements

See Appendix IX.

21. What to do if you are having difficulties...

Building a sound foundation for a career in science during graduate school is a difficult and challenging undertaking. It is important to channel the pressure productively to enhance learning and research efficiency. It is not unusual for a student to feel stress or for the relationship with the lab advisor or other lab coworkers to become strained.

When you feel that academic pressures are excessive, you should speak with your assigned student or faculty advisor or the Program director. The student representative or faculty members of the Steering Committee are also freely available to discuss problems. Keep these lines of communication open! Workshops on stress management and other counseling services are available on campus. The Program Director or Administrative Assistant will be happy to help you arrange to have access to these services.

When you feel you have not been treated fairly, discuss the situation with your advisor, the Program Director and members of the Steering Committee. If the situation cannot be resolved, you have a right to file a grievance with the Program's Grievance Committee (Appendix I). It is best to reserve this option for situations that have not been resolved after extensive discussion between the appropriate parties. Filing a grievance prematurely may aggravate, rather than assuage a situation.

Several appeals and grievance procedures are also available in the University and can be found http://sb.cc.stonybrook.edu/gradbulletin/current/regulations/academic_probation/appeals.php. “These policies complement other means to address and resolve concerns of graduate students, such as the Graduate Student Organization, GSEU, the Graduate Student Advocate (GSA), and, for graduate research assistants, the Research Foundation.”[Graduate School Policies Manual]
APPENDIX I – STANDING COMMITTEES

Graduate Program in Molecular and Cellular Pharmacology
The composition of the Steering Committee for 2017-2018 is as follows:

Dr. Miguel Garcia-Diaz
Director of the Graduate Program 4-3054. miguel.garcia-diaz@stonybrook.edu

Dr. Michael Frohman
ex officio, Department Chair 4-3050. Michael.Frohman@stonybrook.edu

Dr. Holly Colognato
Associate Director of the Graduate Program and Director of Admissions 4-7815. Holly.colognato@stonybrook.edu

Dr. Paul Fisher
Department Vice-Chair 4-3067. Paul.fisher@stonybrook.edu

Dr. Styliani-Anna (Stella) Tsirka
Student Advisor /Curriculum 4-3859. styliani-anna.tsirka@stonybrook.edu

Dr. Lori Chan
Curriculum 4-3085 chia-hsein.chan@stonybrook.edu

Dr. Joav Prives
Recruitment 4-3139. Joav.prives@stonybrook.edu

Dr. Bruce Demple
Academic Standing 4-3978. Bruce.demple@stonybrook.edu

Dr. Mark Bowen
Extramural Faculty Representative (Physiology & Biophysics) 4-2536. Mark.Bowen@stonybrook.edu

Joe Bonica
Graduate Student Representative (L. Obeid lab). joseph.bonica@stonybrook.edu

Odalis Hernández
Program Administrator 4-3027. Odalis.hernandez@stonybrook.edu

Lynda Perdomo-Ayala
ex officio, Dept. Administrator 4-3050. Lynda.Perdomo-Ayala@stonybrook.edu

The composition of the Grievance Committee for 2017-2018 is as follows:

**Faculty**
Carlos de los Santos
Marian Evinger
Ken Takemaru

**Students**
Johansen Amin
Gregory Kirschen
Jingming Wang

The composition of the Admissions Committee for 2017-2018 is as follows:

Dr. Holly Colognato (Chair)
Dr. Bruce Demple
Dr. Lori Chan
Dr. Miguel Garcia-Diaz
Odalis Hernández

Student-elected **Graduate Student Organization (GSO) Senators for 2017-2018** are:
Alexa Lampasona
Aleksandrs Nasonovs (alternate)

Student-elected **RA Union Representative for 2017-2018** is
Emily Montal
## Appendix II
### Graduate Curriculum 2017-2018

**Graduate Program in Molecular and Cellular Pharmacology**

**Stony Brook University**

**First Year**

R = Required  E = Elective

### Fall

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<th>Course</th>
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<tr>
<td>CHE 541 (R) Biomolecular Structure and Analysis/Graduate Biochemistry</td>
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<td>HBY 501 (R) Graduate Physiology</td>
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<td>HBH 545 (R) Biochemical Lab Techniques (Pharmacology I)</td>
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<tr>
<td>MCB 517 (E) Biomembranes</td>
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<tr>
<td>MCB 503 (E) Molecular Genetics</td>
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### Spring

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<tr>
<td>MCB 656 (R) Cell Biology</td>
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<td>HBH 631 (R) Graduate Pharmacology I</td>
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<td>HBH 590 (R) Seminars</td>
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<td>HBH 550 (R) Statistics in Life Sciences</td>
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<td>HBH 599 (R) Research</td>
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<tr>
<td>HBH 580 (R) Journal Club</td>
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<tr>
<td>HBH 655 (E) Neuropharmacology (even yrs)</td>
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### SECOND YEAR

#### Fall

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<td>HBH 599</td>
<td>(R) Research</td>
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<tr>
<td>HBH 560</td>
<td>(R) Research Proposal Designs in Regulatory Biology</td>
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<td>HBH 580</td>
<td>(R) Journal Club</td>
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<td>JRN 501</td>
<td>(R) Communicating Science: Distilling Your Message</td>
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<td>HBP 533</td>
<td>(E) Immunology</td>
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<td>MCB 657</td>
<td>(E) Principles of Development</td>
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#### Spring

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<td>(R) Seminars</td>
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<td>(R) Research</td>
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<td>HBH 585</td>
<td>(E) Advanced Struct Biology/ Structural Methods in Drug Discovery</td>
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### THIRD YEAR

#### Fall; Spring

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<tr>
<td>HBH 599</td>
<td>(R) Graduate Research (Thesis Proposal Defense in Fall)</td>
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<td>HBH 590</td>
<td>(R) Seminar</td>
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### DOCTORAL CANDIDATES (FOURTH YEAR and UP)

#### Fall; Spring

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<td>HBH 590</td>
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<tr>
<td>BME 509</td>
<td>(E) Fundamentals in Bioscience Industry</td>
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### First Year Fall

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<td>MST 502 (R) Clinical Scientist Seminar Series</td>
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<tr>
<td>JRN 501 (R) Distilling Your Message</td>
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### First Year Spring

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<td>MST 501 (R) Sel Topics in Translation/Rsch and Clncl Pathological Correlations</td>
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### Second Year Spring

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<td>HBH 590 (R) Seminars</td>
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<td>HBH 699 (R) Thesis Research (after Advancement to Candidacy)</td>
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### DOCTORAL CANDIDATES (THIRD YEAR and UP)

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<tr>
<td>HBH 699 (R) Thesis Research</td>
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<td>HBH 590 (R) Seminar</td>
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*MSTP Students do not have to take electives.
APPENDIX IV –
FACULTY OF THE GRADUATE TRAINING PROGRAM
IN
MOLECULAR AND CELLULAR PHARMACOLOGY
2017-2018

Maricedes Acosta-Martinez  Geoffrey Girnun  Chioma Okeoma
Adan Aguirre  Steven E. Glynn  Michelino Puopolo
Anat Biegon  Yusuf Hannun  Nancy Reich-Marshall
James B. Bliska  Patrick Hearing  Basil Rigas
Daniel F. Bogenhagen  Shu Jia  Robert Rizzo
Elizabeth Boon  Leemor Joshua-Tor**  Nicole S. Sampson
Mark Bowen  Wali A. Karzai  Markus Seeliger
Eric Brouzes  Hyungjin Kim  Jessica Seeliger
Nicolas Carpino  Laurie Krug  Carlos Simmerling
Isaac Carrico  Joel Levine  Kenneth Shroyer
Chia-Hsin Chan  Feng-Qian Li  Ken-Ichi Takemaru
Jun Chung  Richard Lin  David Talmage
Ira S. Cohen  Ed Luk  Dongyan Tan
Holly Colognato  Yupo Ma  Gerald H. Thomsen
Kevin Czapinski  Luis Martinez  Peter Tonge
Bruce Demple  Cungui Mao  Styliani-Anna Tsirka
Mikala Egeblad**  Benjamin Martin  David Tuveson
Grigori Enikolopov  David McKinnon  Adrianus Van der Velden
Michael Frohman  Lisa Miller  William van Nostrand
Miguel Garcia-Diaz  W. Todd Miller  Thomas White
Shaoyu Ge  Ute Moll  Lonnie Wollmuth
Berhane Ghebrehiwet  Lina Obeid  Vincent Yang

Teaching / Advisory Program Members
Carlos de los Santos, Kate Dickman, Moshe Eisenberg, Marian Evinger, Paul A.
Fisher,, Francis Johnson, Joav Prives, , Thomas Rosenquist, Steve Vitkun, Robert
Watson

* Brookhaven National Laboratory  ** Cold Spring Harbor Laboratory
# APPENDIX V – ROTATION SCHEDULE 2017-2018

## FIRST YEAR STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>SUMMER ROTATION</th>
<th>FALL 17 ROTATION</th>
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<td>Alvarez, Fofnetti</td>
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<td>Cardetti, Caitlyn</td>
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<td>Certain, Noele</td>
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<td>Cervasio, Danielle</td>
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<td>Deppenschmidt, Erika</td>
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<td>Pereira de Carvalho, Bruno</td>
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<tr>
<td><strong>First Years’ Faculty Mentors</strong></td>
<td>Miguel Garcia-Diaz, Stella Tsirka</td>
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<td><strong>First Years’ Administrative Mentors</strong></td>
<td>Odalis Hernández, Lynda Perdomo-Ayala</td>
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(*Notification of lab selection no later than May 15, 2018*)
APPENDIX VI–PROPOSAL CLASS (HBH560) AND QUALIFYING EXAMS
GUIDELINES FOR HBH QUALIFYING EXAMS 2017-18

HBH 560 “Proposal Preparation in Regulatory Biology.”
Fall 2017

Time: Mondays and Wednesdays from 9 – 10:30 AM
Place: Department of Pharmacology Executive Conference Room
Course directors: Dr. David Talmage and Dr. Marcus Seeliger.
Office location (DT): CMM 548, contact info: 632-8929, david.talmage@stonybrook.edu
Office hours – by appointment

The objectives of this course are two fold. First, we will focus on the development of basic professional skills necessary to conceptualize, construct and communicate a research proposal. Second, we will demystify the Qualifying Exam process. We will try to accomplish this by providing guided instruction in areas of professional development that are particularly relevant (but not limited to) the Qualifying Exam. In order for you to successfully navigate the Qualifying exam, you will need to succeed in three key tasks:

1) Identify and develop research questions that can be addressed using a rational experimental approach

2) Communicate, in writing, what your questions are, how you intend to answer them, and why anyone should care.

3) Communicate, orally with minimal visual aids, your question and experimental approach while fielding pointed and challenging questions.

We will utilize a number of approaches to accomplishing our goals including homework assignments, in class group exercises and quizzes. Grading: You receive credit and a grade for this course. You will be evaluated on your performance throughout. I will grade you based on the final version of each assignment and on your participation throughout the process. Your grades will therefore depend heavily on the extent to which you show up prepared for each session and the extent to which you participate. Clearly this means attendance is critical (as is punctuality).

The course will be divided into roughly three segments. During the first two, you will engage in two parallel tasks: the identification and development, as a group, of a research question and outline of a proposal. We will utilize various methods to guide you in the process of identifying viable proposal questions, generating hypotheses and key experimental approaches to test you hypothesis. The second task will be to apply this information to the identification of your own research topic on which you will base your qualifying exam proposal. Along the way you will engage in short writing assignments, short verbal communication assignments and be introduced to the process of reviewing and being reviewed by your peers. During the last section of the course we (Markus and I, AND your classmates) will work on selected aspects of your qualifying exam proposals. My experience has been that there will be key common concerns and roadblocks, some that recur every year and some that are unique to each class. As a result, we will discuss as a group what areas to focus on during this phase.
There will be a “text book” with assigned readings and in class quizzes. The book has been ordered (and must be returned at the end of the semester) and we will get it to you when it arrives.

The University Senate Undergraduate and Graduate Councils have authorized that the following required statements appear in all teaching syllabi (graduate and undergraduate courses) on the Stony Brook Campus.

**Americans with Disabilities Act:**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

**Academic Integrity:**
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**Critical Incident Management:**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students’ ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.
GUIDELINES FOR HBH QUALIFYING EXAMS 2017-2018

The purpose of the Qualifying Exam is to determine if students have the knowledge base and problem solving ability necessary to successfully carry out independent dissertation research leading to a Ph.D. degree. The Qualifying Exam and Dissertation constitute the last requirements for the Ph. D. degree. Satisfactory progress in course work is a prerequisite to taking this exam. An un-remediated grade of C or below, or an outstanding “incomplete”, will disqualify a student from taking it. Preparation for the exam is part of an organized course HBH 560 “Proposal Preparation in Regulatory Biology.” The course directors are Drs. David Talmage and Markus Seeliger. The intents of the course are to provide focused instructions that will be useful for future grant proposal applications and are particularly relevant (but not limited to) the Qualifying Exam, and to demystify the Qualifying Exam process.

The process of the Qualifying Exam is (NOTE: you are not to discuss your written proposal, or prepare for your oral defense with any faculty members outside of HBH560):

1. Identify a research topic on which to write a proposal. The research topic explored in the proposal must be distinct from topics that you have worked on previously, either prior to joining the program or during rotations, and must be distinct from your current research. The choice of topic and the development of a research plan designed to test a specific hypothesis will be covered in depth in HBH 560. The basis for most proposals is the primary literature (e.g., a journal club article), a seminar or a meeting presentation. It is essential that all sources are properly referenced in the proposal.

Proposals should be organized as follows (this mirrors the structure of the Research Proposal component of the NIH doctoral NRSA application – note that the format of NIH grants in general, including the NRSA, has changed over the last several years):

- **Summary** (with clearly defined hypothesis) 1 page
- **Specific Aims** 2 pages
- **Research Strategy** 12 pages
  - **This section will include subsections addressing: Significance, Innovation, and Approach (these will be discussed in HBH560 in more detail).**
- **Literature cited** no page limit

(12-pt. font, double-spaced, 1-in. margins).

Your proposal should convince the committee that you have identified a significant and novel problem to investigate using reasonable laboratory methods likely to advance our understanding of the system. The page limit will be strictly enforced.

2. The proposal will be read and evaluated by three program faculty. You will receive a short critique of your proposal and scores in a number of defined areas (significance, innovation, approach, overall impact), following the format used for reviewing NIH grants. If your proposal is found to be inadequate, you will have to re-write / edit it to make it acceptable prior to the oral defense. Only one rewrite of the proposal will be allowed.
3. After your written proposal is evaluated, you will be assigned an examination committee consisting of three members of the Training Program Faculty. The identity of your Exam committee will NOT be known to you in advance of the exam. Your thesis advisor cannot be a member of your committee. Each committee will have a Chair designated in advance. The committee does not compare one student to another, but will evaluate each student’s performance on an individual basis.

4. In the oral defense, you should present the proposal in an introductory talk of about 20 minutes. In this presentation you should clearly and succinctly describe the problem and outline the proposed experimental approach, using Power Point or overheads with illustrations from papers or experimental summaries as necessary.

During the initial presentation, questioning by faculty members should be limited to points of clarification necessary to understand the presentation. After the prepared presentation, faculty will begin asking questions directly related to the proposal, but will ask more fundamental or general questions as the exam progresses. Since the exam is open to questions in several broad fields, including pharmacology, molecular biology, chemistry, and others, it is expected that students will allocate a substantial amount of time to reviewing general information, especially in areas in which they feel they are weak. The exam should be concluded within about two hours.

5. The standing committee of chairs will meet at the conclusion of the exams to discuss the outcomes. Since the Qualifying exam consists of a written and an oral part, students are expected to pass both parts. Failure to perform satisfactorily in one of the two parts may result in “conditional pass”, which would require rewriting the written part or re-defending the oral part. If a student fails both parts of the Qualifying Exam, whether the student is allowed to retake the exam remains at the discretion of the Steering Committee. Students are maximally given two chances to re-defend their Qualifying Exam.

6. The final copy of the Qualifying exam proposal should be brought by the student to the Graduate Office to be kept in the student’s file.

Tentative 2017/2018 Timetable:

September 3 – HBH 560 Begins at 9 AM (timetables to develop topic and generate drafts will be discussed in class).
Friday Dec 5, proposals are due by 12 noon. They should be delivered electronically, as pdf files, to Dr. Talmage (david.talmage@stonybrook.edu).
December 26: Reviewers’ critiques are due.
Week of January 19 – oral exams.
January 23 – Qualifying exam committee meets to determine outcomes. Students will be notified of the outcome by Dr. Talmage.
TO: 3rd year student xxxx

FROM: Dr. Miguel Garcia-Diaz, Director
Graduate Program in Molecular and Cellular Pharmacology

DATE: June 25th, 2018

RE: Thesis Research Proposal

*Congratulations on passing your qualifying exams!*

This letter is to remind you of the requirement for pharmacology graduate students to prepare a written Thesis Research Proposal describing the scope and aims of your thesis project. This necessitates that you put careful thought into your research and develop in writing the hypothesis you are testing, and interesting ways to investigate your hypothesis. The Steering Committee will review your status after the semester of your proposal defense to determine whether you should be advanced to candidacy for the PhD. The Committee will consider your record in course work, evaluations from faculty mentors and the reports from your Qualifying Exam and Thesis Proposal defense in this decision.

The defense of your proposal should take place within the Fall 2013 term. By setting up an early defense, we hope to help you meet our program’s goal for students to finish in 4 - 5 years.

Unlike the Qualifying exam, you are responsible for selecting your own committee for the Thesis Proposal Defense. Your committee should consist of two faculty members from the Pharmacology program and one external member. Your thesis advisor should help you with preparation of the proposal, but should not participate in the proposal defense. At the end of the meeting, the advisor will be invited to discuss with the committee members the evaluation of your defense. (The composition of this committee can change over time and does not need to be identical to your final thesis defense committee.) Your advisor will rejoin the research advisory committee for all subsequent committee meetings. Please submit an email to the Graduate Program office by **August 30th** with the names of your committee members.

It is expected that a full thesis project will be sufficiently ambitious to encompass at least one (or more) publication(s) in leading journals. The proposal should represent your best current view of the goals of your project. However, as results are obtained, the focus of your project may evolve. During the course of research, you may find that some of your original aims were unrealistic, or you may uncover a new, more interesting line of experimentation.

As you write your Thesis Proposal please observe a limitation of 8 single-spaced pages incorporating the following sections:

1) Summary (including a clearly defined hypothesis) 1 page
2) Specific Aims 1 page
3) Research Strategy 6 pages
The idea is then that you could submit this proposal to NIH as a fellowship (NRSA) application, if possible. The guidelines from NIH for the written part are listed below:

**Project Summary/Abstract (one page.)**
The Project Summary must contain a summary of the proposed activity suitable for dissemination to the public. It should be a self-contained description of the project and should contain a statement of objectives and methods to be employed. It should be informative to other persons working in the same or related fields and insofar as possible understandable to a scientifically or technically literate lay reader.

**Specific Aims are limited to one page.**
State concisely the goals of the proposed research and summarize the expected outcome(s), including the impact that the results of the proposed research will exert on the research field(s) involved.

List succinctly the specific objectives of the research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, or develop new technology.

**Research Strategy is limited to six pages.**
Organize the Research Strategy in the specified order using the instructions provided below. Start each section with the appropriate section heading — Significance, Innovation, Approach. Cite published experimental details in the Research Strategy section and provide the full reference later in the Bibliography and References Cited section (Bibliography does not count towards the page limit).

(a) **Significance**
- Explain the importance of the problem or critical barrier to progress in the field that the proposed project addresses.
- Explain how the proposed project will improve scientific knowledge, technical capability, and/or clinical practice in one or more broad fields.
- Describe how the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field will be changed if the proposed aims are achieved.

(b) **Approach**
- Describe the overall strategy, methodology, and analyses to be used to accomplish the specific aims of the project. Include how the data will be collected, analyzed, and interpreted.
- Discuss potential problems, alternative strategies, and benchmarks for success anticipated to achieve the aims.
- If the project is in the early stages of development, describe any strategy to establish feasibility, and address the management of any high risk aspects of the proposed work.
- Point out any procedures, situations, or materials that may be hazardous to personnel and precautions to be exercised.

If an applicant has multiple Specific Aims, then the applicant may address Significance, Innovation and Approach for each Specific Aim individually, or may address Significance, Innovation and Approach for all of the Specific Aims collectively.

**Preliminary Studies.**
Please include information on preliminary studies, if any. Discuss the preliminary studies, data and/or experience pertinent to this proposal. When applicable, provide a succinct account of published and unpublished results, indicating progress toward their achievement.
Bibliography & References Cited

Provide a bibliography of all references cited. Each reference must include the names of all authors (in the same sequence in which they appear in the publication), the article and journal title, book title, volume number, page numbers, and year of publication. Include only bibliographic citations.

You should be able to complete this proposal and present it in print (and/or electronically) to your Research Advisory Committee at least one week before your defense. Since in the Fall you and your classmates will be scheduled to present your first departmental/program seminar, you could either schedule the oral defense following your seminar, or at some time during the Fall semester. If for any reason you feel that you cannot meet this deadline, please contact me. Remember that you do not need to have extensive preliminary results for this proposal.

Please email me/see me if you have any questions or concerns.

cc: Student’s advisor
APPENDIX VIII –

HBH 601 Teaching Practicum Expectations (2017-2018)

1. **Pre-lab Talk** – Graduate Assistants are expected deliver pre-lab “chalk talks” that effectively explain the purpose and goals of the lab exercises. The talks should include sufficient background information to allow students to grasp the significance of their experiments and to place their results within a larger conceptual framework. Talks should be ~15 minutes in length and must not be electronic presentations. Graduate Students are expected to handle questions well and to make every effort to communicate clearly and effectively with undergraduates.

2. **Quizzes** - Graduate assistants are expected to write weekly quizzes, grade the quizzes, and post scores on Blackboard. The quizzes are to be five questions in length and multiple choice or true/false in format. The quiz questions must be derived from the Lab Manual.

Fall Semester
*Block 1*: 8/26-9/25
*Block 2*: 9/30-10/23
*Block 3*: 10/28-11/20

Spring Semester*
*Block 4*: 2/10-2/26
*Block 5*: 3/3-3/26

*Subject to change.*

Class Days: Tuesdays and Thursdays
Class Time: 11:30AM-5:20PM
Location: CMM/BLL127 and DLAR

**Contacts**
Robert Watson – Director  
(BST-8-130, x4-1574, Robert.watson@stonybrook.edu)
Janice Kito – Assistant Director  
(BST-8-140, x4-3027, janice.kito@stonybrook.edu)
APPENDIX IX – DEGREE REQUIREMENTS

DEGREE REQUIREMENTS FOR THE Ph.D. DEGREE IN
MOLECULAR AND CELLULAR PHARMACOLOGY

In addition to the minimum Graduate School requirements, the following are required:

A. Course Requirements
1. Graduate Biochemistry (MCB 520)*
2. Physiology (HBY501)*
3. Biochemical/Pharmacological Laboratory Techniques (HBH 545/546)
4. Cell Biology (MCB 656)
5. Graduate Pharmacology I, II (HBH 631, 632)*
6. Statistics in Life Sciences (HBH 550)
7. Integrity in Science (GRD/HBH 500)
8. Proposal Preparation in Regulatory Biology (HBH 560)
9. One elective*
10. Practicum in Teaching Pharmacology (HBH 601)
11. Journal Club (HBH 580)
12. Research (HBH 599/HBH 699 or HBH 700)

Depending on prior course work, students may adjust these requirements with the consent of the Steering Committee of the Graduate Program.

B. Research Rotations
Students are required to complete three rotations in laboratories affiliated with the program. The host laboratory for thesis research is typically selected from one of these three rotations.

C. Qualifying Exam
During the second year, students are required to write and orally defend a research proposal on a topic unrelated to their thesis research.

D. Thesis Proposal Examination
Students select a thesis committee including three program faculty and one extramural faculty member to evaluate their written thesis proposal and their oral defense of the proposal.

E. Teaching Requirement
Each graduate student completing a doctoral degree will have functioned as a teaching assistant during at least one semester of his or her graduate career (HBH 601).

F. Advancement to Candidacy
Following completion of coursework, and satisfactory performance on the qualifying examination and their research proposal examination, students will be recommended to the Graduate School for advancement to Ph.D. degree candidacy.

G. Ph.D. Dissertation
The research for the Ph.D. dissertation is conducted under the supervision of the thesis committee. Upon approval of the completed dissertation by this committee, a dissertation examining committee is appointed by the Dean of the Graduate School. A formal public oral defense of the dissertation is scheduled, at which the student presents his or her findings and is questioned by members of the examining committee and by other members of the audience.

H. Residence Requirement
The University requires at least two consecutive semesters of full-time graduate study. The demands of the program necessitate a longer period of residence.

*not required for MSTP students