INTRODUCTION

This handbook was developed to provide guidance for students working toward a master’s in geology at Oregon State University. Students are encouraged to provide suggestions for the improvement of the handbook by contacting Stacey Schulte, Student Affairs Coordinator, in the Department of Geosciences office (541-737-1221 or stacey.schulte@oregonstate.edu).

DEPARTMENT OF GEOSCIENCES OFFICE  ▪  104 WILKINSON HALL  ▪  541-737-1201

Department staff consists of the following:

Melinda Jensen, Office Manager
Melinda can assist you with office assignments, building keys, mailboxes, textbooks for courses you are teaching, room reservations, office supplies, driver authorization forms, etc.

Stacey Schulte, Student Affairs Coordinator
Stacey maintains your graduate program files, assists with all things related to your graduate program, prepares the TA/RA notice of appointment letters, coordinates student hourly employees, maintains the TA/RA student budget spreadsheet, maintains the department web pages, coordinates orientation, TA training and the department picnic, etc.

Renee Freeman, Receptionist and Environmental Sciences Graduate Program Assistant
Renee answers the main office telephone, maintains and assists with all things related to the Environmental Science graduate program, assists with purchasing supplies, etc.

We are all available to help with department office machines and any questions you may have.

GRADUATE SCHOOL  ▪  300 KERR ADMINISTRATION  ▪  541-737-4881  ▪  graduate.school@oregonstate.edu

Forms for your graduate program and all other necessary forms are available on the web at http://oregonstate.edu/dept/grad_school/. Click on “Graduate Forms.”

The OSU Graduate School Survival Guide, a step-by-step guide to working toward your master’s degree can be found at http://oregonstate.edu/dept/grad_school/current/success.html.

OSU Graduate diploma and commencement deadlines:
http://oregonstate.edu/Dept/grad_school/current/deadlines.html.

Information that applies to both masters and doctoral degrees can be found at http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38.

The Graduate School will be pleased to answer questions on these or any other degree requirements. Please call 541-737-4881, stop by the Graduate school office on the third floor of Kerr Administration Building or email them at graduate.school@oregonstate.edu.
GENERAL INFORMATION

The Department of Geosciences main office is located in 104 Wilkinson Hall. It is open from 8:00 am to 5:00 pm Monday through Friday. The staff can answer questions that you may have or help you find the answers.

SIGN UP FOR YOUR ONID ACCOUNT

If you haven’t already done so, you must sign up for an ONID account. This account is used by university personnel for all official university communication with you. For more information go to http://onid.oregonstate.edu/ and click on the “Sign up for ONID” link on the left hand menu bar.

SIGN UP FOR YOUR GEO ACCOUNT

You have probably already signed up for your GEO account, but if not, please see Stacey. Your GEO account is an email account provided by the department. These email addresses will be added to the various mailing lists. They will also be used by Mark Meyers to program permissions into the servers so you have access to the lab computers and printers. Both the ONID and GEO account can be forwarded to another email account if you prefer to use only one account.

UNIVERSITY ID CARD

The OSU Card is the official identification card for students, faculty and staff. It functions as a meal card, library card and more. The ID Center is located in B094 Kerr Administration Building. See http://oregonstate.edu/fa/businessaffairs/idcenter for additional information.

THE MEMORIAL UNION (MU) AND THE OSU BOOK STORE

The MU has conference rooms, study rooms, a lounge, several restaurants, a recreation center and a convenience store. The OSU Book Store is located at the east end of the MU. The lower level sells books and has a check cashing service, a post office and drop boxes for utility bills. The main floor sells supplies, gifts, CDs, etc. They also sell computers, printers, software and supplies, often at educationally discounted prices.

TRANSPORTATION

If you prefer to drive and park on campus, a student parking permit may be purchased at the Parking Services Office located in Adams Hall. Specific information about parking on campus is available at the Parking Services web page http://oregonstate.edu/facilities/transit_pkg/index_pkg.html.

Many students and staff use bicycles as their transportation of choice. You should consider registering your bicycle with Campus Security in Cascade Hall (http://oregonstate.edu/dept/security/). Bike theft is a problem on campus so you will need to keep your bike securely locked at all times. Bicycles have been recovered after being stolen and the registration will help Campus Security identify the owner.

There is a free campus shuttle bus that runs during the academic year. There are two buses covering campus with 19 designated stops but the drivers will stop for you anywhere along the route if you flag them down and will also drop you at any spot along the route. Consult their web page for the route and designated stop locations -- http://oregonstate.edu/facilities/transit_pkg/shuttle_pkg.html.

Your OSU Card entitles you to ride the Corvallis Transit buses for free. Schedules are available in many locations on campus and are also online at http://www.ci.corvallis.or.us/index.php?option=content&task=view&id=467&Itemid=410.

Corvallis Transit System (CTS) and the Associated Students of Oregon State University (ASOSU) have partnered to provide a late-night service. The ‘Beaver Bus’ schedule runs fall term through spring term. See the Corvallis Transit
web address above for the schedule.

Saferide is a service offering free transportation to and from campus for all OSU students. The program is coordinated through ASOSU and is paid for entirely by student fees. To schedule a ride, call 541-737-5000. Please review the policies, boundaries and hours of operation at http://asosu.oregonstate.edu/saferide before scheduling a ride. Saferide is a service dedicated to assault prevention, providing education & safe transportation to OSU students. If you would like more information on services, programs or activities available through Saferide, please call 541-737-2252 or emailsosu.saferide@oregonstate.edu.

RECREATION

There are lots of opportunities for recreation in and about the Corvallis area. The Cascade Mountains are approximately 60 miles east of town and the Pacific Ocean is approximately 55 miles west. Locally there is a bike path along the Willamette River, hiking trails in McDonald Forest, and many city parks for picnicking. Drive up Mary’s Peak for a picnic and hike to the top for an excellent view of the valley. On campus, Dixon Recreation Center has many ways for you to stay in shape and have fun. The Outdoor Program rents campus equipment, canoes, etc and organizes many trips during the year.

HEALTH

Student Health Services is located in the Plageman Building (across from Weniger) and has a variety of services to help you maintain your physical and mental health. Their web site (http://studenthealth.oregonstate.edu/) provides a great deal of information on their services including health insurance.

The Benton County Health Department (541-757-6835) and the Benton County Mental Health Clinic (541-757-6844) provide a number of services (including required vaccinations) on a sliding scale fee basis. They are both located at 530 NW 27th Street. Please call for additional information and/or an appointment.

THE BAROMETER

The Barometer is the free student newspaper published Monday through Friday during the academic year. A copy of The Barometer can be picked up in several locations on campus including the black wooden kiosk on 26th near Wilkinson Hall.
PROGRAM AND UNIVERSITY POLICIES

OSU VEHICLES

Authorization is required to drive university vehicles. Forms are available from Melinda in the department office or on the Motor Pool web site. If you will be driving a passenger van, you must take the test and watch the video available on the following web page before leaving on the trip. The video and test can be found at http://motorpool.oregonstate.edu/safety/vansafety.cfm.

JOBS AND POSTING PUBLIC NOTICES

The bulletin boards outside room 104 will have a variety of information posted on them throughout the year. You will find information on upcoming seminars, classes not in the schedule, photos of faculty and current graduate students, job openings, internships, and activities on and off campus. Keep an eye on what is posted and if you have anything you would like to post, please see Stacey in the department office.

ELECTRONIC COMMUNICATION

There are a number of ways the department staff disseminate information to students, faculty and the public. One way is the department web site. There is a directory on the web listing faculty, staff and graduate students. There is also a paper directory prepared at the beginning of each year and your GEO email will be added to the appropriate mailing list (i.e. geology graduate students).

Both federal and state laws permit Oregon State University staff to release “directory” information to the general public without the student’s consent. Directory information includes: name, current mailing address and telephone number, current ONID e-mail address, campus office address, class standing, month and day of birth, major field of study, full-time or part-time enrollment status, status as a graduate teaching assistant or graduate research assistant, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, dates(s) of degrees(s), and most recent previous educational institution attended by student.

Students can prohibit the release of directory information to the public by signing the Confidentiality Restriction form available from the Registrar’s Office. It will NOT prohibit the release of directory information to entities of Oregon State University that have a “need to know” to accomplish their required tasks. It further will NOT prohibit Oregon State University departments from including your name on mailing lists for distribution of materials that are essential to your enrollment at Oregon State University. For more information, refer to the Student Records-Right to Privacy section at http://catalog.oregonstate.edu/ChapterDetail.aspx?key=378#Section2658.

If you decide to have your directory information officially restricted, please make sure you inform Stacey in the department office.

OFFICE SPACE POLICY

It is the implied, but not guaranteed, intent of the program to provide office space for graduate students during their studies at OSU. Having an office is a privilege. If you have concerns about your office space or are not using the space, please let Melinda know so she can assign the space to someone else if needed.

You will probably find your office is not very clean when you first step into it. That is because, to save money, OSU cut the janitorial service back to bare bones years ago. So, it is up to each of us to do our part to keep the department clean. General things to keep in mind—keep your office clean, respect your office mate(s) and take ALL your possessions when you are finished with your program. Clean up your space when you move out. Cleaning supplies are available in the department office if you need them.
If you have not already gotten your building keys, you may find a key request slip in your mailbox. If not, see Melinda in the department office. Take the key request to the Key Shop located on 15th just south of Kerr Administration. You will be required to pay a deposit on each key but it will be refunded when the keys are returned. If you teach an 8:00 am class, you may get a key to your classroom to assure time to set up and get ready for class.

Please be sure to **completely** close outside doors during evening and weekend hours. The handicap entrance to the Burt/Gilfillan breezeway often does not latch properly. Remember to lock your office door and lab doors when you leave. Do not let unauthorized persons in the building. If an individual has business in the building, they should already have a key or can get one from Melinda. DO NOT prop open outside doors! Keep your afterhours permit with you if you are in the building in the evening or on weekends just in case Security comes through the building. If you do not have your afterhours permit, you will be asked to leave the building. Melinda will be issuing afterhour’s permits to all graduate students.

**TRAVEL TO PROFESSIONAL MEETINGS**

Travel to professional meetings is highly encouraged as one of the best professional development activities a student can undertake. This is an excellent way to present your research results to a broader audience, while gaining valuable feedback, to network with scholars in your discipline(s), and polish one's public speaking skills and confidence. If working as a GRA on a professor’s research project, you should ask that professor what opportunities for presentation and travel funds might be available.

For geography, geology, or water resources students, there may also be travel funds available year-round for meetings, as well as professional development workshops, in the Lydia Departmental Dog Memorial Fund (http://bit.ly/82niG5). Please contact Professor Dawn Wright for more information.

**USE OF CAMPUS TELEPHONES**

There are no telephones in student offices but messages can be left on the department phone and will be put in your mailbox. The department telephone number is 541-737-1201. University phone numbers have the prefix 737 or 713. When calling from one campus telephone to another, dial the last five digits of the phone number. When calling a local number, you must first dial 9 to get an outside line, then the area code and number. You need an authorization code or personal calling card number to make long distance calls. Check with your major professor for an authorization number.

**USE OF THE DEPARTMENT COPY MACHINE**

The department copy machine may be used by anyone for university business during office hours. If assistance is needed to operate the machine or if there is a malfunction, ask department office staff for assistance. It is also available for personal copies for a small fee (10¢ per page and overheads are 35¢). You DO NOT have to pay for materials you are preparing for a class you are teaching, but you DO pay for copying your personal class materials. Payment goes in the milk can bank on Stacey’s desk.

The photocopier has a wonderful scanning feature that is available to all. When a document is scanned, it will automatically go to the email of your choice. Melinda will be adding your GEO email address to the list so you can scan items to your own email inbox.

Having Printing and Mailing Services produce your copies is usually less expensive than copying volumes on the department photocopy machine. They can turn around simple copy projects in 2-3 days. If you plan ahead, you can utilize their services and save yourself a lot of time in front of the department machine. This also frees up the machine for others to use. Please check with the office staff for assistance with preparing a printing order for Printing and Mailing. We are happy to help.
USE OF THE FAX MACHINE

The department fax machine may be used by anyone for university business during office hours. Using the department fax machine to send a personal fax costs $1.00 for the first page and 50¢ for each additional page. There is no charge for incoming faxes. The department fax number is 541-737-1200.

OFFICE AND CLASSROOM SUPPLIES

The department office has a limited supply of paper, pencils, pens, tape, etc to be used only for teaching or research assistant duties. Personal supplies for research are to be obtained from your major professor.

Department letterhead is to be used for official business only. Use for personal purposes such as expression of opinion about university issues is specifically prohibited. If in doubt, seek advice from your major professor or the department administrative staff.

CAMPUS AND US MAIL

The department office has a place to drop campus and US mail and supplies for various express mail services. You may have personal mail delivered to the department. The address is Department of Geosciences, Oregon State University, 104 Wilkinson Hall, Corvallis, OR 97331-5506. Any incoming mail will be put in your mailbox. Outgoing US mail with postage already applied can be put with the outgoing mail in the department office (collected on the end of the front counter), in drop boxes around campus, or at the Post Office in the basement of the OSU Book Store.

DEPARTMENT COMPUTER POLICIES

The Department of Geosciences recognizes and supports Oregon State University’s Network Engineering Acceptable Use Policy. Please consult this link if you have questions http://oregonstate.edu/aup.htm. All student, staff and faculty are responsible for adhering to these policies and those of the College of Science (http://my.science.oregonstate.edu/policies).

Computer support is provided by the College of Science Information Network (COSINE) Help Desk (helpdesk@science.oregonstate.edu, 737-5574, http://my.science.oregonstate.edu). Occasionally the computers will have problems. Please report problems to COSINE. COSINE does not maintain printers in Wilkinson Hall. Please report printer problems to the Geosciences Office, 104 Wilkinson Hall.

The Department of Geosciences has the following computer resources for your use.

Wilkinson 016 – Graduate Student Research Facility – is primarily for the use of Geosciences graduate students. However, any student with an ONID account may use the computers while Wilkinson Hall is open (usually 6 a.m. to 6 p.m. Monday through Friday). Graduate students may obtain a key to this room for afterhours use. There are three HP Compaq dc7600 computers with a 3.4 GHz Pentium 4 processor, 4 GB RAM and 160 GB hard drive and two Dell 960 Optiplex SFF computers each with an Intel Core 2 Quad processor, 8GB SDRAM, and 250GB hard drive. Software is maintained to keep current with most teaching and research needs. Wilkinson 016 has two printers—a black and white laser printer and an ink jet color printer. The printers are only available to Geosciences graduate students, staff and faculty. Users must log on with a College of Science Active Directory account to print. Computers in Wilkinson 016 are managed by Mark Meyers (meyerss@geo.oregonstate.edu).

Wilkinson 208 – Undergraduate Student Lounge – Computers in this student lounge are available to ALL Geosciences students. There are five HP Compaq dc7600 computers with a 3.4 GHz Pentium 4 processor, 4 GB RAM and 160 GB hard drive. Software is maintained to keep current with most teaching and research needs. Wilkinson 208 has two black and white laser jet printers. One printer is for Geosciences users and one is for ONID users (The ONID Printer). To use the ONID Printer, users must log on with their ONID user account. User’s
University account will be charged $0.10 per page. Computers in Wilkinson 208 are managed by Mark Meyers (meyerss@geo.oregonstate.edu).

*The Kiosk* -- This computer is a general use PC available in the first floor lobby of Wilkinson Hall. It is open to all students and is primarily used for checking class schedules, grades, internet exploration and web mail.

*Wilkinson 210 – Digital Earth Enhanced Classroom* -- This classroom is for TEACHING. Only students registered for classes that are scheduled for laboratories in Digital Earth (laboratory fees applies) will have access to resources in this room. Digital Earth is available for rent ($300 per day for OSU use, $400 per day for all other users, $45/hr. setup fee).

Digital Earth is equipped with 30 student workstations, an instructor workstation, and a file server (\DigitalE). The workstations are Dell small form factor machines with 2.66 GHz Core2 Quad processor, 8.0 GB RAM, 160 GB hard drive and 256 Mb video cards. The server is a Dell Server PV600 with two E5405 2 MHz Intel Xeon processors, 8 GB RAM, and 4 TB of hard drives in a RAID configuration. The classroom also has a Sanyo overhead projector, Sony stereo/receiver, Panasonic DVD/VCR, HP LaserJet 5200 black and white printer with duplexer, a HP Color LaserJet S500 with duplexer, and a HP DesignJet 800 42” color large format printer (plotter). Computers in Wilkinson 210 are managed by Mark Meyers (meyerss@geo.oregonstate.edu).

*Other Computer Laboratories* -- Several faculty members have computing facilities used for their research programs. These include Davy Jones’ Locker (257), the Tectonics Visualization Laboratory (206), Terra Cognita (204), Hydro Modeling Laboratory (103) and the Vipers Laboratory (127).

Printers are located in Wilkinson 016 and 208 as described above. Computers have appropriate printers already installed. Printing is managed from a print server. Each graduate student is given a $25.00 credit per term. Print jobs are recorded in a print manager database. Per page costs are subtracted from your credit. Current charges for printing are $0.05 per page on a laser jet printer and $0.35 per page on the color ink jet printer. **Credit will not be increased.** The department does role over unused printing credits from term to term. However, a user balance cannot exceed $50.00 and all accounts are reset to $25.00 at the beginning of fall term. Questions regarding printing accounts should be directed to Mark Meyers (meyerss@geo.oregonstate.edu).

Exceptions: Students in their last term and who are preparing their thesis may receive a onetime additional $25.00. TAs that print material for class may get a “reimbursement” in credit. However, printers should not be used as copy machines. Please use the department’s copy machine in Wilkinson 104. Large print jobs should be sent to campus printing (see Melinda or Stacey for instructions).

There is an ONID printer in Wilkinson 208 for your use. Your university account will be charged $0.10 per page. Printers are also available at Student Computing Facilities at various locations on campus. Also check out Student Multimedia Services at [http://oregonstate.edu/is/miediaservices/sms/](http://oregonstate.edu/is/miediaservices/sms/). They have, among other services, large format (poster) printing and thesis printing free to students.

**General Guidelines** -- DO NOT store your files on department computers. These computers are not backed up. If a computer has a problem (virus or hacked) it will be removed without notice. The system will be wiped and re-imaged. All user profiles, pictures, documents and data will be lost.

Questions regarding your personal computers and networking should be directed to COSIne. Check out the FAQ first ([http://my.science.oregonstate.edu/selfhelp/](http://my.science.oregonstate.edu/selfhelp/)).

Please do not try installing software on department computers. Contact Mark Meyers for software installation and updates.
TEACHING AND RESEARCH ASSISTANTSHIP POSITIONS

University regulations require all students with an assistantship to register for a minimum of 12 hours each term while on a TA or RA assignment. Graduate assistants may register for a maximum of 16 credits, but are advised to confer with their major professor or program director to avoid a potential overload. Students on an assistantship can maintain their full-time status and avoid overloading themselves with coursework by signing up for GEO 503 Thesis (1-16 hours) to “top up” their credits to the 12-16 credit level.

Since GEO 503 credits get an R grade (research continuing), they are not calculated in the grade point average. Thesis students can list only six GEO 503 credits on their graduate program, but the GEO 503 enrollment limit is 16 credits per term.

“As a condition of their academic appointments, graduate teaching and research assistants are required to register for three credits above the minimum full-time load (i.e., a minimum of 12 credits) each term of the appointment during the academic year (fall, winter and spring). During summer session, a minimum registration of 9 credits is required for graduate assistants. Audit registrations and enrollment in OSU Extended Campus courses may not be used to satisfy enrollment requirements for graduate assistant salary/stipend, tuition remission or health insurance benefits.” [excerpt from the Graduate School website]

If you have a teaching assistantship, you can pick your textbooks for classes from Melinda (or check your mailbox). Do NOT buy them at the Book Store unless instructed to do so. Textbooks are to be returned to Melinda at the end of each term.

TAs are part of a collective bargaining agreement negotiated between OSU and the Coalition of Graduate Employees (CGE). For these TAs, terms and conditions of employment for service not required as part of their degree requirements are prescribed in a collective bargaining agreement (see http://oregonstate.edu/admin/hr/gradstud/home.html for more details).

BEING A TEACHING ASSISTANT IN GEOSCIENCES

Welcome to teaching in Geosciences at Oregon State University! Most of you have come to OSU with a primary focus on receiving advanced training in geography, geology and water resources, and all of you are hopefully excited about your classes, your research projects and your new colleagues and professors. In addition, we hope that you will be equally excited about teaching in the Geosciences! Teaching is one of the side-benefits of graduate school – not only is it a way for you to pay for your education, but it is a chance to contribute directly to the enterprise of education.

Some of the most rewarding experiences as a graduate student will come from being a TA. It is in this environment that you will have an opportunity to pass on your excitement for Earth sciences to others; to be a leader by helping students to learn about the Earth, its environment, its people and cultures; and to serve others as you yourself have been served. There are few experiences more rewarding than explaining a key concept that lights a spark or opens a new world for a student!

In addition to the rewards of teaching, there are also responsibilities. As a TA, you play a key part in the students’ education and you represent the Department of Geosciences and the University, as well as the geography and geology professions.

The purpose of this document is to assist you in preparing for and thinking about being a TA. We know that you are learning the art of teaching and we will help you get started and achieve that goal.

Classroom Presence -- Your presence in the classroom – how the students perceive you in relation to the class and the material – has a large effect on the success of the lab or recitation. Your classroom presence is a mixture of art, forethought, common sense, acting, creativity and your skill at interpreting concepts for the students. It is worth thinking through how you want to be perceived in the classroom and how different attitudes, actions and
presentation styles will affect your success.

Leadership in the Classroom -- A personal relationship with students is easier in the small lab or recitation than in the large lecture section. However, too much self-identification with the students (“I’m just like you”) can make it difficult to maintain the necessary leadership role. This can have negative consequences on the students and on your ability to motivate and lead them.

Take the subject matter seriously – it’s important – but be pleasant and open to the students.

Do not hesitate to say "I don’t know, but I will check" (and then do so). This is far better than conveying misinformation.

Professional appearance and dress is a visual cue to the students that you are the leader of the class, that the material is important and that the students are important to you. Note that professional dress varies from one class to another – in field methods it may be hiking boots and outdoor clothing, while in a recitation section casual business attire is appropriate.

Be professional in other ways as well. For example, many students have weak writing skills and may send you emails that are misspelled or otherwise poorly written. Be a good example by responding with well written answers that you have spellchecked! emails w no punctuashun or capitalization and badd speling just reinfor bad habbits... you see what I mean. When communicating with students via email, it is important to use full sentences and properly spelled words.

Do not cancel or dismiss the class early except when authorized to do so.

Be early to recitation or lab to make sure the room is ready, the doors are unlocked and that you are ready to go.

Get to know the students’ names, if possible. This helps with your leadership position, but it also communicates to the students that they are valuable individuals. One or two formal roll calls at the beginning of each term followed by informal roll calls, which can easily be combined with handing back graded papers, can be used to familiarize you with the names of students.

Grading should be appropriate to the work and not inflated. Inflation of grades doesn’t help the student and it makes the next instructor’s job more difficult (not to mention their first boss’s job). It is a basic form of respect to give the grade that the work deserves.

Optimism rather than pessimism goes a long way toward making a class run smoothly. Discontent is feed by comments about a lousy budget, lab room or lack of resources. You and others may have to deal with this discontent later. At the same time, explanations as to why facilities are what they are may be helpful. Be judicious.

Respect for students -- In all circumstances, you must show respect for students. Not only is this a moral and professional responsibility, but a legal one as well.

Students are generally less knowledgeable about the course material. Be careful not to communicate (usually unintentionally) that you think the student is unintelligent, had a bad education or is in any way inadequate. Students are often nervous or uncertain of their skills and in many cases will be in your class because they are fulfilling a distribution requirement. You can help them greatly by being encouraging.

Students come from a great variety of backgrounds and perspectives. Students will be of all ethnic groups, religions, beliefs, abilities, and so forth. Some will be more conservative than you, some more liberal. Treat each student the same. In all cases, they deserve and must be given the same respect that you would want if you were
in their seat. OSU, in compliance with state and federal laws and regulations, does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, age, disability or veteran’s status in any of its policies, procedures, or practices. This nondiscrimination policy covers admission and access to, and treatment and employment in, University programs and activities, including but not limited to academic admissions, financial aid, educational services, and employment. OSU’s full policy is available at [http://oregonstate.edu/dept/affact/osu-discrimination-and-harassment-policies](http://oregonstate.edu/dept/affact/osu-discrimination-and-harassment-policies).

Organization -- Perhaps the single most important thing you can do to make a student’s experience a rewarding one is to make sure your recitation or lab section is well organized.

Be thoroughly familiar with the content of the textbook and other course materials (e.g., the syllabus). If you can afford the time, it is helpful to attend the lecture section (the professor will appreciate that as well). Students will frequently ask you questions that assume you have the same information as the professor (“How much is the final worth?” etc).

Be fully prepared on the topic before each lab or recitation and make sure you have all necessary materials for the presentation or experiment.

Be ready to give out contact information for yourself at the first class meeting – your name, email address, office location, and office hours.

Give out the professor’s information as well – they may have missed it in lecture.

Make sure you are aware of the lab/recitation grading policy and can explain it to the students at the first meeting.

Know and explain lab policies clearly to students – late policy, missed labs, due dates, return of assignments, quizzes, grading, etc. All important information -- late policy and consequences, missed labs, all penalties, due dates and exam dates, return of assignments, quizzes, grading etc. -- needs to be explained to the students. If you have control over the syllabus, this should be included there. It is also important to explain OSU’s policy on Academic Dishonesty.

Familiarize yourself with the room before the first section meeting. Make sure you know where the light switch is, where the extra bulbs for the projector are kept and so forth. If you are using a computer and data projector, make sure you have the key combination and CMC’s phone number (541-737-2121).

Make sure the room is clean before you start each class (and especially before you start the term). The room should have been left in good condition for you, but don’t count on it! Leave the room in better shape than you found it.

Take all precautions with student assignments to avoid losing them. Keep assignments together in one place (don’t spread them around your office or apartment). Record and keep grades carefully and always keep a duplicate/backup copy of grades, paper and digital.

**Instructional Duties and Responsibilities**

**Office hours** -- Schedule regular office hours as agreed upon with the course professor and be in your office at the scheduled times. Be willing to make and keep appointments with students who are not free during your office hours. Your office should be kept in a condition that will accommodate office hours for students seeking assistance or arrange to use an alternate space during office hours that will meet this need.

**Grades** -- Keep an accurate record of all grades and keep a back-up copy in a separate location. This is particularly important when dealing with grades electronically. Loss of grades due to a computer crash is a risk that must be
Returning Assignments -- It is against university policy to place graded papers in an open access area or to handle student assignments in any way that would allow another person to find out grades, student IDs or any other confidential information. Return assignments directly to the student during class times or office hours. **Don’t leave assignments in the hall.** You may use the last 4 digits of the student ID number for posting grades, provided that the list is not ordered alphabetically by the students’ names, and provided that you have given the students an opportunity to choose a different number if they want. If you choose to use the last 4 digits of the students ID number, on the first day of class you should announce your plans for this and give students the opportunity to choose a different 4 digits. Using Blackboard is better than using the 4-digit method but is only an option if the instructor for the class is using Blackboard.

Student Confidentiality -- Here are a few guidelines, but for the full policy go to [http://catalog.oregonstate.edu/ChapterDetail.aspx?key=378](http://catalog.oregonstate.edu/ChapterDetail.aspx?key=378).

Regarding students in your class, do not discuss the students in your class with anyone (including their parents, office mates) in a way that would release confidential information. You may, of course, discuss such matters with the course professor, department chair and others who need to know the information to do their job at OSU.

Confidential data is determined by whether or not the student has elected to have their records be confidential. If they have (indicated on the grade roster), then **all information about the student is confidential including their existence as a student.** All inquiries should be directed to the Registrar’s Office (737-4331) and let the professor know. If the student has not elected confidentiality, then only directory information may be released – student’s name, ONID email address (not any other), and a few other items. See the web page listed above for more details.

Most TA assignments will have duties beyond the recitation/lab. These may include helping with some lectures, preparing materials for lectures, or monitoring exams. Some professors assign a TA to assist in lecture sections of large lectures.

If field trips are planned, request help from Melinda Jensen in the department office to reserve vans or busses as soon as possible; and make sure that you are authorized to drive the OSU vehicle. **Note:** To be able to drive any university vehicle, you must fill out a Driver Authorization Form (available from Melinda). You will need a copy of your driver’s license. If you are driving a **12-passenger van,** you will need to watch a training video and take a test, both available on the web. Allow plenty of time before the field trip to take care of this – best to do it first thing in the term! If the trip is on a weekend, vehicles need to be picked up on Friday from motor pool.

Teaching assistants are responsible for maintaining the appearance of rooms and laboratories they use. Rooms should be returned to a neat condition after use as a courtesy to the next class and instructor. Sinks in the laboratories are to be kept in clean condition. At the end of each term, you should organize with the other TAs for the course to clean the lab. Furnishings, including those in offices, should not be moved from room to room. Rock samples, maps and other equipment should be returned to their proper storage space after each class. Return unused supplies, i.e. answer sheets, excess lab exercises, etc., to the professor or wherever you got them.

Audio visual equipment should be returned to its assigned place at the end of the class (even if there are plans for use later in the day). There is continual demand for use by other instructors. Please use the check-out sheet in room 205 to reserve the TV and VCR, and return the equipment promptly to room 205 after each class. Data projectors and laptops are available for scheduled classes from CMC (7-2121) with at least 24-hour notification. Take any malfunctioning equipment to the department office (Wilkinson 104) and notify office personnel of the specific problem so it can be repaired. Do not return broken equipment to the storage area.
Problems that May Arise

Here are a few problems that sometimes occur. With these or any other TA-related problems, it is wise to talk to the course professor.

Make sure that you discuss and understand the class policy on missed or late assignments and missed classes with the instructor. Always proceed in a way that is fair to all students in the class. Allowances may be made for exceptional circumstances and compassion is sometimes needed. One experienced TA had this suggestion. “I found that some students have personal problems and do not contact the instructor beforehand. Then comes the question of late work. In the event late work is accepted, I confirm the problem with the student, the suggested resolution, and the mutually-agreed upon schedule for turning in the late work along with the mutually-agreed upon penalty, if any, in an email. It becomes the “contract” between the student and the instructor. There are no questions about expectations after this exercise.” Note that poor planning by the student is not an exceptional circumstance. Also note that student athletes do not receive special treatment. Although they may miss classes for university events, they are responsible for all work in the course, just as any other student.

OSU’s policy on academic dishonesty is available at [http://oregonstate.edu/studentconduct/index.htm](http://oregonstate.edu/studentconduct/index.htm), including resources for how to avoid problems. Basic things to keep in mind include the following:

Let the students know at the beginning of the term that academic dishonesty is a serious issue and that it will be dealt with according to university policy in the class.

Probably the most effective way to avoid problems is to carefully plan assignments and exams such that academic dishonesty is not a temptation. Use multiple copies of exams. Give assignments that cannot easily be copied from a web page and that require independent thought.

Clearly state to what extent you allow students to work together on labs and what portions of the lab write-up are “group” data and which require independent answers. State the policy at the beginning of the term and restate before assignments that may cause problems.

If you are confronted with a case of academic dishonesty, your first responsibility is to document the issue of dishonesty (i.e., make photocopies of student work in question and take good notes as to what happened). Next, contact the professor or department chair immediately to determine the appropriate course of action. You may not extract a penalty for academic dishonesty without consultation with the course instructor or department chair.

OSU’s student conduct policies are available at [http://oregonstate.edu/studentconduct/index.htm](http://oregonstate.edu/studentconduct/index.htm). Once in a while you will encounter a difficult student. Typical flash points, as you can imagine, are grades and class policies, with more problems developing later in the term. Here are some things to keep in mind.

Firm and fair policies that are clearly explained at the beginning of the term help. Just like all of us, students want to know the “playing field” is fair and what the rules are. Some students will test the boundaries of those policies, and dealing with them in a firm but fair way early in the term may avoid problems later.

Keep the professor informed of problems and resolutions to those problems so that a unified approach can be maintained. Copy emails to the professor, when appropriate.

Avoid arguments with students. If occasions arise in which students confront you with argument, politely indicate that you are not going to discuss it at this time and schedule a time with the professor and the student to discuss the issue. Be sure that the student understands that the professor keeps office hours and will be very willing to discuss the problem.

In a similar fashion, respond calmly to student accusations or complaints – don’t respond to a stressed student by
raising your voice or otherwise adding conflict to the situation.

Don’t meet with students in places that could contribute to problems later. Meet in your office or lab and, whenever possible, during university business hours when other people are around.

Don’t place yourself at risk if you feel a student could be physically threatening. If you ever feel threatened by a student, talk to your professor or the department chair immediately about the situation. The campus police number is 7-7000 from a campus phone. (Note that this is a very rare issue, but use common sense.)

Staff in the department office is available if you have questions about who you should talk to regarding any issues that may arise. Please don’t hesitate to talk to any of them.

**Communication with the Professor**

Your biggest resource as a TA should be the professor responsible for the course. Do not hesitate to contact the professor regarding any issues that you encounter as a TA.

Most professors will arrange a regular (usually weekly) TA meeting to plan the weeks recitations or labs and to solve the inevitable problems that arise throughout the term. If that is not arranged by the professor, take the initiative to suggest a weekly meeting between the professor and TAs. Be on time and prepared for the meetings.

Take the time at the beginning of the term to make sure you understand your responsibilities in the class, what deadlines there may be for special jobs, and so forth. If anything is unclear regarding your duties, it is better to clarify the issue at the beginning of the term than in the middle of the quarter when everyone is busy.

It is important that the lecture and recitation or labs be complementary parts of the whole course. Therefore, the point of view and intent of the professor should be reflected in your presentations. Work out any differences you may have with the professor concerning interpretations during the TA meetings or in private before the class meets – not in front of the recitation or lab section! Any ideas you may have on ways to improve the course, and especially the recitation or lab sections, will be appreciated. Suggestions for improvement made during the TA meetings can provide the building blocks for a better course.

Provide feedback from students to the professor concerning problems which may arise in connection with the course. This is very helpful when the lecture sections are large, i.e., over 100 to 125 students per section, since students may not be willing to approach the professor directly.

Make sure grades and other information about student progress are given to the professor in a timely fashion. Professors are often asked for input from students (and sometimes other student advisors) requiring them to have up-to-date information. In addition, provision of the grades to the professor on a regular basis creates a back-up of grades (check to make sure the professor keeps or enters your updates into data storage).

Einstein once said that creativity is more important than knowledge. If you have an idea on improving a lab or an activity that would make the labs more effective don’t hesitate to share it with the professor teaching the course.

**Other Issues**

A formal review is made of all professors, instructors, and TAs once each term by the students in each class. The written results of these reviews remain confidential, and are released only to you. The numerical results are released to the department for use in monitoring student satisfaction with courses and instructional staff.
CONTINUOUS ENROLLMENT POLICY

“Continuous graduate enrollment refers to the policy of requiring continuous registration of graduate students from the original matriculation until all degree requirements are met.” All graduate students in a graduate degree program must register continuously for a minimum of 3 graduate credits and pay fees, regardless of student location, if they will be using any university or department resources (e.g. facilities, equipment, computing or library services, faculty or staff time, including holding exams) until their degree is granted or status as a graduate student is terminated, unless on authorized leave, effective Fall Term 2002.

See Continuous Graduate Enrollment Policy on the Graduate School web site (http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38#Section1804).

MINIMUM GRADE POINT AVERAGE REQUIREMENT

A grade point average of 3.00 (a B average) is required for all courses taken as a graduate student (even if they are undergraduate courses). Grades below C or S/U grades are not accepted on a graduate program.

REMOTE PARTICIPATION POLICY

It is generally expected that all members of graduate committees should be physically present at all required graduate committee meetings i.e., program meetings, preliminary examinations, and final examinations). However, it is permissible for the student, and/or committee members to participate from a remote location provided all conditions listed on the Remote Participation Form are met and the student submits that form to the Graduate School (with appropriate signatures) one week prior to the meeting. Appeals for exceptions to this policy may be addressed to the Dean of the Graduate School. Contact the Graduate School for complete details.
GRADUATE STUDIES AND CURRICULUM

Areas of strength in our master’s program include volcanology, petrology, geomorphology, hydrology and paleoclimatology. Most graduate research in the geology program includes field study. An approved field course of at least nine quarter credits or equivalent experience is prerequisite to candidacy for a graduate degree. If this was not completed prior to the M.S., it must be completed during the master’s program.

No foreign language is required.

The candidate for the M.S. degree is required to complete approximately one year of full-time, graduate level course work and a formal thesis written about the candidate’s research. Thesis research and manuscript preparation can be completed in approximately one to two additional years. The major professor, graduate committee, director of the geology program and the departmental graduate committee monitor the candidate’s progress.

THESIS VS. RESEARCH ENROLLMENT FOR INTERNATIONAL STUDENTS

It is especially important that international students register for GEO 503 (Thesis) instead of GEO 501 (Research) beyond those required on their degree program. Incomplete grades will be assigned to research credits taken beyond those required. The incomplete that is filed by the instructor at the end of the term must include an alternate/default grade to which the incomplete grade defaults if the student does not make an effort to resolve the incomplete course work within one year of recording the incomplete. Grades of I and F can potentially lead to complications with USCIS. Thesis credits are assigned an R grade and will not result in complications with USCIS.

Students on F-1 or J-1 visas must be enrolled for and complete a minimum of 9 credits each term during the academic year to satisfy immigration requirements. All graduate students on an assistantship (GTA or GRA) need to maintain at least 12 state supported credits. Audit or OSU Extended Campus courses do not count toward full time enrollment for OSU graduate students.

Students must receive written approval from International Student and Faculty Services (ISFS) prior to registering for less than a full course of study or dropping below a full course of study. One vacation period is allowed during the academic year, usually taken summer term. See Registration Requirements for Graduate International Students on the ISFS web site at http://oregonstate.edu/international/.

During the final phase of your degree, you may petition to register for fewer than nine credit hours if you have completed all required course work and all credits listed on your Graduate Program of Study. If approved, you will need to register for a minimum of three credits. Check with International Student and Faculty Services (A110 Kerr Administration Building, 541-737-6310) for more information.

PROGRAM OF STUDY

A Master’s Program of Study form (list of proposed courses) must be filed by all graduate students before the completion of 18 hours of graduate course work. This includes credits reserved as an undergraduate student and hours earned as a post-baccalaureate, graduate non-degree seeking, graduate special student or classified graduate student. A maximum of 15 hours of graduate coursework may be transferred into a 45 hour program. Thirty (30) hours of coursework taken at OSU after admission into a graduate program must appear on the program of study. The master’s of science program of study must consist of a minimum of 50% graduate level stand alone courses (not 400/500 “slash” courses). You will find the Program of Study form as well as other Graduate School forms at http://oregonstate.edu/dept/grad_school/current/forms.html.

A student who does not file a program within the specified deadline may not be allowed to register for the next term. The program of study is worked out under the guidance of the major and minor professors and is signed by the major professor, minor professor and department chair (or geology program director) before filing with the Graduate School. The program of study for each student should include a substantial amount of work with at least
four faculty members offering graduate instruction.

Changes in the program may be made by submitting a Petition for Change in Graduate Program form. It is wise to file one change form near the end of your program so that repeated filings are not necessary.

**PROGRAM MEETINGS**

It is the responsibility of each student to reserve rooms for meetings and exam times through the Geosciences department office, notify the Graduate School of scheduled exams by using the Exam Scheduling form (available on the Graduate School web site) and remind each committee member of the scheduled meeting or exam. At the time you schedule your oral examination with the Graduate School, you should also apply for graduation if you have not already done so.

Program meetings, preliminary exams and final exams may be held during any period when school is in session. This excludes the periods between the regularly scheduled quarters and during official vacation periods. Students should be aware that most faculty are on appointment for only nine months a year and are unlikely to be available during the three month summer period.

**COMMITTEE FUNCTION**

The composition of graduate committees is governed by the policies of the Graduate School, the Department of Geosciences and the geology program. The **minimum** committee sizes are as follows:

<table>
<thead>
<tr>
<th>MA/MS (thesis)</th>
<th>1 major professor</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1 department representative</td>
</tr>
<tr>
<td></td>
<td>1 external or minor representative</td>
</tr>
<tr>
<td></td>
<td>1 Graduate Council Representative</td>
</tr>
<tr>
<td></td>
<td>4 TOTAL COMMITTEE MEMBERS</td>
</tr>
</tbody>
</table>

As shown above, the graduate committee for the master’s degree consists of a minimum of three graduate faculty members: the major professor, the departmental representative (a faculty member with some experience in the general area of the student’s research), and an external or minor representative plus a Graduate Council Representative. If an alternate is necessary for the graduate committee, the student and major professor must apply in writing to the Graduate School. Members of the student’s graduate committee serve as experts in certain specialized fields, as interested editorial critics of the student’s writing (especially the thesis), and as participants in the various meetings and examinations held during the student’s program.

The **Graduate Council Representative** (GCR) is chosen from a list provided by the Graduate School and is a full voting member of the committee who attends all meetings, exams and the final thesis defense.

No committee is official until approved by the Department of Geosciences and the Graduate School. Graduate School review will apply the following guidelines:

1. All committee members must be graduate faculty. Adjunct members from other universities or appropriate organizations may also serve if approved by the thesis committee and the Graduate School. An adjunct or courtesy faculty member can only serve as co-chair along with a regular geology faculty member. They cannot serve as chair alone.

2. The committee must be appropriate to represent the proposed course of study and the relevant degree authority. **At least two members must be regular faculty in the Department of Geosciences**, as distinguished from courtesy faculty. A list of Department of Geosciences faculty can be on the web at [http://www.geo.oregonstate.edu/people/faculty.htm](http://www.geo.oregonstate.edu/people/faculty.htm). **Note:** The Graduate School does NOT allow a Department of Geosciences faculty member to serve as both the department representative and the minor professor.
COMMITTEE MEMBERS’ ROLES AND RESPONSIBILITIES

Graduate Student

The student should assume the major responsibility for their graduate program, follow department and university requirements meet all deadlines and initiate all steps involved in obtaining the degree. It is the responsibility of the student to seek acceptance by a member of the graduate faculty to serve as the major professor. The decision is made upon mutual agreement between the student and the professor and should be reported to the geology program director and the student affairs coordinator.

The student should meet regularly with their major professor to discuss progress or difficulties in research, coursework or other matters. If experiencing serious difficulties with the major professor, the student should discuss the matter with the geology program director.

Major Professor

The major professor should advise and guide students in their graduate programs, be informed of student progress and difficulties, edit research proposals and theses before they are given to other committee members, encourage active participation in departmental seminars, regional and national scientific meetings and ensure that research, teaching and extended education efforts include advisee students when possible, and chair the program meeting and the examination portion of the preliminary and final oral meetings. The major professor assumes principal responsibility for directing research activities. When the major professor is courtesy faculty, a member of the geosciences regular faculty must serve as chairperson of the thesis committee and both must sign the approved thesis.

Graduate Council Representative

The Graduate Council Representative will chair the portion of the meetings that involve the evaluation of the student’s performance at the oral exam.

Minor Professor

If the student chooses a minor other than geology, the minor professor must be from outside the geology program. Graduate School rules require students to take at least one course from the minor professor’s department. The external or minor representative ordinarily serves only at the final examination, but may be asked by the major professor to participate in the thesis review procedure if they are closely involved in the research.

Changing Your Committee Membership

If it becomes necessary to replace one of your committee members after your committee has been established or substitute a committee member for a particular meeting, refer to your committee composition requirements and ensure that your replacement member is a member of the Graduate Faculty and approved for his or her proposed role. If the faculty member is not a member of the Graduate Faculty or is not approved for the role proposed, your major department/program will need to nominate the proposed member to act in those roles using the Nomination to Graduate Faculty form. Committee structure is evaluated when your program of study is received by the Graduate School and when you schedule your formal examination(s).
Graduate Program

Thesis Proposal

The candidate for the M.S. degree must prepare a thesis proposal written according to the conventions of geologic literature. See ‘Topics Guidelines for Gaining Approval’ and ‘Suggested Structure for a Master’s Research Proposal’ for additional information. During the second term of residence, each student should register for two credits of Reading and Conference (GEO 505) with the major professor and prepare a draft of the thesis proposal.

Two copies of the final draft, approved and signed by all three committee members, must be submitted to the director of the geology program who places one in the student file and circulates the second to the faculty by the sixth week of the student’s third term of residence (ordinarily the date will be approximately May 15 for students entering fall term). The candidate should retain the original draft of the proposal and give copies to each of the committee members.

Topics Guidelines for Gaining Approval

The geology program of the Department of Geosciences requires a thesis proposal for M.S. candidates of no more than 10 pages, double-spaced (excluding figures and references). The title page must be dated and must bear signatures of the major professor and two other graduate committee members. The format is modeled after that of research proposals prepared for grant funding. The writing should be polished and the manuscript should use reference conventions of one of the major journals of geology. As a manuscript, the right margin should not be justified. The proposal must be distributed to and approved by the committee by the 7th week of the 3rd term (approximately May 15) before conducting significant thesis research. Students embarking on thesis research without an approved proposal do so at their own risk, as the graduate committee may require substantial changes or additions to the program, or not approve it at all. Approval of a thesis proposal by the graduate committee is one of the requirements for advancement to candidacy for the M.S. degree.

The research proposal should try to answer the following basic questions:

1. What research problems are you proposing to answer?
2. Why are these research problems significant?
3. How do you propose to answer these problems?

The proposal should include the purpose, significance, research objectives, relevant background information citing previous publications, methods, a timetable, sources of funding where appropriate, a reference list, figures and tables as necessary. The student may want to submit the proposal or a modified version of it to an agency for funding.

- **Purpose, Significance and Research Objectives:** This section should clearly spell out what the geologic problem is that you are addressing, what are the general objectives of your study and what is the significance of your proposed research to understanding the geologic problem. Be as specific as you can.

- **Relevant Background Information:** Provide specific data and theories from previous studies that are relevant to understanding your research problem. For example, if your research emphasizes structure, you should review previous structural studies of the area and the current hypotheses for structural development, but you should use little text on petrology or paleontology. This section should convey pertinent geological information with appropriate literature references and not merely list the authors chronologically without any information.

- **Methods:** The proposal should state specific methods to be employed to reach the objectives. Examples would be geologic mapping, K-Ar radiometric dating, dating of sedimentary rocks using fossils, projection
of subsurface geology using geophysical and drill data, construction of retrodeformable cross-sections and so forth. State your plans to obtain access to equipment and facilities that are not available through the Department of Geosciences.

- **Timetable**: A timetable should present a tentative schedule in tabular form for completion of classes, field studies, laboratory work and preparation of the thesis at least one term should be planned for that preparation.

- **Budget**: If the thesis requires funding for expenses (i.e., field work, laboratory analyses, computer time), you should prepare an itemized list with estimated costs and an outline of plans for funding.

- **References**: List all the references cited in the text in alphabetical order starting with the last name of the first author, following the format of a major geologic journal such as the Geological Society of America Bulletin.

- **Figures and Tables**: Figures and tables should be used only when necessary for understanding the proposal. Good quality illustrations can be composed and printed using personal or departmental software and hardware. Location maps should be combined with summary geologic maps or other figures.

You will find that it will be easy to exceed the 10-page limit for the proposal. Try to be concise but also clear. If necessary, omit sections of marginal importance rather than shortening important sections to the point that they are vague or incomplete. After you have completed the proposal, ask yourself if you would approve or fund this proposal if it were submitted to you for evaluation.

**Suggested Structure For A Master’s Research Proposal**

The student is asked to prepare a research proposal in order to facilitate discussion of his research plans. For M.S. students, the proposal must be presented and discussed in a formal proposal meeting attended by the student’s graduate committee. Outlines commonly include the following sections. The lengths listed pertain to double spaced typing and are guidelines, not rigid requirements. Two formats are given below, but major professors may suggest other styles.

**Research Proposal Format #1**

1. Literature review and statement of problem (2-6 pages).

2. Objectives of the proposed study (1/4-1/2 page).

3. Methods of procedure (2-5 pages presented systematically for each objective with emphasis on design, sampling methods and statistical analysis).

4. Significance of the proposed research (1-2 pages).

5. Literature cited.

6. Time table of significant events in the research project (1/2-1 page). This should include: a) when the study or data gathering was or will be initiated; b) duration of the data gathering (including all field seasons for field projects); c) when the data will be analyzed; d) when the thesis will be written; and e) the expected date for completion of the degree requirements.

**Research Proposal Format #2**

**TITLE**: This should clearly indicate the type of study proposed.
INTRODUCTION: This should be a statement of several paragraphs introducing the general subject. (e.g. The controversy over “old growth” is a recent development in the Pacific Northwest. Prior to the early 1980’s, environmental activists focused their energies on the creation and expansion of the Wilderness Preservation System. When resistance to additional wilderness areas stiffened, it became clear to many that the wilderness system was likely to leave a large portion of the virgin timber resources unprotected from the threat of harvest. The debate shifted from wilderness preservation to “old growth” preservation. In support of the claims of environmentalists, scientific research produced evidence which seemed to justify the setting aside of “old growth” as a species protection measure.

In particular, it was demonstrated that the Northern Spotted Owl showed a particular affinity to old growth stands. As a result of this, the owl has been designated as an indicator species pointing to the viability of old growth communities. Etc., etc.)

JUSTIFICATION: This is the place where the focal problem area is identified. It should answer the general question: “Where do we need increased understanding?” (e.g. Since the fate of old growth has been tied so closely to the fate of the spotted owl, it is important that the linkage between the two is based on the best science available. The questions recently raised by owl sightings in second growth timber are disturbing to outside observers since they indicate that old growth may not be essential to the survival of the owls. This research is designed to reexamine the linkage between old growth and owls.)

OBJECTIVES: The objectives bring the proposal down to the specific things you intend to accomplish with the proposed research. They should be short statements that are clear and to the point. (e.g. 1) To construct a history of the emergence of old growth as a resource controversy in the Pacific Northwest. 2) To identify... 3) To determine... 4) To estimate... 5) To construct... 6) To develop... 7) To test...)

PROCEDURES: Each objective identified above should be linked to the strategy you intend to use in pursuing the objective. [Objective 1: e.g. The published literature will be searched using a system described by Bigfoot (1901) to identify key actors in the scientific, environmental and governmental communities. As the search proceeds, a cumulative contacts graph will be constructed as described by Susie (1975). When the frequency of new names per article searched approaches the asymptotic limit, the name search will be stopped.

Using the names generated from the published literature, a sample population of names will be drawn using the stratified Wilson method as described by Wilson (1987).

The individuals in the sampled population will be interviewed...]

Objective 2: Etc.

Objective 3: Etc.

SUMMARY STATEMENT: A few paragraphs that bring together the expected significance of the findings is a desirable way to bring to the reader a sense of the importance of the proposed work. If you don’t know why it is important, will anyone else?

TIMELINE FOR WORK: This should give the schedule of work you propose to undertake. Many students have little concept of the time involved in doing research. The timeline helps me judge if the research work can be completed on schedule.

If you systematically organize your proposal in this fashion, then it is easy to approve parts of it and to identify parts that are in need of further work.
Thesis Proposal Presentation

The candidate for the M.S. degree presents their proposal to the department in a brief (usually 12-15 minutes) professional seminar during the month of May. This is usually accomplished at GeoDay, a one-day conference for geosciences graduate students held annually in mid-May.
Formal Requirements for Degree Program

DEGREE REQUIREMENTS CHECKLIST FOR GEOLOGY MASTER'S

☐ 45 total credits for a single major or ☐ 60 total credits for a double major (30 credits in each major field)
☐ 15 additional credits for a minor, if a minor is chosen. A minor is not required.

Fifteen credits of transferred graduate level courses taken from another accredited institution may be used toward your program as long as the work is logical and relevant to the program, grades of B or better were earned, and transfer is approved by the department and the University Graduate Council.

Take one course in each of the following areas. Satisfactory completion of these courses indicates an adequate level of training. Students with deficient undergraduate backgrounds should be advised to take appropriate preparatory work.

Petrology/Geochemistry/Ore Deposits (choose from below)

☐ GEO 512 – Igneous Petrology
☐ GEO 527 – Volcanology
☐ GEO 530 – Geochemistry
☐ GEO 540 – Economic Geology
☐ GEO 597 – Field Mapping of Ore Deposits
☐ GEO 633 – Geochronology and Isotope Geology

Structural Geology/Geophysics/Tectonics (choose from below)

☐ GEO 536 – Structural and Neotectonic Field Methods
☐ GEO 537 – Tectonic Geomorphology
☐ GEO 561 – Geology of Earthquakes
☐ GEO 563 – Geophysics and Tectonics

Stratigraphy/Surficial Geology/Hydrogeology (choose from below)

☐ GEO 514 – Groundwater Hydraulics
☐ GEO 532 – Applied Geomorphology
☐ GEO 533 – Coastal Geomorphology
☐ GEO 548 – Field Research in Geomorphology and Landscape Ecology
☐ GEO 581 – Glacial Geology
☐ GEO 582 – Geomorphology of Forests and Streams
☐ GEO 586 – Quaternary Paleoclimatology
☐ GEO 588 – Quaternary Stratigraphy of North America
☐ GEO 589 – Role of Fluids in Geologic Process

☐ 9 credits of GEO 503 Thesis
☐ 6 credits of GEO 501 Research, GEO 505 Reading & Conference, GEO 507 Seminar
☐ Must enroll for 1 credit of GEO 507 the first fall term of attendance and
☐ 2 additional credits of GEO 507 during the program
☐ Must enroll in GEO 518 Geoscience Communication (3 credits) the first winter term of attendance
# Guidelines and Timetable for M.S. in Geology

**Steps toward completing a Master's in Geology**

<table>
<thead>
<tr>
<th>Step</th>
<th>When each step should be done</th>
</tr>
</thead>
<tbody>
<tr>
<td>See your advisor for advising, selection and registration of first term classes.</td>
<td>before classes begin or 1st week of 1st term</td>
</tr>
<tr>
<td>Discuss your goals and expectations with your advisor</td>
<td></td>
</tr>
<tr>
<td>Choose major professor and graduate committee members.</td>
<td></td>
</tr>
<tr>
<td>Confirm agreement with faculty member to serve as your major professor.</td>
<td>1st or 2nd term of program</td>
</tr>
<tr>
<td>Select two additional committee members and arrange for a Graduate Representative through the Graduate School.</td>
<td></td>
</tr>
<tr>
<td>Convene committee to discuss a program of coursework and research direction.</td>
<td></td>
</tr>
<tr>
<td>Prepare a Program of Study and get approval signatures from appropriate people.</td>
<td>before completing 18 credits</td>
</tr>
<tr>
<td>The Program of Study form is available on the Graduate School web site at <a href="http://oregonstate.edu/dept/grad_school/current/forms.html">http://oregonstate.edu/dept/grad_school/current/forms.html</a>.</td>
<td></td>
</tr>
<tr>
<td>Turn in the Program of Study form to Stacey in the department office before completing 18 credits.</td>
<td>before completing 18 credits</td>
</tr>
<tr>
<td>Stacey will place a copy in your file and send the original to the Graduate School.</td>
<td></td>
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<tr>
<td>She can also help with gathering signatures.</td>
<td></td>
</tr>
<tr>
<td>A Program of Study may be changed later by filing a Petition for Change in Graduate Program also available at the web page listed above.</td>
<td></td>
</tr>
<tr>
<td>Prepare research proposal in consultation with your major professor.</td>
<td>1st, 2nd or 3rd term or program 6th week of 3rd term or around May 15</td>
</tr>
<tr>
<td>Prepare a draft proposal.</td>
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</tr>
<tr>
<td>Circulate proposal to all committee members for editing.</td>
<td></td>
</tr>
<tr>
<td>Provide a signed copy plus a photocopy of the final draft to Stacey in the department office (one for your student file and one to route to faculty).</td>
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</tr>
<tr>
<td>Seek financial support for proposed research</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Present thesis proposal at GeoDay</td>
<td>3rd term of program</td>
</tr>
<tr>
<td>Complete courses on program of study</td>
<td>4th through 6th terms of program</td>
</tr>
<tr>
<td>Research and write your thesis</td>
<td></td>
</tr>
<tr>
<td>Submit draft of thesis to major professor</td>
<td>At least one term before final oral examination revise as necessary</td>
</tr>
<tr>
<td>Distribute a defendable copy of the thesis to your committee members</td>
<td>At least two weeks before final oral examination</td>
</tr>
<tr>
<td>Coordinate with your committee to set a time and date for your final oral examination.</td>
<td>At least one week before final oral examination</td>
</tr>
<tr>
<td>Reserve a room for the exam (see staff in the department office for assistance).</td>
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<tr>
<td>Schedule your final oral examination with the Graduate School by submitting the exam scheduling form available online at <a href="http://oregonstate.edu/dept/grad_school/current/forms.html">http://oregonstate.edu/dept/grad_school/current/forms.html</a>.</td>
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<tr>
<td>Provide a copy of the exam scheduling form to Stacey in the department office with the title of your thesis.</td>
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<tr>
<td>Submit a diploma application (available on the web page listed above).</td>
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<tr>
<td>Submit (by hand or email) pre-text pages of your thesis to the Graduate School.</td>
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<tr>
<td>Final oral examination/defend thesis</td>
<td>4th term or later</td>
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<tr>
<td>Hand in corrected thesis (unbound) to the Graduate School.</td>
<td>within six weeks after oral examination</td>
</tr>
<tr>
<td>Submit final copy in PDF form to ScholarArchives@OSU (see <a href="http://ir.library.oregonstate.edu/dspace/handle/1957/89">http://ir.library.oregonstate.edu/dspace/handle/1957/89</a> for instructions).</td>
<td></td>
</tr>
<tr>
<td>Hand in final BOUND copy to Stacey in the Department of Geosciences.</td>
<td></td>
</tr>
<tr>
<td>Exit interview, exit survey and checking out.</td>
<td>prior to leaving campus</td>
</tr>
<tr>
<td>Make an appointment with the department chair for an exit interview.</td>
<td></td>
</tr>
<tr>
<td>Complete the exit survey (available from the department office) and bring it to the appointment.</td>
<td></td>
</tr>
<tr>
<td>After the interview, turn in the survey and check-out form to Stacey.</td>
<td></td>
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</tbody>
</table>