Expanded Guidelines for Qualifying Exam Procedures
Integrative Genetics and Genomics Graduate Group

This document covers the roles and expectations of students, major professors, and examining Committee members.

This is a document prepared specifically for IGG students and faculty. UC Davis Graduate Council Policy on Doctoral Qualifying Examinations can be accessed from this link: (https://academicsenate.ucdavis.edu/sites/g/files/dgvnsk3876/files/inline-files/gc2005-02_rev11.pdf)

I. EXAM FORMAT

The primary purpose of the Qualifying Examination (QE) is to validate that the student is academically qualified to conceptualize a research topic, undertake scholarly research and successfully produce the dissertation required for a doctoral degree. The QE must evaluate the student's command of the field, ensuring that the student has both breadth and depth of knowledge, and must not focus solely on the proposed dissertation research. In addition, the QE provides an opportunity for the Committee to provide important guidance to the student regarding their chosen research topic. Students will complete all course requirements before taking their Qualifying Examination. Passing this Exam makes the student eligible for advancement to candidacy. The QE should be scheduled to take place in the summer or fall after the 5th quarter. There are two components of the Exam, the first is the evaluation of the written proposal and the second is the oral examination.

A. The Examination Committee: The QE Committee is comprised of the Chair and four additional members selected based on their expertise in one or more of the four areas of genetics (Molecular, Transmission, Genomics, and Population and Quantitative Genetics). Committee members will examine the student based on the presentation and defense of a written research proposal covering the proposed dissertation research. In addition, all students will be examined in the four areas of Genetics at the same meeting. In cases where a student is completing a Designated Emphasis (DE), at least one committee member must be affiliated with the DE. More than one gender should be represented on each QE Committee.

B. The proposal: The proposal should reflect the goals of the student to provide a substantial and original contribution to the field of genetics. The format of the Research Plan should be that of a Federal grant proposal and should be no more than five pages long (see below). A separate Specific Aims should also be prepared.

By preparing a proposal, the student should demonstrate mastery of the following skills: (1) ability to identify and clearly define a research topic that makes a substantial and novel contribution to genetic knowledge; (2) ability to focus the proposed research around one or more testable scientific hypotheses; (3) ability to design and interpret scientifically feasible experiments that will specifically test these hypotheses; (4) ability to review the scientific literature in the proposal field to clearly define the relationship of the proposed research to existing knowledge; (5) ability to apply proper statistical analysis of the data; and (6) ability to articulate the broad significance of the proposed research.

C. The Oral Exam: The oral portion of the qualifying exam will be 2-3 hours in length and is intended to demonstrate (1) general and specific knowledge related to the proposal area, (2) intellectual research skills of the student (e.g. methodological rationale, hypothesis testing and

evaluation, etc.), and (3) the student's critical thinking ability, powers of imagination and synthesis covering the breadth of genetics and genomics as reflected by the subject matter of the core courses. In addition to evaluating the student's general potential for carrying out scholarly research, the student needs to demonstrate the communication skills required to allow them to act effectively as an educator, advisor, and colleague.

The Exam will be (1) interactive where the examiners ask questions, hear the answers and then follow up questions with another question or comment; (2) a group activity reflecting the collective wisdom of the participants; and (3) broadly structured so that candidate can demonstrate sufficient competence that goes beyond the dissertation topic.

The possible outcomes of the Exam

"Pass" (no conditions may be appended to this decision)

"Not Pass" (the student is required to retake all or part of the examination)

"Fail" (all portions of the exams must be retaken).

Having received a "Not Pass" the student may attempt the QE one additional time. After a second examination, only "Pass" or "Fail" is recognized. Should the student receive a "Fail" on the second attempt at the Exam, the student will be disqualified from the PhD program by the Dean of Graduate Studies.

II. IGG PHILOSOPHY

All components of the Exam will be assessed in the final outcome. For instance, a successful defense of the dissertation proposal but a deficiency in general genetics knowledge may not be sufficient for a "Pass" and vice versa. This is why it is crucial that both parts of the oral Exam take place. During the examination, the emphasis of the Exam should focus on determining whether the student has acquired the intellectual research skills and the genetic knowledge base necessary to successfully conduct independent research in the future. In this context it is important to view the proposals as an intellectual exercise that provides one way to measure these skills. The proposal should be used to measure the potential research skills of the student and not the quantity of work already accomplished or the quality of the data that have been generated.

It is critical for students, major professors, and examining faculty to understand that the proposal evaluation should not be viewed as an evaluation of the work of the major professor, or as a contract for the work that will be ultimately completed for the dissertation. The major professor may be involved in guiding the student during design of the overall focus of the dissertation research topic, but the student will ultimately have the responsibility for discussing the proposal in the examination and therefore should also have the responsibility for crafting a proposal of the highest possible scientific quality. The content of the proposal should therefore not be unduly influenced by grant or contract constraints of the major professor that would prove detrimental to the ability of the student to defend the scientific soundness and rigor of the proposed approaches. It is not appropriate to judge proposals using criteria that would apply for extramural grant review panels. The presentation of the proposal is an opportunity for the student to demonstrate their breadth in understanding of the field, ability to analyze the important scientific questions in the field, and ability to propose reasonable approaches to address those questions.

The Dissertation Committee will be formally constituted after completion of the Exam. The student will file the paperwork to Advance to Candidacy within 10 days of the exam.

Definition of the work that constitutes the dissertation is by joint agreement of the student, the major professor and the other members of the Dissertation Committee. In contrast, the QE Committee is evaluating the student's understanding of the logic, basic science, and methodology underlying the proposal.

III. PREPARATION OF THE PROPOSAL

Students are asked to submit a one-page abstract of their dissertation proposal along with their 5th-quarter report forms. This abstract provides guidance for the assignment of examination Committee members. The one-page abstract will be forwarded to the appointed Chair of the QE Committee. If the student subsequently changes the proposal topic significantly, the student should again consult with their examination Chair as to the acceptability of the revised topic(s). Chairs may consult with other Committee members to reach a decision on the proposal topic suitability.

Students should submit their proposal to the Chair of their QE Committee no less than three weeks prior to the examination. This way, the Chair can evaluate the proposal for general problems such as: absence of definition of an appropriate scientific problem, defects in structuring the proposal around testable hypotheses, or definition of one aim with two dependent steps as two aims. These general concerns should be passed on to the student by the Chair, providing a chance to correct these structural errors in the proposal before it is submitted to other committee members. The corrected proposal should be submitted to the Committee no less than two weeks prior to the Exam. At this point, members should not provide detailed comments on the specific content of the proposal to the student prior to the examination itself.

IV. FORMAT FOR THE RESEARCH PROPOSAL

The proposal should be written in the form of an NIH F31 predoctoral fellowship proposal and describe 2-3 years of work. The proposal should answer the following questions: (1) What do you intend to do? (2) Why is the work important? (3) What have you already done? (4) How are you going to do the work? **The proposal will comprise a Specific Aims page (one page); Research Plan (5 pages) and a separate Reference section.** Illustrative figures should be embedded in the research plan and include call-outs and figure legends. The proposal should be written in Arial 11 font with bold headings. Margins should be 0.5" and the text should be single spaced. A smaller font can be used for figure legends.

1. Specific Aims: What do you intend to do? (one page)

Start with a paragraph containing a synopsis of the general problem addressed, clearly stating the gap in knowledge and hypothesis to be tested. This paragraph is to be followed by a summary of the specific aims. There are generally 3 aims, although in some cases 2 may be warranted. Type the title of the Aims in bold type. The Aims should be stated as an outcome of the work to be done (e.g. Aim 1: Determine... Aim 2: Identify... Aim 3: Dissect... etc.). Do not include completed work as an aim. For each Aim describe the general experimental approach and include a description of subaims if relevant. The specific aims page should stand on its own and be written so that it is understandable by everyone on the Committee regardless of expertise. A figure that illustrates how the three aims fit together (i.e. a visual abstract) can be informative and provide a useful roadmap for the QE Examination Committee members.

2. Research Plan (five pages)

(a) Significance: Why is the work important? (~0.5-1 page)

This section should describe the positive effect that successful completion of your research project is likely to have as the result of solving an important problem in the fields of genetics or genomics.

- Describe the project's objectives
- Explain the importance of the problem or critical barrier to progress in the field (This is the background section of your grant)
- 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) Innovation: How does the proposed work seek to shift current research paradigms? (~0.5 page)

- Explain how the proposed research challenges and seeks to shift current research or clinical practice paradigms
- Describe any novel theoretical concepts, approaches or methodologies, instrumentation or interventions to be developed or used, and any advantage over existing methodologies, instrumentation, or interventions
- Explain any refinements, improvements, or new applications of theoretical concepts, approaches or methodologies, instrumentation, or interventions.

(c) Preliminary Studies: What has already been done? (~1 page).

Describe the work you have already accomplished that is relevant to the proposal or other work performed in your Major Professor's lab that forms the rationale for your proposal. Figures showing key data related to the proposal can be included here.

(d) Approach: How are you going to do the work? (~2.5-3 pages).

List the titles of the aims exactly as they are shown in the Specific Aims page. *Take care that your aims are not interdependent. That is, if Aim 2 depends entirely on the success of Aim 1 then the proposal will not be viewed favorably and should be sent back by the Chair of the QE Committee for revision before the Exam can take place.*

Include under each aim:

(i) *Background and rationale* for each experiment necessary to accomplish the aim. Clearly state your hypothesis and overall experimental design.

(ii) *Methods:* Include how the data will be collected, analyzed and interpreted. Describe any new methodology and its advantage over existing methodologies. Include in your description the controls and statistical analysis you will use.

(iii) *Expected outcomes and interpretations. Consider all possible outcomes. It is best to design experiments in which either a positive or negative outcome is informative.*

(iv) *Potential problems and alternative approaches*. Describe difficulties and limitations of the proposed procedures. Address the possibility that the working hypothesis for the aim will prove to be invalid when it is tested objectively. What would you do? Address other potential problems in the following way: 1) nature of the perceived problem, 2) the reason(s) why you don't expect the problem will arise, 3) what alternative approaches you will employ should the problem be encountered.

(v) *Summary.* Summarize how your experimental results will test your hypothesis.

(e) Timeline: Map each Aim (or subAims) on a timeline with expected beginning and ending dates (e.g. Year 1, Year 2). It is expected that the proposed experiments will be carried out over a 2-3 year period.

3. References: In the research plan, provide in-text citations (Author[s], date) and then collect them in alphabetical order in the reference section. Each citation must include the names of all authors, title of the article, name of the book or journal, volume number, page numbers and year of publication.

V. PRESENTATION OF THE PROPOSAL DURING THE EXAMINATION

In order to reduce the emphasis on data already collected and to increase the emphasis on the scholarly and general knowledge aspects of the Exam, the student will not be allowed to use slides or overhead projectors during their short presentation of the dissertation proposal. Students are allowed and encouraged to use a brief outline on the blackboard to focus and direct their presentation. Students are allowed the option to give a brief 10-minute overview of the background and aims of the Exam without interruption. The entire Exam should be approximately 2-3 hours with one break. Students are not allowed to bring water or refreshments for the Committee members.

In extenuating circumstances (e.g. in the event of a pandemic), examinations can be carried out with all members in remote locations with approval of Grad Studies. If there are government-imposed shelter-in-place orders, the entire Exam must be carried out remotely. Graduate Studies will provide guidance under these circumstances that will then be communicated to the entire IGG community by the Program Chairs.

VI. THE GENERAL KNOWLEDGE SECTION OF THE EXAM

In addition to the Exam Chair, each of the four Committee members will be assigned a topic to lead a line of questioning at the second part of the exam (Molecular Genetics, Transmission Genetics (GGG 201A), Genomics (GGG 201B), and Population and Quantitative Genetics (GGG 201C). The student should expect to be examined in any area covered in the IGG core courses and will very likely be asked questions outside of their comfort zone. Faculty will be provided access to syllabi from the core courses. One rule of thumb is that faculty will expect you have a body of knowledge that is sufficient to engage in a critical discussion on that topic and relate its broad significance to the field of Genetics and Genomics. It is important that every student meets individually with each member of the Committee to establish clear expectations for this section of the exam.

VII. THE ROLE AND RESPONSIBILITY OF THE EXAM CHAIR:

All QE Exam Committee Members must be approved by Grad Studies well in advance of the Exam. While one Committee member may be absent due to an unforeseeable circumstance, the examination cannot take place without the assigned Chair and must be rescheduled. Absent members, other than the Chair, should examine the student privately within 72 hours and communicate the outcome of their decision to the Chair.

As Chair, you will advocate for the student in the following ways:

- Advocate for the student concerning issues that are outside their control (i.e. one member fails to appear on exam day, which is not uncommon).
- Ensure that the student is treated with respect during the exam.
- Monitor the student's overall demeanor and suggesting breaks as needed (one break at exam midpoint is highly recommended).

- Clearly explaining to the student, after a no pass, what happened and what needs to be upgraded before the next exam.

For the Chair - Prior to Exam:

1. Discuss the ways you will advocate for the student (see above)
2. Confirm topics of dissertation proposal with student.
3. Discuss the format of the Exam with student.
4. Check the format of the proposal and return to the student for correction if needed.
5. Communicate to the student general concerns about the design of proposals from the Examination Committee.
6. When provided a letter of accommodation from the UC Davis Student Disability Center, work with the student to meet those needs. Students are instructed to provide this letter to the Examination Chair no less than one month prior to the exam (see Student's responsibilities).
7. Remind Committee members of the time and place of the Exam if student has not already done so; make sure Committee members understand exam format and exam areas.
8. Make sure that you have the appropriate paperwork. This is emailed to you from Graduate Studies at the time the QE application form is approved.
9. Obtain the student transcript from the Graduate Coordinator (Najwa Marrush) to bring to the Exam. The Committee will use this information to guide questions that convince them students have remedied any weaknesses in their academic record.
10. Communicate to the Committee members the preferred gender pronoun and name of the student if different from what is indicated on the official record

For the Chair- During the Exam:

1. Bring appropriate student records relating to past academic work to the examination for consideration by the Committee.
2. Assure that all required areas in the examination are adequately covered by monitoring the time spent questioning in each area and initiating movement to the remaining topics if necessary. Make sure there is sufficient time for examination in the four core areas and that approximately 1-1 1/2 hr is spent on the dissertation proposal.
3. Chairs will be fair and objective in assigning time to each member for their examination and provide timely and valuable feedback on the discussions while maintaining an inclusive and respectful environment for both the QE members and the applicant.
4. The Chair will ensure that examiners are able to ask questions, hear the answers, and then follow up with another question or comment in response to the student's initial reply.
5. At any point during the exam, student will be allowed to briefly pause the exam and step outside the room for a drink of water, take medication, or use the restroom. The student may confer with the Chair in private if they think there is something unfair about the line of questions or for nonadherence to the UC Davis Principles of Community (https://diversity.ucdavis.edu/principles-community)
6. Provide a short break for students and the committee members after the proposal has been discussed.
7. Based on the first part of the exam, discuss with the committee the student's strengths and weaknesses and plan the approach for the general knowledge section. The second part of the exam should cover areas that haven't already been covered during the questioning inspired by the proposal unless the student's skills in any area should be further evaluated.
8. Moderate discussion of evaluation of student performance after examination is completed.

9. Allow all Committee members to express their evaluation of the student and vote.
10. It will be assumed that the Dissertation Committee will guide the student in completing a scholarly body of work sufficient for the PhD degree. It is the student and not the PI's research program that is being evaluated during the Qualifying Exam.

For the Chair- At the completion of the Exam:

1. The Chair will lead the Committee in reaching a unanimous decision" of "Pass", "No Pass" or "Fail" in private consultation. If the Committee cannot reach a unanimous decision, the Chair will inform the student that (i) the majority and minority are making recommendations, (ii) that the recommendations will be subject to further review, (iii) and that the Administrative Committee of the Graduate Council will make the decision as to future action. It is strongly encouraged that IGG faculty reach a consensus on the outcome of the exam.
2. The decision of a unanimous committee may be changed only for cause, e.g. procedural error or probable bias, or in details of the conditions attached to a "Not Pass" decision.

Outcomes:

1. "Pass": The Committee unanimously decides the student passed the examination with at least satisfactory scholarship. No conditions or additional requirements may accompany this decision.

2. "Not Pass": The Committee unanimously decides the student passed some portion(s) of the examination and failed others. In the case of a "Not Pass" decision, the Chair of the Committee must inform the student verbally and write a statement to the student, with a copy sent to Graduate Studies along with the exam report, assessing student's performance on each subject area covered during the examination. The statement must specify if the Committee will re-examine the student on all topics or only on those not passed in the first Exam. The Committee must determine and state the format of the second QE Exam to the student and provide the student a detailed timeline.

In the event that a committee reaches a decision of Not Pass, please note the allowable formats for second exams:

- Oral examination in the area where deficiencies were identified during the evaluation
- Rewrite the written portion of the Proposal or write additional papers.
- An alternate format determined by the QE committee and approved by the Dean of Graduate Studies.

Not acceptable formats: Evaluation by a third party, e.g., taking a class or serving as a Teaching Assistant in lieu of a second QE.

3. Fail: The Committee unanimously decides the student failed the entire examination. In this instance, the Committee can either: recommend the student takes a second and final examination on all exam topics or does not recommend reexamination, leading to a recommendation of student's disqualification from the degree objective. If the Committee recommends reexamination, they must also provide the student with a list of written suggestions for improvement and a deadline by which to retake the Qualifying Exam. If the Committee does not recommend reexamination, they must provide Graduate Studies with a written explanation of reasons the student is not suitable for candidacy. Only one retake of an exam is allowed.

For the Chair- After the decision:

1. Immediately after the final vote, communicate the outcome of the Exam to the student.
2. Completed paperwork, including the outcome of the Exam ("Pass", "Not Pass"" or "Fail") should be submitted to the Graduate Coordinator who will then forward it to Graduate Studies.
3. In the event of a "Not Pass", "Fail" or "Split" decision, the Chair should clearly communicate to the student verbally and in writing the opinion of Committee and the requirements for converting a "Not Pass" to a "Pass". This will allow the Program Chairs to evaluate the requested work the student is asked to do for the Second Exam and maintain consistency between exams. The QE Examination Chair should advise the student to speak with their Academic Advisor and their Major Professor to discuss the outcome of the exam and the proposed format of the second exam.
4. Qualifying Examination reports must be filed by the Graduate Coordinator to Graduate studies within 72 hours of the completion of the examination.

The Qualifying Examination can be a stressful experience for the student, especially in the case of a 'Not pass'', "Fail" or "Split" result. The Chair of the Committee should consider whether the student might benefit from consultation with other faculty and staff advisors or with a mental health professional (530-752-2349); see https://grad.ucdavis.edu/resources/help-and-support. In rare cases, the student, in consultation with Chair, the Major Professor and student's academic Advisor, may decide that leaving the program with a terminal master's degree if it is in the best interest of the student. Passing the general knowledge section of the QE is required for the master's degree.

VIII. THE ROLE AND RESPONSIBILITY OF THE EXAM COMMITTEE MEMBERS:
The University of California Davis and, as an extension, QE Committees within IGG are committed to an inclusive, safe, and respectful environment for all persons by embracing the UC Davis Principles of Community (https://diversity.ucdavis.edu/principles-community).

Towards this goal, all QEs in IGG are conducted in an environment of friendly participation and interaction between the Ph.D. applicant and professors, recognizing and appreciating the unique experiences, background, and points of view that each member brings. Members of QE are always expected to use their best academic standards in all forms of interaction and treat others (peers and students) with dignity and respect. All members should strive to be on time and ready for the meeting, including limiting distractions (e.g., silencing all personal devices).

Service on Qualifying Examination committees is a regular responsibility of all full-time faculty. Committee members are expected to be flexible with their schedules to accommodate the interests of the student in scheduling the examination in a timely manner and to participate fully in the process. It is the responsibility of all members of the Qualifying Examination committee to facilitate an examination that addresses both breadth and depth of knowledge. *All members of the examination committee are expected to be present during the entire oral examination period. Any changes in membership must be approved by Grad Studies before the Exam can take place.*

1. Set aside time to meet with the student prior to the examination to provide general suggestions about preparing for the Exam, useful material to review during exam study, etc.
2. Review the proposal soon after receipt to evaluate general proposal design.

3. Read the proposal carefully prior to the exam date.
4. Review the proposal soon after receipt to evaluate general proposal design. Remember the exam itself provides you with the opportunity to question/clarify any aspect of the proposal- do not ask the student to personally revise/clarify the proposal for you prior to the exam. Communicate any concerns to the Chair of Committee as soon as possible.
5. Conduct a fair and thorough examination of the student, covering intellectual skills necessary for independent scientific research as well as specific knowledge in the areas related to the proposed dissertation work and general knowledge in genetics. It is unreasonable to expect extensive knowledge in your own particular area of expertise, unless it is closely related to the student's exam topics.
6. Remember that you are examining the student's ability and not the research program led by the student's Major Professor . As such, this ability should be evaluated. independently of any particular characteristics of the major professor.
7. Use evaluation criteria appropriate for the academic "stage" of the student. Do not expect that a large portion of research for the dissertation will have already been completed at the time of the Exam.
8. Because QEs are spaces designed to test the likelihood that the applicant will be suited for an independent research career in the broad areas of genetics and genomics, we must show professionalism and respect for each other by exhibiting patience and courtesy in our exchanges. It is encouraged to use discussions that challenge, defend, and apply different ideas and perspectives to the presented proposal; extend a body of information into other areas and applications, and end in a synergy that compels both students and members of the QE to seek amicable and professional resolutions to these discussions. **Inquiry** stresses that every QE committee member nurtures an open forum for exchanging and validating ideas within the goals student's proposal and background materials. **Civility** requires fundamental respect for the voice, rights, and safety of others.

VIII. THE ROLE AND RESPONSIBILITY OF THE STUDENT:

1. Arrange for a meeting of your Major Professor and Academic Advisor to complete the fifth quarter report form during winter quarter of your second year. For this meeting, prepare a one-paragraph abstract of your planned dissertation proposal, emphasizing the scientific hypotheses/questions that your work will address and the planned approaches to test those hypotheses. Note that there are many faculty (including course instructors) who are requested by multiple students. Faculty are assigned to only one Exam committee per year so try not to request the same person for different topics. The Advising Chair makes every effort to maximize first-choices assignments. To avoid the assignment of a "wild card" member try to select a broad range of faculty. The Advising Chair (and you) have information on topics each faculty will agree to examine in. You may find your first choice in molecular genetics could be assigned to transmission genetics. While it is not recommended, you are allowed to have a non-IGG member on your committee. If you are in a DE, one member of the DE must also be a member of the DE.
2. Contact the Chair and each Committee member to arrange for a time to hold the examination. Arrange, or request the Chair to help you arrange, a room reservation for the examination. In general, exams do not extend beyond 3 hours but is useful to reserve the room for 1/2 hour preceding and following the projected exam period.
3. Meet with the Chair to verify your choice of proposal topic. Notify Chair if there is a significant change in this topic.
4. Make appointments as needed with each Committee member to update them on your dissertation proposal and to discuss with them suggestions for study areas or resources.

But do not expect Committee members to provide you with detailed lists of exact topics or questions to study.

5. Provide your proposal to the Committee chair *no later than three* weeks prior to your Exam and *no later than two weeks* before the exam to the Committee. Do not expect your Committee members to give you detailed feedback on the specifics of your proposal. If there is an issue with your proposal, the Chair will let you know.
6. If you have a documented disability (https://sdc.ucdavis.edu/) and are allowed accommodation to deliver your QE exam (e.g. extra time, extra breaks, unable to stand for three hours, time to take medications), *please notify the Chair of the Committee and the Chairs of the IGG group at least one month before the accommodation is required*. Likewise, if you anticipate or are aware of cognitive or emotional triggers that could disrupt your intellectual or mental state, please let the QE Chair know so they can communicate this with Committee members in advance.
7. All QE meetings affirm equality and respect for all gendered identities and expressions. Please do not hesitate to correct others regarding your preferred gender pronoun and name if different from what is indicated on the official record.
8. At any point during the exam, you are allowed to briefly pause the exam and step outside the room for a drink of water, take medication, or use the restroom. You may ask to confer with the Chair in private if you think there is something unfair about the line of questions or for nonadherence to the UC Davis Principles of Community (https://diversity.ucdavis.edu/principles-community)
9. **Within ten days of the exam, you should select the members of your thesis committee and submit forms for the Advancement to Candidacy. IGG will reimburse the filing fee for students who advance to candidacy within two weeks of passing the exam.**

Prepared by Educational Policy Committee (April/May 1996)
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Updated by Judy Callis (April 2003) to reflect new focus group organization.
Updated by Judy Callis (Summer 2006) to remove affinity group requirements and change procedure such that paperwork for QE is received by Ellen Picht and the Chair must get the paperwork from GGG office.
Updated by Janine LaSalle (April 2008) based on student survey on exam format and preparation.
Updated June 2012 to remove focus group language.
Updated by Sean Burgess and Dave Segal May 2020 to clarify expectations and instructions for the exam format and organization of the proposal.
Updated by Sean Burgess and Dave Segal July 6 2022, to include language specific to diversity, equity and inclusion, accommodations for disabilities, expand the description of expectations and further define responsibilities of the Chair, Committee and Student.