2025-2026

IMMUNOLOGY & MICROBIAL PATHOGENESIS

Program Handbook

Weill Cornell Medicine

TABLE of CONTENTS

All areas covered in the IMP Program Handbook are subject to change.

IMP LEADERSHIP & COMMITTEES

Program Chairs
Sabine Ehrt, PhD
Alexander Rudensky, PhD

Program Directors
Theresa Lu, MD, PhD
Gretchen Diehl, PhD

Student Evaluation Committee
Sabine Ehrt, PhD
Alexander Rudensky, PhD
Theresa Lu, MD, PhD
Gretchen Diehl, PhD

First Year Student Advisor
Theresa Lu, MD, PhD
Gretchen Diehl, PhD

ACE Director
Morgan Huse, PhD

Curriculum Committee
Julie Magarian Blander, PhD
Jayanta Chaudhuri, PhD
Sabine Ehrt, PhD
Ming Li, PhD
Joseph Sun, PhD

Retreat Planning Committee
Inez Rogatsky, PhD
Brad Jones, PhD
Gabrielle Rizzuto MD, PhD
Santosha Vardhana MD, PhD
Thelma Lopez
Josh Morrison
Ella Sokolsky
Claire Wingert
Dean Matthews
Ryann Callaghan
Yasmine Issah

Recruitment Chairs
Chrysothemis Brown, MD, PhD
Nick Collins PhD

Program Coordinator
Thelma Lopez

GRADUATE SCHOOL LEADERSHIP & ADMINISTRATION

WEILL CORNELL GRADUATE SCHOOL OF MEDICAL SCIENCES
1300 York Avenue, A-131; Tel: (212) 746-6565; Fax: (212) 746-8906

Barbara Hempstead, MD, PhD
Dean, Graduate School of Medical Sciences
blhempst@med.cornell.edu

Randi B. Silver, PhD
Associate Dean, Academic Affairs
rbsilve@med.cornell.edu

David Eliezer, Ph.D.
Associate Dean, Program Development
dae2005@med.cornell.edu

Judith Cukor, Ph.D.
Assistant Dean, Student Affairs
juc2010@med.cornell.edu

Yazmin Carrasco, Ph.D.
Assistant Dean, Office of Access, Belonging and Student-Centered Success
ypc4001@med.cornell.edu

Karla Jacome, M.S. ED
Director of Education Administration
kjjacome@med.cornell.edu

Heather DiTullio, M.S.
Director, Enrollment & Educational Programs
had4003@med.cornell.edu

Tatiana Belinskaya
Assistant Director, Finance & Grants
tab2017@med.cornell.edu

Natalia Serrano
Financial Coordinator
nas4030@med.cornell.edu

Aubrey DeCarlo, Ph.D.
Associate Director, Career and Professional Development
aul4001@med.cornell.edu

Anastasia Efthymiou, Ph.D.
Senior Grants Administrator
ane4008@med.cornell.edu

Clive Liew, M.S.
Student Services Administrator, International Student Services
cll4002@med.cornell.edu

Bouchra Hannaoui
Senior Administrative Specialist
boh3002@med.cornell.edu

Katrina Pearsall, MHA
Senior Coordinator, Academic Operations
kap9100@med.cornell.edu

Judith Farber, M.S.
Operations Coordinator
juf4008@med.cornell.edu

STUDENT SERVICES

Registrar
Registration, Transcripts, Verification Letters
registrar@med.cornell.edu
(212) 746-1050

Housing
housing@med.cornell.edu
http://weill.cornell.edu/housing/

International Student Services
Clive Liew
cll4002@med.cornell.edu

Finance Coordinator
Natalia Serrano
nas4030@med.cornell.edu

Health Insurance
Leora Yasgur
ley2005@med.cornell.edu

Student Health Services
Edgar Figueroa, MD, MPH
Efigueroa@med.cornell.edu
220 East 69th Street
(646) 962-6942

Social & Cultural Events
Discounted tickets for movies, opera, ballet, sports and many more.
eduevents@med.cornell.edu
Olin Hall, Room 231

Career & Professional Development
Aubrey Decarlo, PhD
aul4001@med.cornell.edu

PROGRAM TIMELINE

Year 1:
Rotations: All IMP students must complete at least 3 rotations prior to joining a thesis lab. Rotations should include labs from at least 2 institutions (WCM, HSS, or MSK). Unless discussed with mentor, when not in class, students are expected to be in their rotation lab every day during normal work hours.

Rotation1: Aug 25 to Oct 10 (7 weeks)
Rotation agreement due: August 20
Rotation report & evaluation due: October 24
Rotation Symposium: October 16-17

Rotation 2: October 20-Dec 12 (7 weeks, excluding 1 week Thanksgiving break)
Rotation agreement due: October 15
Rotation report & evaluation due: December 26
Rotation Symposium: December 18-19

Rotation 3: Jan 6 to Feb 20 (7 weeks)
Rotation agreement due: December 31
Rotation report & evaluation due: March 3
Rotation Symposium: February 26-27

Students should join a thesis lab within 2 weeks of the end of the third rotation. If a fourth rotation is needed, it will run from March 9 to April 24. Once in a thesis lab, unless discussed with mentor, Students are expected to be in lab every day during normal work hours except when in class. Students are expected to follow the Vacation Policy outlined below.

Coursework: Fundamentals in Immunology (Fall and Spring); Responsible Conduct of research (Fall or Spring).

Seminars and Journal Clubs: The IMP seminar series (Mondays, 1:30-2:30pm) and weekly research in progress (RIP, Thursdays 12:00-1:00pm) are required. For RIP, Students are required to present after each rotation. Students are encouraged to attend program, department, or lab specific Seminars and Journal Clubs.

Year 2:
Thesis research: Students will perform lab-based research in their chosen thesis lab. Students will work to develop the preliminary data and hypothesis to support the development of their Advancement to Candidacy Exam (ACE).
Unless discussed with mentor, Students are expected to be in lab every day during normal work hours except when in class. Students are expected to follow the Vacation Policy outlined below.

Coursework: Advanced Topics in Immunology: 1 module required before the ACE; Introduction to Biostatistics (Spring)

Seminars and Journal Clubs: Attendance at Weekly research in progress (RIP, Thursdays 12:00-1:00pm) and IMP seminar series (Mondays, 1:30-2:30pm) are required. Students are encouraged to attend program, department, or lab specific Journal Clubs.

Advancement to Candidacy Exam (ACE): The ACE consists of a written thesis proposal and oral defense of that proposal. The ACE must be completed by **June 30**.

Thesis committee assignment and first meeting: Student will assemble a Thesis Committee and hold a first in person committee meeting before **August 15** of Year 2.

Year 3+:
Thesis research: Students will perform lab-based research in their chosen thesis lab. Unless discussed with mentor, Students are expected to be in lab every day during normal work hours except when in class. Students are expected to follow the Vacation Policy outlined below.

Coursework: Advanced Topics in Immunology: 2 modules or appropriate Elective(s) required by end of Year 5; Responsible Conduct in Research Refresher (Year 5).

Thesis committee meetings: Years 3-4 students are required to have one in person thesis committee meeting per academic year (by **June 30**). In year 5 and beyond, students are required to have two in person meetings (by **June 30**) each year.

Seminars and Journal Clubs: Students are required to attend IMP seminar series (Mondays, 1:30-2:30pm) and weekly research in progress (RIP, Thursdays 12-1pm), where students are expected to present once per year; Students are encouraged to attend program, department, or lab specific Journal Clubs.

MD-PhD Students
MD-PhD students matriculate at academic equivalent of year 2 of graduate school.

Year 1 (Year 3 of MD-PhD Program):
Thesis research: Students will perform lab-based research in their chosen thesis lab. Students will work to develop the preliminary data and hypothesis to support the development of their Advancement to Candidacy Exam (ACE).
Unless discussed with mentor, students are expected to be in lab every day during normal work hours except when in class. Students are expected to follow the Vacation Policy outlined below.

Coursework: MD-PhD students are required to take five quarter units of coursework, including one unit in statistical methods. As IMP students, they must take one module of Advanced Topics in Immunology OR Fundamentals in Immunology (fall semester) before taking the ACE exam; both courses count towards the five units of required coursework.

Seminars, Retreat, and Journal Clubs: Attendance at weekly research in progress (RIP, Thursdays 12:00-1:00pm); IMP seminar series (Mondays, 1:30-2:30pm); and annual retreat (Fall) are required. Note that these do not count towards the required five quarter units of coursework. Students are encouraged to attend program, department, or lab specific Journal Clubs.

Advancement to Candidacy Exam (ACE): The ACE consists of a written thesis proposal and oral defense of that proposal. The ACE must be completed by **June 30** of the first Academic Year.

Thesis committee assignment and first meeting: Student will assemble a Thesis Committee and hold a first in person committee meeting before **August 15** after completing ACE.

Year 2+ (Year 4+ of MD-PhD Program):
Thesis research: Students will perform lab-based research in their chosen thesis lab. Unless discussed with mentor, students are expected to be in lab every day during normal work hours except when in class. Students are expected to follow the Vacation Policy outlined below.

Coursework: MD-PhD students may take Advanced Topics in Immunology or appropriate Elective(s) to fulfill MD-PhD requirement of 5 course units. They may also register for courses at The Rockefeller University, as long as there is space and they meet the pre-requisites.

Thesis committee meetings: Year 2 (Year 4 in MD-PhD Program) students are required to have one thesis committee meeting by **June 30** of each academic year. In year 3 (Year 5 in MD-PhD Program) and beyond, students are required to have two meetings by **June 30** of each year.

Seminars, Retreat, and Journal Clubs: Students are required to attend IMP seminar series (Mondays, 1:30-2:30pm); weekly research in progress (RIP, Thursdays 12-1pm), where students are expected to present once per year; and annual program retreat where students are expected to present a poster each year. Students are encouraged to attend program, department, or lab specific Journal Clubs.

Timeline:

	Year				
	1	2	3	4	5
Core Courses					
Rotations					
ATI					
ACE					
ATI or Elective(s)					
RIP					
Seminar					
Thesis Research					

IMP PROGRAM REQUIREMENTS

Students in the IMP Program are required to complete a program-specific core curriculum. First year of study is spent with didactic course Fundamental Immunology & Microbiology and complemented in later years by Advanced Topics in Immunology or electives in areas related to thesis work. The Immunology Seminar Series highlighting the latest developments in the field presented by distinguished scientists, and a student-run Research in Progress (RIP) seminar for critical discussion of their thesis research and the exchange of ideas.

To successfully complete the Core Curriculum, students must achieve a High Pass (HP) or better to remain in good academic standing. For ATI or elective(s), students are allowed no more than one Low Pass (LP).

IMP students are expected to complete all requirements including coursework by year 5 and thesis by year 7 after matriculation in the program. Exceptions must be reviewed and approved by the Program Directors, Co-Chairs and Dean of the Graduate School.

1) COURSEWORK

- Fundamental Immunology & Microbiology
- Responsible Conduct of Research (RCR)
- Intro to Biostatistics
- At least ONE module of Advanced Topics in Immunology (ATI) must be completed before the ACE.
- TWO additional modules of ATI (or equivalent credits of elective(s)) must be taken in subsequent years.

Electives: Students can take one of the following courses:

- Molecular Genetics
- Biochemistry & Structural Biology
- Microbial Pathogenesis – Offered at RU
- Bioinformatics, when available at WCM or RU

Please note that Molecular Genetics, Biochemistry and Structural Biology are not offered every year.

2) SEMINARS AND JOURNAL CLUBS

The IMP Seminar Series highlights the latest developments in the field presented by distinguished scientists, and a Research in Progress (RIP) series allows for critical discussion of student's thesis research and open exchange of ideas complement formal classroom learning.

<u>Immunology Research in Progress (RIP)</u>

- IMP students are required to register and participate during all years of graduate training.
- Students MUST earn a grade of "P" (pass) to receive credit, this is dependent on presentation and attendance
- Presentations: In year 1, students present at the end of each rotation. Year 3 and above students must present annually. Oral presentation at the IMP retreat or recruitment symposium can substitute for RIP presentation.
- Weekly attendance is mandatory with 8 absences permitted for each academic year.
- For exceptions to attendance policy due to extenuating circumstances (examples: extended travel for visa renewal, family illness or death, parental leave), please reach out to the RIP Faculty Director, Alexander Gitlin (gitlina@mskcc.org), to discuss the number of absences allowed.

<u>IMP Seminar Series</u>

Attendance is required at the Immunology Seminar Series, a joint effort between Weill Cornell Medicine, Sloan Kettering Institute, Hospital for Special Surgery, and Rockefeller University.

<u>Journal Club (JC)</u>

This is not a registered course. However, students are highly encouraged to participate in one journal club held on campus. Options include the IMP student-run journal club or journal clubs associated with rotation or thesis labs. Information regarding the IMP student-run journal club will be shared via email each Fall. For more information or to be included in the schedule and mailing list, contact Elizabeth Emanuel or Josh Morrison.

3) LABORATORY ROTATIONS AND THESIS LAB SELECTION

Students are expected to complete three lab rotations before undertaking thesis research. The objective of these rotations is to expose students to a broad range of topics and hands-on research and allow the student to identify a thesis lab. Rotations should include labs from at least two of the three institutions (WCM, HSS, or MSK).

At the beginning of the Fall Semester, the IMP faculty members will give brief presentations about their research ("chalk talks"). The purpose is to help first year students choose labs for their rotations. At each Chalk Talk, four to five faculty members will discuss their work and take questions from students. Students are required to attend these presentations.

Prior to starting each rotation, the student must register and submit the Rotation Agreement form via Slate. Rotation dates, project, and expectations should be discussed with your rotation sponsor and/or bench mentor, prior to submitting. Unless discussed with mentor, when not in class, students are expected to be in their rotation lab every day during normal work hours.

At the end of each rotation, students are required to present their work at the IMP Rotation Symposium.

Following each rotation, the Rotation Report & Evaluation form must be filed by both student and rotation sponsor and submitted to the Academic Progression Portfolio on Slate within two weeks of completion of the rotation. These reports become part of the student's file and evaluation prior to the ACE examination. Grading of rotations will be on a Pass/Fail basis.

If the student has not identified a thesis lab by the end of the 3rd rotation, a fourth rotation may be permitted, with the approval of the Program Director. A thesis lab must be identified before **June 30** of the first year.

3) ADVANCEMENT TO CANDIDACY EXAMINATION (ACE)
Students must take and pass their ACE exam (described below) by **June 30** of their second year.

4) ACADEMIC ADVISING
The IMP Program Directors are the official advisors for first year students and available to address questions about courses, rotations, or problems that may surface during the first year of matriculation. The Program Directors will meet with the students individually twice in their first year to review academic progress. Students are expected to identify a thesis lab/major sponsor by June 30th of first year and the PI will then be the advisor. The Program Directors meet and advise students after their first year as needed.

Thesis Committee: The Thesis Committee advises the student in their research, meeting annually (Years 1-4) or biannually (Years 5+) to monitor progress, and to oversee development of the thesis. These meetings must be in person. Once a student passes the Admission to Doctoral Candidacy Examination (ACE), they are required to assemble a Thesis Committee and hold a meeting by August 15 of that year. The committee consists of the PI (major sponsor) and two or 3 additional faculty members knowledgeable in the field of study (minor sponsors). One faculty member must be from one of the three IMP institutions – MSKCC, HSS, WCM – outside of the lab institution. Each student (PhD and MD/PhD) must complete the Nomination of Special Thesis Committee form and submit is to Denise Jenkins (djenkins@MED.CORNELL.EDU) and cc the Program Coordinator with all required signatures by July 30 of Year 2.

The first Thesis Committee meeting must take place by August 15 of Year 2, after passing the ACE. In year 3-4, students are required to meet once by June 30 each year with the Thesis Committee. In year 5+, students are required to have 2 meetings per year (Month of Birthday and 6 months off, by June 30). For each meeting, a minimum of the student's PI and two committee members must be present. If one (of three) member cannot be present, the student can hold an individual meeting with that member. After each Thesis Committee Meeting, the Thesis Committee Meeting Evaluation form must be submitted within one week via Slate. Failure to have Thesis Committee meetings or submit the form can result in loss of Academic Standing. In year 5 and above, the Chair must complete the "On Time to Graduation Report" (see attached "On Track to Graduation Report" which documents discussion of and timely progression towards degree. If the student wishes, they may appoint an outside (Ex Officio committee member) to lead this discussion. This member is a non-voting member of the committee. The report must be submitted to the Program.

5) IMP ANNUAL SCIENTIFIC RETREAT
The IMP Scientific Retreat is held yearly in Fall. Students are required to attend each year. Starting year 3, students are required to present a poster and have the option to be selected for an oral talk. This event provides an opportunity for faculty, students, and postdoctoral fellows to interact with each other on both a personal and professional level.

6) FIRST AUTHOR PUBLICATION
In addition to other requirements for graduation, the IMP Program requires that a student publish, or have accepted for publication, a peer-reviewed research article in a print publication before permission to write will be granted. There is no requirement of a minimum impact factor. The student must be listed as first author of this publication. Joint first authorship, whether the student's name is listed first or second, will satisfy this requirement.

Exceptions. In the event a student is unable to meet the first authorship rule, the student must request a waiver. This written waiver request justifies the need for Permission to Write without an accepted publication and is written by student and PI and approved by Thesis committee the Program Director.

7) THESIS DEFENSE
Students are expected to complete all requirements for the PhD degree within seven years after matriculation in the PhD program followed by a written Thesis and Oral Defense of the Thesis.

8) ADDITIONAL REQUIREMENTS FOR GRADUATION
Either the ACE or Thesis committee can make recommendations or impose requirements on the student beyond the general requirements of the Graduate School and the educational standards outlined by the IMP program. These requirements may include formal courses, upper-level seminar style courses, undertaking an independent reading course supervised by a faculty member, participation in seminars and poster sessions requirements to give talks in formal or informal seminar series, etc. These types of activities are often voluntarily undertaken by students because of their desire to strengthen their abilities, but it is the responsibility of the Thesis Committee to ensure that the student is well prepared for their future career.

ADVANCEMENT TO CANDIDACY EXAMINATION (ACE)

Students will be advanced to PhD candidacy after all IMP program requirements, advance coursework and Admission to Candidacy exam (ACE) are successfully completed. Students who leave the program after passing their ACE are eligible for a terminal Master's degree with approval from the Program Directors, PI, and Graduate School.

Only students who have successfully completed the Fundamental Immunology & Microbiology course AND at least one module of Advanced Topics in Immunology are eligible to take the ACE. Students are strongly encouraged to read successful NIH F31 grant applications as preparation for the ACE and to practice developing specific aims and experimental designs in Advanced Topics in Immunology.

The ACE consists of three parts evaluated by the student's assigned ACE committee:
1. Topic/Specific Aims
2. The Written Examination (see scoring rubric)
3. The Oral Examination (see scoring rubric)

The Oral Examination must be completed no later than June 30th of the second year of graduate training. Students who do not take the oral exam by June 30th are placed on academic probation for 3 months, except in extenuating circumstances as approved by the Dean of the Graduate School.

The goal of the ACE is two-fold. First, the ACE provides an opportunity for each student to expand their knowledge of an area of science, with the guidance of the faculty. The ACE can be seen as a transitional process in which the student adapts their thinking from a more passive mode of classroom learning to the more active, engaged, but less structured process of scientific investigation. The ACE serves both as a test of, and introduction to, these skills.

Second, the ACE is an important tool for the IMP program to assess the suitability of each student to pursue the PhD degree. It is not a given that a student admitted to the program based on outstanding academic qualifications who has completed, or even thrived during, the didactic training of early graduate school will be capable of completing a dissertation. The laboratory phase of the PhD degree requires distinct skills: creativity, critical thinking, and intense engagement, which may not be rigorously tested in the classroom. The ACE process allows the IMP program to assess these skills in each student before admitting them to PhD candidacy.

The ACE will evaluate each student's ability to:
- Think independently.
- Think critically.
- Explain and understand the present status, direction and significance of the chosen ACE topic.
- Generate novel hypotheses and to design appropriate experiments that address these hypotheses.
- Interpret and evaluate experimental data.
- Answer questions on general knowledge in Immunology and Microbiology.

The ACE will provide the means for the student to:
- Exercise independence in study design.
- Study in depth a subject of particular interest or value to them.
- Develop a research plan in the format of an NIH grant application (F31 style).
- Practice scientific writing skills.
- Be involved in scientific discussions with faculty members outside the thesis lab.
- Receive critical feedback.

Success in the ACE is contingent on the student demonstrating (1) independence of thought, (2) creativity and skill in design of experimental approaches, (3) ability to identify a problem of scientific interest that could advance the field, (4) ability to integrate and describe foundational knowledge in the field of immunology and/or microbiology.

A. <u>ACE Director</u>
The ACE Director, an IMP faculty member appointed by the Program Director (Dr. Morgan Huse presently), will meet with students in December or early January to discuss the ACE format and timeline and answer any questions one month prior to the topic submission deadline. At this time, each student will choose an appropriate topic and develop it into a formal Specific Aims page, due February 1st.

B. Topic
Topics may be chosen from any area of science related to immunology and/or microbiology, including the research focus of the student or the student's thesis lab. The student's mentor must have minimal involvement in the development and writing of the ACE. Once a general area of investigation for the ACE is chosen, the student must cease discussing the proposal with the mentor. This requirement is intended to force the student to think independently, which is the central goal of the ACE process.

C. ACE Committee
The ACE committee for each student will consist of at least 3 faculty members chosen by the ACE Director. Any IMP faculty member can serve on an ACE committee. A student has the right to petition with cause for replacement of a committee member in case a personal conflict exists between them. Such requests should be submitted to the ACE Director. The ACE Director will designate one of the committee members as the Examining Committee Chair to maintain consistent guidelines and expectations for both examinations.

D. Specific Aims Page
The student must submit an outline of their proposed research topic to the ACE Director in the form of a Specific Aims page by February 1. Good topic choices will be timely, original, conceptually important, and mechanistically decipherable.

The Specific Aims Page highlights the significance and relevant background information and define the hypothesis and question addressed in the proposed work. The hypothesis will be tested in no fewer than 2 and no more than 3 Specific Aims, which include the experimental approaches to be used. The Specific Aims should not exceed one page, exclusive of key references on the second page if necessary. Students will be informed by the ACE Committee of the approval of their choice of topic/aims in seven days or less. If the Aims are not approved, students will have one week to submit a revised Specific Aims Page.

E. Written Proposal/Examination
After approval of the Specific Aims, Students will have up to four weeks to submit their written proposal to the ACE Examining Committee. The F31-style written proposal should not exceed six pages (exclusive of Aims Page and references) and must be the work of the student alone. The proposal should be feasible for 4-5 years' work (thesis dissertation), performed by the student with technical help if appropriate. Sections should include: Background/Significance, Innovation, and Approach/Aims. Figures are permissible and should be embedded in text, but should be original art. The student is encouraged to seek advice from their peers, other scientists, or their ACE Committee, but not their thesis mentor.

After Submission, the ACE Committee will have 2 weeks to review the student's written proposal and recommend edits to the proposal. The student will then have up to 2 weeks to submit a revised proposal. The student will then proceed with scheduling the oral exam, which must occur within 30 days of final written proposal submission.

Authorization to proceed to the oral exam does not preclude the possibility that the student may still be asked to revise the written proposal if the oral exam is tabled. During the Oral Exam, the written proposal will be scored by the committee. A passing grade on the written exam (see rubric) is required to achieve candidacy. The student should be aware that additional questions about the written proposal, including but not limited to those raised in written critiques, may arise at the oral exam. The student should prepare accordingly.

Formatting Instructions:
• Font: Use 11 point Arial or 12 point Times New Roman.
• Spacing: Single-spaced for all pages.
• Margins: Use US Letter size (8.5" X 11") and 0.5 inch margins (top, bottom, left and right) for all pages. Each page must have your name and be numbered.
• Figures: Must be included within the 6-page limit. Embed figures with appropriate legends within the text pages.

F. Oral Examination
Scheduling:
Students are responsible for scheduling their oral exam. Exams should take place in person, but in the event of insurmountable scheduling conflicts, remote examinations are acceptable with permission from the ACE Director. Oral exams should be scheduled prior to June 30. Examinations can take place after the June 30 deadline, but must be authorized by the ACE Director, Program Director, and Dean. Students must inform the ACE Director of the time and location of their oral exam no later than two weeks prior to the exam itself.

Oral Exam Format and Structure:
Immediately prior to the exam, all committee members and the thesis advisor should be present for the initial evaluation of the student's written proposal, laboratory, and classroom performance; the student should not be present during this discussion. Following the discussion of the student's progress, the thesis advisor will be excused and the student will present the key features of the research proposal. Students are often interrupted for questioning during their presentations and frequently do not complete their entire presentation. The substance of the presentation will be oriented around the content of the written proposal.

Fundamental knowledge relevant to the proposal, Immunology, and/or Microbiology may also be tested and will contribute to the pass/fail decision. When the oral presentation has concluded, the student will be excused to allow the committee to discuss the exam performance, after which the Chair will complete the Rubric. There are 4 possible outcomes:

G. Outcomes

• APPROVAL (Pass) – A "Pass" signifies satisfactory completion of the oral and written candidacy exam with a minimum total score of 10 for the written exam and 8 for the oral exam (see Rubric).
• TABLE – Tabling signifies deficiencies in either written or oral exam (score below 10 on written exam or below 8 on oral exam) that must be rectified by rewriting all or part of the written proposal or retaking the oral exam. The nature of remediation is left to the discretion of the ACE Committee in consultation with ACE Director. All tabled exams must be completed to the satisfaction of the committee within one month of the oral exam. If the subsequent exam continues to show deficiencies, a Tabled exam may also lead to a student leaving the program.
• CONDITIONAL PASS - If a student has demonstrated a generally sound understanding of important principles during the ACE, but has a weakness in one or more areas, the ACE Committee may pass the student with the provision that the weaknesses should be readdressed by taking one or more courses.
• FAIL – Score below 10 on the written exam AND 8 on the oral exam constitutes a Fail and the Student will be asked to leave the program. Additional work may be completed to allow for a terminal Master's degree. The nature of this work is at the discretion of the ACE Committee, with the approval of the Program Director and Dean.

WRITTEN THESIS AND ORAL THESIS DEFENSE

IMP students are expected to defend and complete all requirements for the PhD degree within seven years after matriculation in the PhD program. Exceptions must be reviewed and approved by the Program Directors and Dean of the Graduate School.

Students should read the guidelines and instructions for the Final Examination and the Student Exit Checklist on the Graduate School website. Failure to complete the steps detailed on the respective documents on the WCGSMS website will result in a delay of your degree conferral.

It is the student's responsibility to schedule a mutually agreeable date and time with the Examining Committee for both the public lecture and closed section for the oral defense.

A. Timeline

• Students must have a final committee meeting asking their committee for Permission to Write. The student then has 6 months to write and defend their Thesis. If more than 6 months pass before the Defense, the student must have another committee meeting and again ask for permission to write. The student must then complete the Defense within 6 months.
• Students must submit the Application for Final Examination form 30 days before the scheduled defense.
• The written Thesis must follow content and formatting guidelines as set by the Graduate School.
• The final written document must be submitted to the Defense Committee 4 weeks before the scheduled Defense date.
• The Committee has two weeks to approve the defense or ask for revisions.
• Two weeks prior to the examination, the signed Approval for Thesis of Defense form must be submitted to the Graduate School Office. The Examining Committee must sign and attest that the thesis is ready to be examined. Additional changes to the written Thesis can be requested during the Oral exam.
• The written Thesis must be deposited with the graduate school with sufficient time to gather the necessary signatures so the thesis can be deposited with the school to meet degree conferral deadlines.

B. Written Thesis

The thesis must be written using formatting and sections outlined by the Graduate school:
https://gradschool.weill.cornell.edu/Thesis-Dissertation-Guidelines

For the Body of the Thesis, the following sections are required

1. Introduction. This Chapter should give a literature review of the area studied during thesis work highlighting the significance and novelty of the work. This should be structured as a Review Paper. If the student has published a Review, that can serve as the basis of the chapter and should be acknowledged appropriately.

2. Thesis work. There should be one Chapter for each project in the student's thesis work. Each chapter should be written as a manuscript or paper and include an introduction, methods, results and conclusion. Published manuscript(s) can be the basis for these chapters and should be acknowledged appropriately. Unpublished work should be organized into a chapter of ongoing experiments

3. Summary, Future Directions, and Significance. This Chapter should provide an overall summary of the thesis work, describe the impact of this work on the field, and outline future areas of research for follow-up.

C. Defense Committee. The Thesis Committee can also serve as the Defense Committee. The Defense committee must have 3 members. If the student does not have 3 committee members, they must appoint a 3rd member for the defense.

D. Oral Defense

The oral Defense consists of two parts, a public presentation of Thesis work and a closed-door meeting with the Defense Committee. During the closed-door meeting with the Committee, the student will be asked to step out and the Committee will discuss the Oral and Written Thesis. The student will be brought in and will be questioned on the written document and oral presentation. As with the ACE exam, the committee may ask scientific follow up questions on the work done, technical questions about the work, future directions of research, or test knowledge on any area relevant to the thesis or in Immunology and/or Microbiology.

E. Outcomes

• PASS – A "Pass" signifies satisfactory completion of the oral defense and written thesis.
• TABLE – Tabling signifies deficiencies in either written or oral exam that must be rectified by rewriting all or part of the thesis or retaking oral exam. All tabled exams must be completed to the satisfaction of the committee within one month of the oral exam.

• FAIL –The student will leave the program with a terminal Master's degree.

F. Dissertation Deposit
The dissertation must be deposited to the graduate school before the date below to meet Degree Conferral Deadlines.

Thesis Must be Submitted and Approved by Noon	Degree Conferral date
August 1, 2025	August 31, 2025
December 5, 2025	December 31, 2025
May 1, 2026	May 15, 2026

GRADUATE SCHOOL REQUIREMENTS

All PhD and MD/PhD students are required to fulfill the following requirements for the PhD degree on a yearly basis throughout your graduate training:

1. Thesis Committee Meetings
Students are required to meet with the Thesis Committee once before the start of Year 3 (after completing the ACE), and then annually, before June 30th of each year. The Graduate School requires all students to meet with the Thesis Committee at least once a year in years 3-4 and twice per year in year 5 and above. Students are expected to complete the Thesis Committee Meeting Evaluation form and submit in learn. Failure to do so may result in loss of academic standing.

The thesis committee should comprise of at least one faculty member from one of the three IMP institutions (MSKCC, HSS, WCM) outside of the lab institution.

2. Individual Development Plan (IDP)
The Graduate School requires an annual NIH-mandated IDP for all PhD students. The IDP aims to assist students with identifying professional goals and objectives. It also aims to ensure that students are working proactively towards developing the skills and competencies needed to achieve short and long-term career goals.

The IDP process should be completed before the end of each academic year, no later than August 15.

3. Progression to Degree (Rising Sixth Year and Beyond)
Students in their sixth year and beyond must complete the Progression to Degree form with his or her PI every year at the end of each academic year (August 15th) in conjunction with the Individual Development Plan (IDP).

4. Publications
When listed as an author on a publication or abstract, students must acknowledge the IMP Program and Weill Cornell Graduate School. For example: "<student name> is a member of the Immunology and Microbial Pathogenesis Graduate Program, Weill Cornell Graduate School, New York, NY."

IMP VACATION POLICY AND LAB HOURS

1. Vacation Policy

Students are expected to inform the PI or the rotation advisor of all proposed and planned absences in advance so that the flow of experimental work can be planned. Attending scientific meetings and days explicitly taken off for study and preparation for examinations do not count as vacation days.

Students are granted 2 weeks (10 business days) of vacation per academic year.

Any absences from class need be arranged in advance and approved by the course instructor or course director.

In the event of an unanticipated absence, students should make every effort to communicate with the PI, Program Directors and/or Graduate School as soon as possible. Any unexplained absence will constitute lack of satisfactory progress in the Program and can result in academic probation.

It is important to read the Code of Legislation of the Weill Cornell Graduate School of Medical Sciences for Graduate School guidelines and policy (especially sections 9 - 15). This document can be found on the WCGSMS (Student Forms).

2. Holidays

Students should abide by the holiday policy of their lab's institution.

3. Sick Policy

Students who are unable to work in the laboratory due to illness may take up to 2 weeks (10 business days) per year. Students must inform their mentor of the need for sick time in writing as soon as reasonably possible. Those who require more than 10 business days per year of sick leave must provide a doctor's note to the PI and may be asked to discuss with Program Directors to consider a leave of absence.

In the event of an unanticipated absence, students should make every effort to communicate with the PI, Program Directors and/or Graduate School as soon as possible. Any unexplained absence will constitute lack of satisfactory progress in the Program and can result in academic probation.

4. Extended time off and Leave of Absence

Individual circumstances may dictate the need for additional time off (family circumstances, etc). The student must work with the mentor to establish a mutually agreed upon experimental plan to ensure timely completion of thesis work. This plan must be approved by the Program Director before this additional time is allowed. Parental leave is per WCM Graduate School policy. Extended absences may require a leave of absence and needs to be discussed with the thesis advisor, Program Directors, and the Dean.

5. Lab hours

When not in class, seminars or RIP, students are expected to be in lab each day for a full working day (ie 9:00-5:30). Some experiments will require longer hours or attendance on weekends. Please discuss with your thesis advisor acceptable lab attendance and experimental timeline to ensure timely progression to degree.

ACADEMIC PROGRESS CHECKLIST

FIRST YEAR
Course Registration:

- ☐ Fundamental Immunology & Microbiology (IAMP.9011) – Year-long course
- ☐ Immunology Research in Progress (IAMP.9530)
- ☐ Seminars in Immunology (IAMP.9002)
- ☐ Responsible Conduct in Research – RCRP 9010 01 (fall); RCRP 9010 03 (spring) (Course Codes are subject to change – course titles will remain the same) (Registration is through MSKCC)
- ☐ Lab Rotations (refer to page 6 for deadlines)

Other:

- ☐ Complete Lab Agreement and Evaluation Forms for all rotations (more info on page 6)
- ☐ Complete Individual Development Progress forms at the end of first year (deadline: Aug 15th)
- ☐ Declare a lab/PI by June 30th and inform program coordinator

SECOND YEAR
Course Registration:

- ☐ Introduction to Biostatistics (IDPT.9002) –offered in Spring
- ☐ Immunology Research in Progress (IAMP.9530)
- ☐ Seminars in Immunology (IAMP.9002)
- ☐ Advanced Topics in Immunology– at least one module must be taken before ACE
- ☐ Microbial Pathogenesis – Optional; offered at RU
- ☐ Pre-ACE Research: IMP- (REST 9002)- Fall
- ☐ ACE (ACEX.5001.02.WCM) – Register in the Spring

ACE Preparation (Spring Semester):

- ☐ Submit an official Application for ACE form at least TWO WEEKS prior to the scheduled oral exam date. The ACE must be completed no later than June 30th.

Special Thesis Committee:

- ☐ Assemble thesis committee and submit the Nomination of Special Thesis Committee form once you pass the ACE. Deadline July 30
- ☐ Meet and complete Thesis Committee Meeting Evaluation form no later than August 15th (of 2nd year)

EVERY YEAR THROUGHOUT YOUR GRADUATE TRAINING
Course Registration:

- ☐ Immunology Research in Progress (IAMP.9530)
- ☐ Seminars in Immunology (IAMP.9002)
- ☐ Advanced Topics in Immunology (TBD)– if 3 modules not already taken
- ☐ Dissertation Research (REST 9104) – All post-ACE students
- ☐ Responsible Conduct in Research Refresher– (Offered in the Fall/Spring) – required for 5th years

PhD Degree Requirements:

- ☐ Annual Thesis Committee Meeting(s) – Must meet with thesis committee in person and complete Thesis Committee Meeting Evaluation form once a year (years 3-4) and twice per year (years 5 and above). In years 5 and above, the committee Chair must complete the "on Track to Graduation Report".
- ☐ Individual Development Plan (IDP) - The IDP process should be completed once a year at the beginning of each academic calendar prior to August 15th
- ☐ Progression to Degree – Students in sixth year and beyond must complete the Progression to Degree form every year in conjunction with the IDP prior

IMP FACULTY

LAST NAME	FIRST NAME	Email	OFFICE LOCATION
Akhmanova	Mariia	Akhmanm1@mskcc.org	RRL-601A
Anandasabapathy	Niroshana	Nia9069@med.cornell.edu	BRB-920
Arifuzzaman	Mohammad	arif@med.cornell.edu	BRB-726
Artis	David	dartis@med.cornell.edu	BRB-724
Aviram	Naama	aviramn@mskc.org	RRL-801D
Barrat	Franck	barratf@hss.edu	S-803
Blander	Julie	jmblander@med.cornell.edu	BRB-728
Brown	Chrysothemis	brownc10@mskcc.org	ZRC-802
Cesarman	Ethel	ecesarm@med.cornell.edu	C-410A
Chaudhuri	Jayanta	chaudhuj@mskcc.org	ZRC-1464
Chen-Kiang	Selina	sckiang@med.cornell.edu	C-338
Collins	Nicholas	nic4015@med.cornell.edu	BRB-704
Crow	Mary	crowm@hss.edu	S-703
Cubillos-Ruiz	Juan	jur2016@med.cornell.edu	E-903
Diehl	Gretchen	DiehlG1@mskcc.org	ZRC-1664
Donlin	Laura	DonlinL@HSS.EDU	S-405
Ehrt	Sabine	sae2004@med.cornell.edu	BRB-1102
Geissmann	Frederic	geissmaf@mskcc.org	ZRC-1560
Gitlin	Alexander	gitlina@mskcc.org	ZRC-1564
Glickman	Michael	glickmam@mskcc.org	ZRC-1504
Guo	Chun-Jun	chg4001@med.cornell.edu	BRB-720
Hanash	Alan	hanasha@mskcc.org	ZRC-703
Hohl	Tobias	hohlt@mskcc.org	ZRC-1603
Hsu	Katharine	kch2005@med.cornell.edu	ZRC-1401
Huse	Morgan	husem@mskcc.org	ZRC-1662
Iliev	Iliyan	ili2001@med.cornell.edu	BRB-718
Ivashkiv	Lionel	ivashkivl@hss.edu	S-801
Jones	R. Brad	rbjones@med.cornell.edu	BRB-526
Josefowicz	Steven	szj2001@med.cornell.edu	E-904
Li	Ming	lim@mskcc.org	ZRC-1664
Longman	Randy	ral2006@med.cornell.edu	BRB-714
Lu	Theresa	lut@hss.edu	S-704
Ma	Xiaojing	xim2002@med.cornell.edu	BRB-1128
Maillard	Ivan	maillai@mskcc.org	RRL-417C
Nathan	Carl	cnathan@med.cornell.edu	B-309
Niec	Rachel	niecr@mskcc.org	ZRC-627B
Pascual	Virginia	vip2021@med.cornell.edu	BRB-1230
Peled	Jonathan	peledj@mskcc.org	RRL-417D
Permar	Sallie	sap4017@med.cornell.edu	M-622
Pernis	Alessandra	pernisa@hss.edu	S-802
Perry	Justin	perryj@mskcc.org	ZRC-1501
Rhee	Kyu	kyr9001@med.cornell.edu	BRB-1130
Rizzuto	Gabrielle	rizzutog@mskcc.org	ZRC 801
Rogatsky	Inez	rogatskyi@hss.edu	S-705
Rudensky	Alexander	rudenska@mskcc.org	ZRC-1460
Salmon	Jane	salmonj@hss.edu	S-701

Schietinger	Andrea	schietia@mskcc.org	ZRC-1663
Shuman	Stewart	s-shuman@ski.mskcc.org	RRL-801C
Sonnenberg	Gregory	gfsonnenberg@med.cornell.edu	BRB-712
Sun	Joseph	sunJ@mskcc.org	ZRC-1462
Thompson	Craig	thompsonc@mskcc.org	RRL-401
Vardhana	Santosha	vardhans@mskcc.org	ZRC-803
Vartanian	Timothy	tiv2002@med.cornell.edu	Y-244
Wilson	Patrick	pcw4001@med.cornell.edu	BRB-1220
Wolchock	Jedd	jdw2002@med.cornell.edu	ZRC-1503
Worgall	Stefan	stw2006@med.cornell.edu	BRB-1202A
Xavier	Joao	xavierJ@mskcc.org	ZRC-1162
Yang	Xinbo	yangx4@mskcc.org	ZRC-1961
Zappasodi	Roberta	roz4002@med.cornell.edu	BRB-1418
Zeng	Melody	myz4001@med.cornell.edu	BRB-1252

Weill Cornell
BRB Belfer Research Building (413 E 69th Street)
B, E, C Weill Cornell Medicine (1300 York Avenue)
M M Building - New York Presbyterian Hospital (525 E68th St)
Y Weill Greenberg Building (1305 York Avenue)

MSK
RRL Rockefeller Research Laboratories (430 E 67th Street)
ZRC Zuckerman Research Center (417 E 68th Street)

HSS
S HSS Research Institute (515 E 71st Street)

ACE RESULT

Student Name: _____
Lab: _____
Exam Date: _____
Result: □ **Pass** □ **Table** □ **Fail** □ **Conditional Pass**

Outcomes
• Pass – Pass signifies satisfactory completion of the oral and written candidacy exam with a minimum score of 8 for oral and 10 for written exam.
• TABLE – Tabling signifies deficiencies in either written or oral exam (score below 8 on oral, below 10 on written) that must be rectified by rewriting all or part of the written proposal or retaking the oral exam. The nature of remediation is left to the discretion of the ACE Committee in consultation with ACE Director. All tabled exams must be completed to the satisfaction of the committee, following the same criteria as the initial exam, within one month of the oral exam. If the subsequent exam continues to show deficiencies, a Tabled exam may also lead to a student leaving the program.
• CONDITIONAL PASS - If a student has demonstrated a generally sound understanding of important principles during the ACE, but has a weakness in one or more areas, the ACE Committee may pass the student with the provision that the weaknesses should be readdressed in ways at the discretion of the ACE Committee Chair. This may involve taking one or more courses.
• FAIL – Score below 8 on oral AND 10 on written exam constitutes a Fail and the Student will be asked to leave the program. Additional work may be completed to allow for a terminal Master's degree. The nature of this work is at the discretion of the ACE Committee, with the approval of the Program Director and Dean.

If the result of the examination is **Table** on a separate sheet list the requirements to remediate any deficiencies and/or complete the exam (including a date by which the examination must be completed). Upon resolution of the **Table** the final grade should be reported in Section 2 on a new form (all signatures are required again).

If the result of the examination is a **Fail** on a separate sheet provide a summary statement outlining why the **Fail** was given and any recommendations for the student.

Date by which Table must be resolved: _____

Regardless of exam result, a completed ACE – Written Evaluation Rubric and ACE - Oral Evaluation Rubric must be attached to this form and submitted to the Program.

ACE Committee Members

Name (Print)	Signature	Name (Print)	Signature
(chair):			

ACE – Written Evaluation Rubric

Student Name: _____

Criterion	Unacceptable = 1 point	Acceptable = 2 points	Very Good = 3 points	Outstanding = 4 points	Score
Ability to critically evaluate research literature	□ Demonstrates knowledge of factual material limited to a level appropriate for an undergraduate student □ Fails to identify relevant literature in the field of inquiry	□ Demonstrates an awareness of the research literature in the field of inquiry □ Identifies some unanswered questions/gaps in the literature	□ Understands and can integrate current research literature in the field of inquiry □ Successfully identifies and illustrates the importance of unanswered questions/gaps in the literature	□ Demonstrates a command and deep understanding of the current literature in the field of inquiry □ Identifies unanswered questions/gaps in the literature and can relate these to more abstract or inter-related questions/ theories	
Rationale and Research Question	□ Fails to identify, summarize or explain the main problem or question □ Hypothesis is not clearly stated □ Research question lacks creativity or is not new; already been addressed in the literature	□ Identifies main question, but does not clearly articulate the rationale □ Hypothesis is clearly stated □ Research question is next logical step in established line of research	□ Successfully identifies and summarizes the main question, but does not explain significance of problem □ Hypothesis is novel and supported by the preliminary data/literature □ Research question is original and/or creative; research will advance the field	□ Clearly identifies and summarizes main problem and explains why it is significant □ Hypothesis is very original and/or creative and well justified by the preliminary data/literature □ Research question is very creative or original with new and innovative ideas; strong potential for new outcomes	
Imagination and Originality of Thought	□ Project addresses an issue that has very limited scientific value and is likely to produce only incremental information; approach is unimaginative to the point of being mundane	□ Project addresses a significant scientific issue and has the potential to address an existing knowledge gap in field of inquiry	□ Project addresses an important scientific issue with high impact potential; finding would be expected to fill a gap in existing knowledge	□ Project addresses an important scientific issue with high impact potential; scientific approach is unusually insightful or creative; findings would be expected to fill a gap in existing knowledge and have a high probability of changing existing paradigms	
Research Design and Methods	□ Specific aims are poorly developed and not well supported □ Specific aims do not address the central hypothesis □ Fails to recognize limitations in research design that compromise ability to address research question	□ Specific aims are clearly presented and address the central hypothesis □ Design reasonable to test hypothesis □ Can defend selected research approach, and explains use of positive and negative controls	□ Specific aims address the central hypothesis and each is composed of a series of experiments □ Employs methodology that comprehensively tests hypothesis □ Anticipates outcomes, and understands limitation of the research approach and/or data analysis	□ Specific Aims are clearly defined and integrated to address the central hypothesis □ Each specific aim is comprised of a series of prioritized experiments; research design is feasible and will generate clear, interpretable data □ Analysis plan acknowledges limitations and critically considers alternatives	
Writing Skills	□ Writing does not effectively communicate message □ Numerous grammatical and/or spelling errors □ Organization is poor □ Quality of figures and tables is poor □ Citations are missing or inappropriate	□ Writing is weak, but essential elements are present □ Some grammatical and/or spelling errors □ Organization is adequate □ Figures and tables are complete and convey information effectively □ Citations are appropriate	□ Writing is adequate □ Few to no grammatical or spelling errors □ Organization is generally logical but with some minor gaps □ Presentation of figures and tables enhances writing effectiveness □ Skillful use of citations	□ Writing is publication quality □ Rules of grammar, syntax and spelling are consistently followed □ Organization is excellent with smooth transitions □ Figures and tables reflect careful consideration of effective data presentation □ Skillful use of citations	
				Total Score	
Comments (Please use separate sheet for comments)					

ACE – Oral Evaluation Rubric

Student Name: _____ Date: _____

Criterion	Unacceptable = 1 point	Acceptable = 2 points	Very Good = 3 points	Outstanding = 4 points	Score
Background scientific knowledge	□ Displays general knowledge of biomedical sciences appropriate for a baccalaureate student	□ Demonstrates basic, general knowledge of biomedical sciences, consistent with graduate level training	□ Demonstrates in-depth understanding of biomedical sciences and can apply them to their field of study	□ Demonstrates in-depth understanding of fundamental biomedical sciences, related research literature, and implications to closely related fields of study	
Discipline-specific knowledge	□ Knowledge of bioscience related to the student's research area fails to incorporate research literature	□ Displays an awareness of the literature in the area of research	□ Exhibits a command of the literature related to area of research	□ Displays evidence of critical assessment and synthesis of the research literature yielding enhanced knowledge of bioscience.	
Oral presentation skills	□ Reads material from slides □ Not comfortable with topic/presentation; appears unpracticed □ Presentation/slides are poorly prepared and/or missing key information □ Presentation is unfocussed □ Visual materials poorly support key points in presentation	□ Relies too much on slides during presentation □ Somewhat comfortable with the topic/presentation □ Presentation is adequately paced □ Slides are appropriately organized □ Visual materials support key concepts in presentation	□ Uses slides as a guide □ Is easily understandable □ Comfortable with topic/presentation; establishes eye contact with audience □ Overall presentation is effectively organized □ Visual materials facilitate understanding of abstract or difficult concepts	□ Using slides as a guide, gives detailed explanations that are easily understandable □ Keeps appropriate eye contact with the audience □ Effective speaking style □ Presentation is well organized □ Slides effectively support and enhance the presentation	
Response to questions	□ Answers questions incorrectly; guesses answers □ Responses are weak and show little to no understanding of the question/research □ Consistently fails to be appropriately responsive to questions unless prompted □ Structure of responses is weak and or difficult to follow □ Was unresponsive to prior critiques of written exam during presentation	□ Answers questions but with little insight □ Responses show basic understanding of research methods and findings □ Generally independently responsive to questions with only occasional prompting or leading required □ Structure of response adequate, but some clarification/expansion of answers may be required	□ Competently addresses questions □ Responses display an in-depth comprehension of the research, including hypothesis, experimental design and significance □ Independently responsive to questions with limited need for prompts or clarification □ Structure of responses provides evidence of reflective organization of information	□ Provides clear and insightful answers to questions □ Responses relate the hypothesis, methods, results and significance of the research to more abstract ideas in the field of inquiry □ Independently responsive to questions □ Structure and breadth of content of responses provides evidence of reflective and creative organization of information	
				Total Score	

Comments (Please use separate sheet for comments, if necessary)

_____

_____

_____

_____

On Track to Graduation Report

This form should be filled out once per year by Committee Chair or an ex-officio member of the committee in years 5+. This report should be brought to the meeting by the student and should be submitted to Thelma Lopez after the meeting.

To be completed by the Student prior to the meeting (including publication tally below and complete citations on page 2)

Student _____ MD/PhD Program? ☐ Yes ☐ No

Mentor _____

Ex-Officio Member (If applicable) _____

Meeting Date _____ Matriculation (year) _____

Dates of any LOA: _____

Publication/Manuscript Status (insert cumulative numbers of each category)

Author Order	prepared by student	under review by mentor	submitted	in revision	accepted or in print
1st author					
internal author					

Please provide a list at end of this document with complete citations for all student publications

Graduation Timeline:	YES	NO
Did student and mentor present a clear plan that should lead to graduation in a timely manner?		
Did the committee discuss the timeline and progress toward degree?		
Were alternative projects or experimental strategies discussed?		
Extenuating Circumstances that may delay graduation:	**YES**	**NO**
Student has had one or more leaves of absence		
Student has changed labs		
Student has brought/established new techniques/methodology in the lab		
Student has changed projects		
Student/Mentor	**YES**	**NO**
Student demonstrates good background knowledge of his/her project		
Student expending sufficient effort in conduction/troubleshooting experiments		
Student making good progress toward graduation		
Mentor is providing sufficient experimental input and guidance		
Mentor reviews student's work/manuscripts on a regular basis		
Mentor has helped establish a clear path to graduation		

Comments:

Signature of chair or ex-officio member: _____ Date _____

Publications

1. In preparation

2. Submitted/in review

3. In revision

4. Accepted or in print (please provide PMCID)