Term Information

Effective Term: Autumn 2015
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Name, credit hours, prerequisite updated as "graduate standing" is taken care of by the students career

What is the rationale for the proposed change(s)?
This course has been an introduction to graduate school, but traditionally has been taught as a review of the field of Human Development and Family Science and the research of the faculty members, as well as a professional development course. We would instead like to more explicitly focus our proseminar on professional development, introducing students to graduate school with a focus on keys to graduate school success. We would like to change the name of the course to focus on this part of the content and to better represent what is being taught. We would like to make the course two credit hours to give the instructor and students more time to delve into the topics, and because the reading load is higher than for a 1 credit hour course.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Students are already required to take this course. They would continue to be required to take this course, but it would now be 2 credit hours instead of 1.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Human Dev and Family Science
Fiscal Unit/Academic Org: Department of Human Sciences - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 6890
Course Title: Introduction to Graduate Studies
Previous Value: Proseminar
Transcript Abbreviation: INTRO GRAD STUDIES
Previous Value: Proseminar
Course Description: This 2-credit hour course exposes graduate students to issues in graduate study including the milestones of graduate school, professional conferences, research, publications, presentations, networking, teaching, and time management.
Previous Value: This 1-credit course exposes graduate students to the field of Human Development and Family Science and the current research, teaching and outreach interests of the existing HDFS faculty.

Semester Credit Hours/Units: Fixed: 2
Previous Value: Fixed: 1

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Progress - S/U
Repeatable: No
Prerequisites and Exclusions

Prerequisites/Corequisites

**Previous Value**
Prereq: Grad standing, or permission of instructor.

Exclusions

**Previous Value**
Not open to students with credit for 701.03.

Cross-Listings

**Cross-Listings**

**Previous Value**
Human Sciences

Subject/CIP Code

**Subject/CIP Code**
19.0701

**Subsidy Level**
Doctoral Course

**Intended Rank**
Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

**Course goals or learning objectives/outcomes**

- Students will understand the programs and department. Describe the history of the department. Understand where each program fits in the department.
- Students will be introduced to life as an academic. Demonstrate knowledge of major milestones of graduate school. Identify professional organizations and conferences.
- Students will understand how to find funding and scholarships. Describe different types of graduate student funding. Identify ways to get research funded.
- Students will identify goals for the future. Create goals for the next few years. Reflect on the role of teaching and research in achieving goals.

**Previous Value**
- Learn about the variety of on-going research, teaching and outreach projects of HDFS faculty
- Facilitates collaborations between students and faculty
- Focuses their research interests
Content Topic List

- Department overview, graduate classes, professional organizations, conferences, conference submissions, networking, GISs and minors, funding, publications, ethics around publishing, grants, scholarships, CVs, annual reports, service,
- advisor/graduate student relationships, research topics, teaching, work/life balance, time management, goal setting, professional development

Previous Value

- Proseminar
- Collaboration
- Research Opportunities
- Teaching
- Outreach
- Professional Development

Attachments

- 9.8.14 HDFS 6890 Prosem syllabus PROPOSED.pdf
  (Syllabus. Owner: Kamp Dush,Claire)

Comments

Workflow Information

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<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
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<td>Kamp Dush,Claire</td>
<td>09/19/2014 09:10 AM</td>
<td>Submitted for Approval</td>
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<td>Approved</td>
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<td>09/19/2014 09:40 AM</td>
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Official Course Description: This 2-credit hour course exposes graduate students to issues in graduate study including the milestones of graduate school, professional conferences, research, publications, presentations, networking, teaching, and time management.

Unofficial Course Description: The transition to graduate school can be intimidating. Like any field, we have our jargon (What is an impact factor? What is an SEI? Does candidacy include running for office?) It might seem like there is a secret book that the older graduate students had that you haven’t seen yet. This course is designed to help you gain some of the “secret” knowledge that older graduate students and the faculty have, that they may not realize you do not. Now, the next time someone says they are preparing for candidacy, you will be able to say “how are you taking the exam?” The next time you hear a graduate teaching associate talk about their SEI, you won’t be thinking “Super Excellent Idea?”.

We are going to discuss several topics that graduate students commonly wonder about, from conference presentations to networking to the advisor/graduate student relationship. This is a forum where no question is “stupid” and you should feel comfortable asking anything. We will accomplish our course goals and learning objectives through readings, and in class activities on Carmen wiki.

Welcome to graduate school, welcome to Columbus, and O-H-I-O!!
**Course Goals**

Students will understand HS, the programs and department.

Students will be introduced to life as an academic.

Students will understand how to find funding and scholarships.

Students will identify goals for the future.

**Learning Objectives**

Describe the history of HS

Understand where each program fits in HS

Demonstrate knowledge of major milestones of graduate school.

Identify professional organizations and conferences.

Describe different types of graduate student funding.

Identify ways to get research funded.

Create goals for the next few years.

Reflect on the role of teaching and research in achieving goals.

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**Factoid**

The ongoing rivalry between The Ohio State University and the University of Michigan, known as "The Game", was established the first time the teams went head-to-head in 1897. Michigan won 34-0. Since that game, an enduring battle of athleticism has grown to form one of college football's greatest rivalries. The pendulum swings of victory and defeat between the two teams has created high anticipation for each year's matchup. The game was voted the greatest North American sports rivalry by ESPN in 2000. Buckeyes often call Michigan "that team up North" and former coach Woody Hayes hated "that team up North" to the extent that he'd rather push his car across the state line before getting gasoline rather than contribute to the Michigan economy. He also said that he was Notre Dame's best recruiter as he would steer failed recruits Notre Dame's way rather than see them at Michigan.

**Overall Record**

**Ohio State**: 44-58-6  
**Michigan**: 58-44-6

Ohio State students jump in Mirror Lake around midnight on the Thursday night prior to The Game.

Source:
http://library.osu.edu/projects/OSUvsMichigan/index.htm
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1: September 2nd</td>
<td>Review the websites for HS: <a href="http://ehe.osu.edu/human-sciences/">http://ehe.osu.edu/human-sciences/</a> and each graduate program in Human Sciences</td>
</tr>
<tr>
<td>Week 2: September 9th</td>
<td>How to read for Grad School by Miriam E. Sweeney</td>
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<td></td>
<td>Review the GIS’s at Ohio State: <a href="http://www.gradsch.osu.edu/graduate-interdisciplinary-specializations.html">http://www.gradsch.osu.edu/graduate-interdisciplinary-specializations.html</a></td>
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<td>Review your program’s graduate handbook</td>
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<td>Week 3: September 16th</td>
<td>Why Join a Professional Association by Kelly A. Cherwin</td>
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<td>Getting Involved in Professional Organizations: A Gateway to Career Advancement by Daniel Dodgen, Raymond D. Fowler, and Carol Williams-Nickelson</td>
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<td></td>
<td>Review the document on Carmen “Professional Organizations Relevant to [your program]”</td>
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<td>Getting Ready for Conferences by Mark Sample</td>
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<td>Presenting Your Research by Lindsey L. Cohen, Laurie Greco, and Sarah Martin</td>
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<td>How to Navigate a National Convention by Stephen M. Fiore</td>
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<td>How to get the Most Out of a Conference by Jennifer Thorpe and Todd Ward</td>
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<td>Review the requirements for the Ray Travel Award</td>
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<tr>
<td>Week 4: September 23rd</td>
<td>Review Financing a Graduate Degree</td>
</tr>
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<td></td>
<td>How to Win a Graduate Fellowship by Michael Kiparsky</td>
</tr>
<tr>
<td>Week 5: September 30th</td>
<td>A Graduate Student’s Guide to Determining Authorship Credit and Authorship Order by APA Science Student Council</td>
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</tbody>
</table>
What journal to submit to? What does peer-review mean? What should I do if I get an email soliciting my work? Are all publications created equally? How do you decide who is an author? How is the authorship order decided?

Week 6: October 7th
What is a grant? What kinds of grants are there for graduate students? Are there scholarships for graduate students?

Publishing Your Research by Alan E. Kazdin
Publishing in Graduate School: Tips for New Graduate Students by Kris Preacher
From Finding an Advisor to Creating Hypotheses: The Dos and Don’ts of Beginning a Thesis by Sarah Hovind

In Search of Funding by Laura M. Morett
“Show me the Money”: Grant Writing Tips for Graduate Students by Katie Edwards and Danielle Probst
Writing Grant Proposal by Bettina J. Casad
Applying for Research Grants by Bettina J. Casad
Grant-Writing Tips for Graduate Students by Lisa Patrick Bentley

Review http://ehe.osu.edu/scholarships/

Week 7: October 14th
What is a CV? What goes on a CV? What does not go on a CV?

Creating and Maintaining Your CV by Natalie Houston
Dr. Karen’s Rules of the Academic CV by Karen Kelsky
How to Build Your C.V. by Karen Kelsky
The Rhetoric of the CV by Joshua R. Eyler

Please bring a copy of your CV to class.

Writing Annual Reviews by Nels P. Highberg
Review example annual reports
At Your Service by Female Science Professor
Teaching, Research, Sucker—I Mean—Service By Gene C. Fant Jr. – Please skim the comments as well.

Graduate Student Service by Sarah Lang

Week 8: October 21st
What is an annual report? What goes in an annual report? What is service? How much service, and what kinds, should I do?

PEP Chapter 2: Choose a Topic that Gets You Out of Bed in the Morning
PEP Chapter 15: The Graduate Student Guide for Being a Great Apprentice, Seeking Mentorship, and Becoming a Mentor

How to Be a Good Mentee by Tess Neal
Passion and Strategy: Necessary Ingredients for Choosing a Thesis Topic by Melissa J. Schlechter

Review http://www.gradsch.osu.edu/appendix-f.html

Week 9: October 28th
How does the advisor/graduate student relationship work? How do I distinguish what I research from my advisor? What should I research?
Course Requirements

In-class participation (100%). This class will be a mix of lecture and discussion. That said, your participation during our class period will enhance the class experience not only for yourself, but for your classmates as well. In all likelihood, if you are confused about a point, so is one of your classmates. I want to encourage you to ask questions, make comments, and interrupt me whenever you are confused or need clarification. As this is a graduate course, I expect you to come to class prepared, having read the assigned readings.

As part of your class participation grade, we will be constructing portfolios using Carmen Wiki. You will type your answer to the reflection question(s) for the week into your portfolio. You will also be asked to read and comment on your classmates’ portfolios. Hence, class attendance is critical. As such, attendance is mandatory for this course; contact me immediately in case of serious illness or emergency.

Grades

This class is graded satisfactory (S) or unsatisfactory (U).

Gaining Teaching Experience in Graduate School by Elizabeth Simpson and Krisztina Varga

PEP Chapter 18: Teach Better in Less Time

No class, Veteran’s Day observed

PEP Chapter 10: Feed the Flame: Avoid Burnout

The Master Jugglers by Chysalis L. Wright

PEP Chapter 3: Set Concrete Production Goals that Will Motivate and Inspire You

How to Write a Lot by Paul Silva

Getting Hired: Publications, Postdocs, and the Path to Professorship by Jeffrey M. Valla

If I Could Turn Back Time by Christina Costanzo Mendat

Some Modest Advice for Graduate Students by Stephen C. Stearns

Factoid

The buckeye (Aesculus glabra) is a tree, native to Ohio, whose shiny dark brown nuts with lighter tan patches resemble the eye of a deer. Settlers who crossed the Alleghenies found it to be the only unfamiliar tree in the forest. The nuts, although inedible, are attractive and folk wisdom had it that carrying one in a pocket brings good luck. It was the presidential election of 1840 that put the term “Buckeye” permanently in the vocabulary. William Henry Harrison, an Ohioan, adopted the buckeye tree and buckeye nuts as campaign symbols. At the Whig convention, Harrison delegates carried buckeye canes, decorated with strings of buckeye beads. It is rare for an athletic team to be named after a tree; but the Buckeye name is so ingrained in the history and lore of the state and the university that few stop to consider how unusual it is. It is native, tenacious, attractive and unique—traits that Ohioans and Ohio State alumni are proud to be associated with. The university’s Athletic Council officially adopted the term in 1950, but it had been in common use for many years before—most records indicate that it had probably been used with some frequency to refer to Ohio State and its athletic teams since before the turn of the century.

Source: http://www.osu.edu/news/history.php
Policies

Disabilities Statement: ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.osu.state.edu/ . Students are expected to follow Americans with Disabilities Act Guidelines for access to technology.

Academic Misconduct – The Ohio State University Code of Student Conduct (Section 3335-23-04) defines academic misconduct as “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Example of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), and copying the work of another student. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course. I am obligated by University rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct).

http://studentaffairs.osu.edu/resource_cas.asp

Grievances and Solving Problems - According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order.” Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Help & Resources

If you are feeling lost or overwhelmed . . .

1. Make an appointment with me

I am more than happy to meet with you. You are welcome to email me, and we can find a time for us to meet. As the graduate studies chair, I am here to answer any question, and I believe there is no such thing as a stupid, or insignificant, question.

2. Visit one of the OSU Health and Wellness Resources for Students

Ohio State has a rich set of resources for students who need a little help with a range of issues. A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. There is the Student Wellness Center, the Wilce Student Health Center, and the Counseling and Consultation Service (292-5766), which provides students with up to 10 free sessions per academic year. If you are struggling this semester, come talk to me sooner rather than later.

Factoid

More than 75 years after he raced at the 1936 Berlin Olympics, Jesse Owens is still seen as a national hero, having become the first person ever to win four gold medals at one time in Olympic track history. With his victories at the 1936 Berlin Summer Games, his fame was quickly established. These feats soon became legendary, however, because they were accomplished in front of Germany's Nazi dictator, Adolf Hitler, who was loudly proclaiming to the world the superiority of the Aryan race. Almost overnight, Owens, an African American who had grown up in Cleveland, Ohio and studied at The Ohio State University, became an international celebrity for putting a chink in Hitler's propaganda machine.

Source: http://library.osu.edu/projects/jesse-owens/