



2025-2026
graduate
HANDBOOK



EARTH AND ATMOSPHERIC SCIENCES

2025-26 GRADUATE HANDBOOK AND APPENDICES

GRADUATE COMMITTEE

The Graduate Committee is responsible for administration of admissions, academics, and other advisory issues for graduate students in the department. The committee acts on applications for associate instructorships, fellowships, and summer research support and monitors academic progress of students. The committee consists of faculty members chosen to represent a range of disciplines and research fields in the department. The committee is assisted in its work by the Graduate Services Coordinator.

2025-26 GRADUATE COMMITTEE MEMBERS

Dr. Ben Kravitz, Director of Graduate Studies (bkravitz@iu.edu)

Dr. Doug Edmonds (edmondsd@iu.edu)

Graduate Services Coordinator (geolgrad@iu.edu)

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LINKS PROVIDED IN THIS HANDBOOK

Graduate School Bulletin:

<https://bulletins.iu.edu/iu/gradschool/2025-2026/programs/bloomington/earth-and-atmospheric-sciences/index.shtml>

University Graduate School:

<https://graduate.indiana.edu/index.html>

IU Graduation Ceremony:

<https://commencement.indiana.edu/>

Graduate Student Theses Deadlines:

<https://graduate.indiana.edu/academic-requirements/deadlines/index.html>

Mentoring Meeting Form:

<https://earth.indiana.edu/documents/MentorMeetingForm24-EQUIDOX.pdf>

Degree Requirements:

<https://graduate.indiana.edu/academic-requirements/steps/index.html>

GENERAL INFORMATION FOR ALL GRADUATE STUDENTS

Best practices for graduate students and their advisors

The advising relationship between students and their faculty advisor(s) is important for success and satisfaction in graduate school. The faculty and graduate students of EAS have created a series of guidelines that encode our collective values and best practices for creating a functioning and healthy student-advisor relationship. These guidelines pertain to both students and their advisors and should be reviewed regularly. See Appendix 7.

Degrees Offered

The following graduate degrees are offered in the Department of Earth and Atmospheric Sciences: M.S. Geological Sciences, M.S. Geological Sciences-Atmospheric Sciences, Ph.D. Geological Sciences, Ph.D. Geological Sciences-Atmospheric Sciences.

Admission Requirements (TOEFL)

If the graduate applicant's native language is not English, the College requires a score of at least 79 on the TOEFL iBT (delivered via the internet). Please note that the paper-based TOEFL ITP exam – sometimes called the institutional TOEFL – offered by the Intensive English Program on the Bloomington campus, cannot be used in place of the TOEFL iBT. Alternatively, an international applicant may submit the result of the International English Language Testing System (IELTS) examination or the Duolingo English Test (DET) in lieu of the TOEFL iBT. The College requires a score of at least 6.5 on the IELTS and at least 115 on the DET for graduate admission.

Residency

All graduate students must complete at least 30 hours of graduate credits in residence at the IU Bloomington campus. Ph.D. students must be in residence at the Bloomington campus for at least two consecutive semesters during the degree program.

IUB College Information

The websites for the College (<https://college.indiana.edu/student-portal/graduate-students/index.html>) and the Graduate School (<https://graduate.indiana.edu/>) provide links on the College Graduate Office page to submit requests (Extensions of Incomplete, Family and Medical Leave), to apply for funding (College Travel Awards, College of Arts and Sciences Dissertation Year Research Fellowships), and to appoint your Doctoral Advisory Committee.

Selection of Advisors and Research Committee

The Graduate Committee advises graduate students on course selection until a primary advisor is selected. Students should choose a primary advisor with graduate faculty status (Appendix 5) from the Department of Earth and Atmospheric Sciences or the Indiana Geological and Water Survey (IGWS <https://igws.indiana.edu/>). A co-advisor from the Department is required (Appendix 1) if the primary advisor is from the IGWS.

A Research Committee will oversee the student's academic and research progress toward the degree. For all degrees, a majority of members of the research committee must be selected from the Department of Earth and Atmospheric Sciences. The field of expertise of both the primary advisor and the research committee should reflect the topic of research chosen by the student.

Communication and timelines of key meetings and exams

Students must keep members of their Research Committee informed of progress in research and fulfillment of academic requirements on a regular basis. This is usually accomplished through emails and annual meetings (see next section for more detail on annual meetings).

The timing of annual meetings and exams for M.S. and Ph.D. students is shown in Figure 1. It is incumbent upon every graduate student to know the timing of these exams and to adequately prepare for them. It is expected that graduate students will follow this progression, but in some cases, it may be necessary to deviate from these suggestions. In these cases please consult with your advisor or committee, and the DGS.

Annual Review & Mentoring Meeting

At minimum, graduate students in EAS are required to meet with their research committees every year to discuss degree progress. This usually happens through the Mentoring Meeting or Annual Review but may also happen through other exams (see below). The Mentoring Meeting, which occurs during the first semester of graduate study, is focused on career and research planning. The remaining meetings are called the Annual Review and focus on degree progress. Sometimes the Annual Review might occur in the same semester as another major degree milestone (e.g., Early Review, Qualifying Exam, or graduation). In those cases, students can forgo the Annual Review only if there is sufficient evidence presented to the

DGS before the Annual Review deadline that their exams or defense are scheduled to take place that semester. Sufficient evidence includes a scheduled exam or defense date, or submission of required documents (e.g., thesis, qualifying exam proposal, early review documents) to the committee for review. Intent by the student or advisor to conduct an exam or defend is not sufficient evidence.

Mentoring Meeting: During the first semester of graduate study, students are required to meet with a committee to discuss goal setting both for their career and research. This Mentoring Meeting is an important first step for students to initiate a trajectory that is consistent with the mutual expectations of advisor, committee, and student. This meeting is required to take place the Friday before Thanksgiving break (or Spring break if a Spring admit). Because this meeting happens in the first semester of graduate study it is expected that the defined research direction may be broad and lacking specific details related to, for example, research questions, testable hypotheses, or potential field sites. It is also understandable that the research committee assembled for this first meeting might change as the research direction shifts. The committee for the Mentoring Meeting should be comprised of the student's advisor, at least two other graduate faculty from EAS, and any additional faculty of the student's choice. Failure to complete the Mentoring Meeting on time will make the student eligible for probation. Appendix 7 contains a sample copy of the Mentoring Meeting form.

Annual Review: All students are to submit the completed Annual Review forms by the Friday before Thanksgiving break (if required to complete in the fall) or the Friday before Spring break (if required to complete in the Spring). The Graduate Affairs Committee may require a student to submit forms earlier than the normal deadline under certain circumstances. Appendices 2 and 3 contain sample copies of M.S. and Ph.D. Annual Review forms. These are available on the departmental website as interactive PDF forms under the Student Portal, Graduate, Forms.

Annual reviews will normally consist of three components:

1. An oral presentation by the student of research progress with a detailed plan for degree completion including coursework and research.
2. An in-depth discussion with the research committee to critically evaluate the student's progress and advise the student on future plans to advance their research.

3. Grading of student progress by the research committee. The grading scale, form and the submission process will be determined each year by the Graduate Affairs Committee.

The annual review process is the primary mechanism used by the Department to gauge student research performance and evaluate whether a student should continue to receive departmental support and continue in their degree program. It also assists the Graduate Affairs Committee in evaluating merit for student awards. Those students whose performance is judged unsatisfactory by their research committee will be subject to departmental summer probation, a condition of which will be to require them to demonstrate improved performance in their research and/or coursework. Students in this category are required to undergo a second review by an extended committee (henceforth referred to as the evaluation committee) consisting of the student's research committee and one or more representative of the Graduate Affairs Committee. This review must take place in August prior to the start of the fall semester. If performance is still judged unsatisfactory the student will be placed on formal academic probation with the Graduate School for the fall semester. Students on probation are afforded a final opportunity to show progress in research based on a third review session administered by the evaluation committee before the end of the fall semester.

Sources of Funding

The Department of Earth and Atmospheric Sciences awards Associate Instructor (AI), Research Assistant (RA), and Fellowship support, as well as summer research funds, on a competitive basis. AI support encompasses responsibilities in preparing and/or teaching laboratory courses, among other duties. RA support is dependent on the availability of specific research funds procured by individual faculty members through externally-funded grant proposals. Fellowships and summer research support are available from assets allocated to general or specific departmental accounts.

Diplomas

Degrees are granted every month of the year. The University Graduate School requires receipt of an electronic copy of the thesis/dissertation prior to the 15th day of the month for which the degree is to be granted; if received after the 15th the degree will be granted the next month.

A degree diploma is mailed to a student's home address two to three months after the degree is conferred. Diplomas are sent by third-class mail (Printed Matter) through the US Postal Service. Please be aware that items sent third-class are not forwarded to a new address. Hence, students must verify that their correct permanent home address is on file with the Registrar to ensure that the degree is mailed to the desired location. Please see the Graduate Services Coordinator if you are an international student desiring special arrangements for receipt of the diploma. The Graduate Services Coordinator can instruct you in how to have the diploma sent from the University Graduate School to the EAS Graduate Office. Our department will then send the diploma by airmail to your international address. Duplicate diplomas may be obtained through the Registrar for an additional fee.

Revalidation of coursework

Coursework counting towards the M.S. or Ph.D. degree is only valid if it has been completed five years prior to the awarding of the degree for master's students, and seven years prior to the passing of the qualifying examination for Ph.D. students. If coursework lapses and students need to re-validate courses, they must apply for revalidation to the department (see appendix 8 for application).

Maintaining Active Student Status

Students who are in the graduate program but fail to enroll in at least 1 credit of program coursework (e.g., G810, G901) for a period of two academic years are automatically terminated from the program. Students whose admission status is terminated because of a two-year lapse in enrollment may apply for readmission. They must meet current criteria for admission, and, if readmitted, are subject to current program requirements.

Degree Completion Checklist

To successfully complete your degree, please complete the following:

- 3 months before defense: check that all their committee members have been registered with the grad school
- 1 month before defense: submit signed abstract and advertise defense date (for Ph.D. students only)
- notify department chair and Building Manager when office is likely to be vacated
- turn in keys to the Building Manager
- return library books or other borrowed materials
- move all personal items from office and labs, notify the Building Manager of any discard items that are left behind
- transfer important email from IU account to another: consider whether to sign up for mail forwarding and alumni mail (<https://kb.iu.edu/d/iuba>)
- Consult with graduate services coordinator to get grades for your research classes (i.e., G810) changed to S.

MASTER OF SCIENCE THESIS OVERVIEW

This degree option is recommended for most students entering the program with an undergraduate degree. The degree requirements include:

- A total of 30 credit hours

At least 22 of the 30 hours must be graduate-level courses. 400-level courses from the Department of Earth and Atmospheric Sciences that can be taken for graduate credit are listed in Appendix 6. 500-700-level Geology courses and lower-level courses from other departments that count toward graduate credit can be found in the University Graduate School Academic Bulletin (<https://graduate.indiana.edu/academic-requirements/bulletin.html>); see the section entitled Graduate Credit - General in the Academic Regulations section of the University Graduate School Academic Bulletin).

- 12 of the 22 hours must be coursework taken in Earth and Atmospheric Sciences.
- A minimum of 3 credits of G810 (research credits) are required; a maximum of 8 credits of G810 can be applied toward the degree.
- All graduate students must take G590, preferably in their first year.
- At least three 3-credit hour courses of 500-level (not including G590) or above must be taken from the Department of Earth and Atmospheric Sciences.
- Selection of courses must be approved by the primary advisor in consultation with the student's research committee.

Transfer of credit

Up to 8 credit hours of graduate classes can be transferred from another institution, provided the classes meet the requirements of equivalency of graduate classes offered at IU and a grade of 'B' or higher was achieved. Pass/Fail or 'S' graded classes cannot be transferred. Requests for transfer of credit hours originate with the student and advisor. Students are required to complete the Request for Transfer of Graduate Credit form, which can be found on the OneIU website (<https://one.iu.edu/>) or from the Graduate Coordinator. Once the Request for Transfer of Graduate Credit form has been filled out, students will need to return it to the Graduate Coordinator.

Minimum Grade Point Average

All Masters students must maintain a 3.0 (B) grade point average. Students with a cumulative GPA less than 3.0 can be placed on academic probation until the student's GPA increases to above 3.0. While on academic probation, the student cannot be supported as an AI, RA, or Fellow. If the GPA does not reach 3.0 after two semesters of probation, the student will be dismissed from the graduate program.

Primary Advisor

An advisor (and co-advisor if necessary; see page 4) should be chosen during the first semester and no later than March 1 of the first year in the degree program. Once decided, the primary or co-advisor should be declared to the Graduate Coordinator.

Research Committee

A three-person research committee must be formed for each Masters student, consisting of the primary advisor and two other members. Two of the members of this committee must be other faculty members in EAS (see section on Selection of Advisors and Research Committee). The composition of the research committee and signatures from each of the members must be filed with the Departmental Graduate Office by March 1 of the first year of the degree program. Any change in committee membership must be communicated immediately to the Graduate Office.

Completion of Written Thesis

The thesis should be prepared in a form that is essentially ready to submit for publication in an appropriate journal(s). Publication and public presentation of research results is strongly encouraged but not required. The format of the thesis must conform to the University's official policy on the production of theses (Appendix 4).

Timeframe

Master's degrees must be completed within five years of enrollment, or six years for Dual Masters degrees. Students who exceed this time frame must revalidate all coursework taken outside this timeframe.

M.S. Requirements

Students in the M.S. degree program who apply successfully for admission into the Ph.D. program in our Department must complete all formal requirements for the degree no later than one semester after entering the Ph.D. program.

Application for Advanced Degree Form

This form is on the OneIU website (<https://one.iu.edu/>), and must be completed and submitted a minimum of 60 days prior to the desired graduation date, regardless of whether you will attend the commencement ceremony.

Commencement ceremony

If you wish to attend the commencement ceremony, necessary forms must be filled out in advance. To attend the December commencement, the forms must be completed around mid-September; for the May commencement, they must be completed around mid-February. Further information can be found at the Indiana University Ceremonies website (<https://universityevents.iu.edu/>). Consult with Graduate Services Coordinator for further information.

M.S. Thesis Presentation

Students are encouraged to present their final M.S. research results at a regional or national meeting (e.g., AGU, GSA, AMS, etc.). A departmental defense is not formally required but is strongly recommended and should be announced to the department with title, date, time and location.

MASTER OF SCIENCE 'REPORT OPTION' OVERVIEW

This degree option is not recommended for most students because it may limit future educational and professional goals. An exception is students who plan to continue in the Ph.D. program in our Department, building directly on research begun in the M.S. program. In such circumstances the report route can streamline that transition when appropriate but the formal decision to pursue this option should only be taken after admission to the Ph.D.

The degree requirements include:

- Total of 30 credit hours
- 27 of the 30 hours must be graduate-level courses; the remaining 3 can be G810. 400-level courses from the Department of Earth and Atmospheric Sciences that can be taken for graduate credit are listed in Appendix 6. 500- to 700-level Earth and Atmospheric Sciences courses, and lower-level courses from other departments that count toward graduate credit can be found in the <https://graduate.indiana.edu/academic-requirements/bulletin.html>.

- 20 of the 27 hours must be in Earth and Atmospheric Sciences.
- At least three 3-credit hour courses of 500 level or above must be taken from the Department of Earth and Atmospheric Sciences.
- Selection of courses to be taken should be discussed with the primary advisor and research committee.
- Transfer of credit: as above in M.S. overview.
- Minimum Grade Point Average: as above in M.S. overview.
- Report

The precise format and content of the report are determined in collaboration with the student's advisor and research committee. The report must be signed by the entire research committee. It is recommended that the report be in a format suitable for publishing, but it is not required.

Primary Advisor

An advisor (and co-advisor if necessary; as above in M.S. overview) should be selected no later than March 1 of the first year in the degree.

Research Committee

As above in M.S. overview.

Timeframe

As above in M.S. overview.

Application for Advanced Degree Form

As above in M.S. overview.

Commencement Ceremony

As above in M.S. overview.

M.S. Report Option Presentation

Students are encouraged to present their final M.S. research results at a regional or national meeting (e.g., AGU, GSA, AMS, etc.) or as a departmental defense with title, date, time and location announced to the department.

**MASTER OF SCIENCE DEGREE:
GEOLOGICAL SCIENCES-ATMOSPHERIC SCIENCES**

Admission Requirements

Undergraduate major in Geological Science, Atmospheric Science, Mathematics, Physics, Chemistry, Biology, or equivalent. Applicants not meeting this requirement may be expected to complete additional coursework.

FIELD OF STUDY - ATMOSPHERIC SCIENCES

Course Requirements

Requirements are the same as the M.S. degree (thesis or report option) with one additional requirement. At least 12 credit hours must be from the list of courses specific to Atmospheric Sciences defined by the Department of Earth and Atmospheric Sciences.

M.S./M.S.E.S.

**MASTER OF SCIENCE IN GEOLOGICAL SCIENCES
MASTER OF SCIENCE IN ENVIRONMENTAL SCIENCE**

This degree program is appropriate for students from a wide range of undergraduate science programs interested in a career in environmental sciences. This dual masters' program is a 51-credit hour (two year) program that gives the student greater depth and breadth than is possible in a single degree.

Admission Requirements

A student must apply to and be accepted by both the Department of Earth and Atmospheric Sciences and The O'Neill School of Public and Environmental Affairs (SPEA).

Course Requirements

Course requirements are a minimum of 21 credits from each program distributed as follows:

- Earth and Atmospheric Sciences core (12 cr.)
- Environmental Science core (12 cr.)
- Courses in economics, policy, and law competencies (6 cr.)
- A tool skill (3 cr.)
- Other Earth and Atmospheric Sciences or SPEA courses recommended by advisory committee and
- 9 Credits of research divided between Earth and Atmospheric Sciences and SPEA.

The distribution of credits across these requirements can be modified with the approval of the research committee. This committee, with a minimum of three members, will supervise the student's research program. At least one member of the committee must have a primary affiliation with the Department of Earth and Atmospheric Sciences and at least one member must have a primary affiliation with SPEA. Two members of the advisory committee must be named as co-advisors with one advisor from each program.

DOCTOR OF PHILOSOPHY DEGREE OVERVIEW

The requirements are:

Total of 90 credit hours

- 35 of the 90 hours must be graduate-level courses or undergraduate courses listed in appendices 5 and 6..
- 20 of the 35 hours of coursework must be in Earth and Atmospheric Sciences. The remaining credit hours may include electives and coursework required to fulfill the minor.
- All graduate students must take G590, preferably in their first year.
- 12 of these 35 hours must be graduate courses (not including G590) from the Indiana University Department of Earth and Atmospheric Sciences. In exceptional cases (e.g., when a student enters the Ph.D. program with a strong background in the Earth and Atmospheric Sciences from another university and finds few courses in the department that will support their doctoral research program), a candidate may petition the Graduate Studies Committee in writing to waive this requirement.
- Up to 30 credit hours of graduate classes can be transferred from another institution, providing a grade of 'B' or higher was earned. Pass/Fail or 'S' graded classes cannot be transferred without a letter of clarification from the instructor that a B or higher equivalent would have been awarded. Courses to be transferred must be approved by the University Graduate School and must have been completed within the 7 calendar years prior to passing the Qualifying Exam.

Minimum Grade Point Average

All Ph.D. students must maintain a 3.0 (B) grade point average.

G901 Advanced Research

Dissertation credits as G901 can be taken when the student has fulfilled all the course requirements detailed above, completed 90 credit hours of graduate-level coursework and passed the qualifying examination (see below). A maximum of 6 semesters of G901 is permitted. G901 is currently 6 credit hours per spring and fall semester. Summer enrollment is not required unless the student intends to receive the degree during summer, which necessitates enrollment in 1 credit of G810.

Primary Advisor

An advisor (and co-advisor if necessary) should be selected and agree to fulfill this role no later than December 1 of the first year of the degree. Once decided, the primary or co-advisor should be declared to the Graduate Coordinator.

Advisory Committee

The advisory committee shall approve the student's program of study and counsel the student until the passing of the Qualifying Exam. The advisory committee must include at least two members from the major area and one from the minor. The name of the primary advisor and two other members of the committee must be filed formally with the College of Arts and Sciences no later than one year following admission to the program.

Research Committee

Following the qualifying exam, a research committee must be selected, consisting of the primary advisor and 3-4 other members. The research committee can include all of the members of the Advisory Committee, supplemented by other IU faculty or individuals from other institutions connected to the research. Three of the members of this committee must be graduate faculty in the Department. The composition of the research committee and signatures from each of the members must be provided on the annual review form; any change must be communicated to the Graduate Office immediately.

Selection of a Minor

Selection of a Minor is also a requirement of the degree. Minors in allied science and mathematics are normally desired to broaden the student's background. The minor can also be in an area within the geosciences distinct from the chosen major. Formal external and internal minors are approved by the University Graduate School (<https://bulletins.iu.edu/iu/gradschool/2024-2025/requirements/phd/index.shtml>).

An individualized minor option with a minimum of 12 credit hours from at least two different Departments is also possible through petition to the University Graduate School. An individualized internal minor, which also requires coursework from at least two Departments, must be approved by the Graduate Affairs Committee and by the Graduate School Dean's office prior to completing the proposed course work.

Minors typically require between 6 and 12 credit hours of coursework. The precise requirements and courses needed will be determined by the Minor Advisor, who must be a

faculty member in the minor department. The minor advisor normally becomes a member of the student's research committee (see below).

Students electing an internal minor must complete a minimum of 6 credit hours of course work in an area of Earth and Atmospheric Sciences distinct from their major research area. Courses taken for the minor may count toward the requirement of 35 credit hours of graduate course work. The objective of the Ph.D. minor is to broaden the student's background. To assure that this objective is achieved, any students who are planning an internal minor must have their study plan approved by their advisory committee and the Director of Graduate Studies. Internal minors must be approved in advance by the University Graduate School as an individualized minor.

ADMISSION

Students are admitted to the Ph.D. program through one of three mechanisms:

- Direct admission to the Ph.D. program following completion of an undergraduate degree program. (Students who enter the Ph.D. program with a baccalaureate degree will be encouraged to complete an M.S. degree.)
- Admission after completion of an M.S. degree at another institution.
- Current Indiana University students enrolled in our M.S. program may apply for admission to the Ph.D. program early in their second year of graduate study. The early review process is used to evaluate a student's suitability for the Ph.D. program.

The expectations of progress toward the Ph.D. degree and the timelines for review of student progress, as described in Figure 1 (page 15), are different for each of these groups.

EARLY REVIEW

Objectives

The early review is an extension of the department annual review process. The primary purpose of this requirement is to provide a departmental assessment of each student's level of preparation to complete the Ph.D. degree in an early stage. The aim is to (i) ensure that students are actively developing a viable research project, and (ii) identify aspects of students' academic background that need strengthening early in their course of study.

Administration and Timetable

The Graduate Affairs Committee administers this review procedure. Figure 1 (page 15) is a graphical representation of the timeline for this review for the three different groups outlined above. A key aspect of this process is that students entering the program with a baccalaureate degree are required to go through this process in the fall of their second year of residence, whereas students entering the program with an M.S. degree will be reviewed in the spring semester of their first year of residence.

Step 1: Study Plan

As illustrated by the timelines in Figure 1 (page 15), students are required to complete a preliminary Ph.D. research and study plan comprised of three parts:

Research Statement

A brief (approximately one page single spaced) summary of a student's research plan. The format should be comparable to the "Intellectual Merit" section of the project summary for a standard proposal to the National Science Foundation written for a non-specialist in the research area.

Personal Statement

An assessment by the student of their perception of individual strengths and weaknesses pertinent to their research goals. This should address three areas:

- (i) academic background (e.g. coursework and field experiences)
- (ii) research skills (e.g. talents in writing, mathematics, computing, laboratory work, etc.) and
- (iii) personality characteristics important to professional success (e.g. tenacity, flexibility, commitment, ability to work in a team, etc.).

Students should view this task as an opportunity for objective professional self-assessment that can help the committee identify appropriate topics for discussion during the oral exam. An honest assessment will be most beneficial in this regard because it will facilitate recognition of areas of academic background that need strengthening and thereby aid ultimate success.

Intellectual Development

A bulleted list of specific targets in academic preparation and research skills that require strengthening in order to complete your Ph.D.

Step 2: Feedback and Review of Study Plan

The Graduate Affairs Committee and the student's advisor will provide written feedback to the student within two weeks after the deadline for submission of the study plan. This response will be in the form of a review that the student should use as a guide in preparation for the oral exam. It will focus on topics that will constitute the principal points for discussion in the oral exam, especially areas that students identify as strengths, rather than weaknesses.

Step 3: Oral Exam

The Graduate Affairs Committee will schedule an oral exam for individual students. The examination committee will consist of two or members of the graduate committee, the student's advisor, and (optionally) one or more members of the student's research committee. Question topics will focus on areas of knowledge described in the individual review guide given to each student and centered on their strengths. Students should recognize, however, that the broad objective of the exam is to identify areas that need strengthening; hence, the Committee may ask questions regarding any aspect of geosciences.

Step 4: Results of Exam

There are three possible outcomes of this exam:

Unconditional Pass

This pass recognizes that a student has a background without deficiencies, a viable research plan, and is suitably prepared for success in the Ph.D. program, which includes completion of all requirements for the M.S. degree when applicable.

Deferred Decision

When the student's self evaluation or the exam reveals a need to augment their academic background there may be a requirement to complete one or more courses, or fulfill other specific conditions, as determined by the Graduate Affairs Committee and advisor. The result of the exam may be deferred pending the student's fulfillment of the conditions imposed by the Committee. Students in this category are required to demonstrate significant progress by their annual review or they may enter the probation process described above.

Fail

A student can fail this exam. The primary reason for failure will be a student's inability to convince the committee that they can successfully complete the Ph.D. program. For example:

- (i) an inability to provide coherent answers during the oral exam,
- (ii) the absence of a viable research plan,
- (iii) evidence of a lack of commitment to the profession or to the Ph.D. program.

If a student fails they will be placed on probation subject to terms defined by the advisor, DGS, and the College. Failure to meet those terms and/or pass the Early Review a second time will make the student eligible for dismissal. The Early Review may not be taken more than two times by any student.

QUALIFYING EXAMINATION

The qualifying exam is a three-stage process that can be initiated after minimum course requirements have been fulfilled. It includes the dissertation proposal, a written examination, and an oral examination. The normal timeline is to submit the dissertation proposal first, followed by the written examination **at least** two weeks (14 calendar days) later, followed by the oral examination **no more** than two weeks (14 calendar days) after the written examination. Students are advised to schedule the written and oral examinations as soon as possible due to the difficulty of scheduling multiple people.

- 1. Thesis Proposal:** The candidate will prepare a research proposal of approximately 15 pages excluding figures and references. Students should model their documents after NSF proposals or something similar and also consult with their advisor and committee on early drafts to ensure they are on target. The proposal should be submitted to the committee no less than two weeks (14 calendar days) before the written examination. The proposal should outline the importance of the broad topics, the key investigations that will take place, and the methods and data collection strategies that will be used. Preliminary results and familiarity with the field and literature are necessary before writing the proposal. Please include a statement at the beginning of your proposal describing the use of AI and AI-assisted technologies in the proposal preparation process. Here are some resources for proposal preparation: <https://research.iu.edu/funding-proposals/proposals/index.html>.

2. **Written examination:** Based on the research proposal and the student's area of research, a written exam is prepared by the advisory committee. This is an examination taken on a day chosen by the student and their advisor, spanning approximately 3 hours in the morning and 3 hours in the afternoon. The style of the exam—open or closed book, access to the Internet, etc.—is up to the committee. The student should be informed of the style prior to the exam. The examination is meant to evaluate familiarity with the chosen research area, to assess the relation of this field of research to others in the Earth and Atmospheric Sciences, and to alert the student to potential weaknesses in the research proposal. The advisory committee will evaluate responses to the written examination and may revisit issues in the oral exam.
3. **Oral Exam:** An oral examination takes place no more than two weeks after the written exam. The format normally consists of an oral presentation of the research proposal to the advisory committee, and responses to committee members' questions regarding both the proposal and the examination answers. This examination takes approximately 3 hours. A room within the department must be booked for this purpose and presentation equipment reserved.

Assessment

After the student has completed all portions of the Qualifying Exam, the committee will assess the performance to decide on a result of *pass (admission to formal Ph.D. candidate status), conditional pass, or failure*. Decisions are based on a holistic assessment of all three aspects of the examination.

- If a candidate passes, the Committee should notify the Graduate Coordinator who, along with the student, will initiate the electronic document procedure nominating the student to candidacy.
- In the event of a conditional pass, the student will need to satisfy some requirements set by the committee, which may involve further classes, research/data analysis, background reading, or significant revision of the proposed research. The committee will specify what constitutes successful completion of these requirements and a timeline for completion.
- A failure means the students must retake the entire exam within 6 months of the initial exam date. Failure will also mean that the student is eligible for Academic Probation. Failure to pass the exam on the second attempt will normally result in dismissal from the program.

Nomination to Candidacy

After the Qualifying Exam the Nomination to Candidacy form must be completed online at [One IU](#).

Appointment of Research Committee

After approval of the Nomination to Candidacy form, the candidate must complete the form for Nomination to Research Committee, which is online at [One IU](#).

It is important that the candidate file this edoc promptly as six months must elapse between the time of submission of this form and defense of the dissertation. In the past students have had their graduation delayed by failure to act on this requirement.

Completion of Written Dissertation

The dissertation should be prepared in a form that is essentially ready to submit for publication in appropriate journals. Publication of results is strongly encouraged. The format of the dissertation must conform to the University's official policy on the production of Ph.D. dissertations (Appendix 4).

Dissertation Defense

The dissertation defense can be scheduled no sooner than six months from the date of completion of the Qualifying Examination and appointment of the Research Committee. The Research Committee and student must come to an agreement that the dissertation is at a stage that is suitable for defense, based on drafts of the dissertation submitted to the committee.

An Announcement of the Dissertation Defense must be submitted to the University Graduate School a minimum of 30 days prior to the defense date, but they recommend you start the process 6 weeks before the planned defense date. An example of the format required is included in Appendix 4. The defense itself consists of a public presentation of the dissertation research that any interested faculty and students may attend, followed by an open session of questions and discussion, after which the student's Research Committee conducts a rigorous closed-session, oral examination of the student.

The result of the defense is determined as a pass, conditional pass, a deferred decision, or a failure without the option to retake. The conditional pass usually requires revisions of the dissertation as recommended by the research committee, and a deferred decision indicates that the opinion of the research committee was not unanimous, a circumstance that requires reports from the research committee detailing the differing opinions to the Dean of the Graduate School.

After a successful defense, the Graduate Office needs to receive (i) one signed copy of the dissertation abstract, and (ii) one signed dissertation. Students should plan to submit the final version of their dissertation electronically to the University Graduate School as soon as possible, but no later than 6 months following the defense..

Timeframe

The Ph.D. dissertation must be accepted by the student's research committee and a copy must be submitted to the University Graduate School within seven years of passing the Qualifying Examination. Failure to do so will result in termination of Ph.D. candidacy. Reinstatement of candidacy is possible and involves obtaining permission of the department chairperson, fulfilling any reinstatement requirements from the Department, passing the Qualifying Examination again, and then requesting reinstatement from the Dean. Once reinstated, the degree must be completed within three years.

Ph.D. Commencement Participation Application

Paperwork must be completed in advance to attend the commencement ceremony. To attend the December commencement, forms must be completed in mid-September; for the May commencement, forms must be completed in mid-February. Further information can be found at the Indiana University Ceremonies website <https://universityevents.iu.edu/> or the Grad Services office.

DOCTOR OF PHILOSOPHY DEGREE: GEOLOGICAL SCIENCE-ATMOSPHERIC SCIENCES

Course Requirements

Requirements are the same as the regular Ph.D. degree with one additional requirement. At least 12 credit hours from a list of courses specific to Atmospheric Sciences defined by the Department of Earth and Atmospheric Sciences.

DOCTOR OF PHILOSOPHY DEGREE WITHOUT PRIOR M.S. DEGREE IN GEOLOGICAL SCIENCES

The requirements below presume that the student begins the program having completed a Bachelor's degree. The requirements include:

- Total of 90 credit hours
- 35 of the 90 hours must be graduate-level courses.
- 20 of these 35 hours must be graduate courses related to the student's major research area.
- 12 credits must be taken in the Indiana University Department of Earth and Atmospheric Sciences.
- Credits for the minor count toward the 35 total hours of coursework.
- Transfer of credit - as specified for Ph.D.
- The following items have the same requirements as those specified in the Ph.D. Overview:
 - A 3.0 (B) grade point average
 - G901 Advanced Research
 - Primary Advisor
 - Research Committee
 - Selection of a Minor
- Ph.D. students are subject to annual and early review procedures described above
- Qualifying Examination
- Completion of Written Dissertation
- Dissertation Defense

EARTH AND ATMOSPHERIC SCIENCES DEGREE TIMELINE

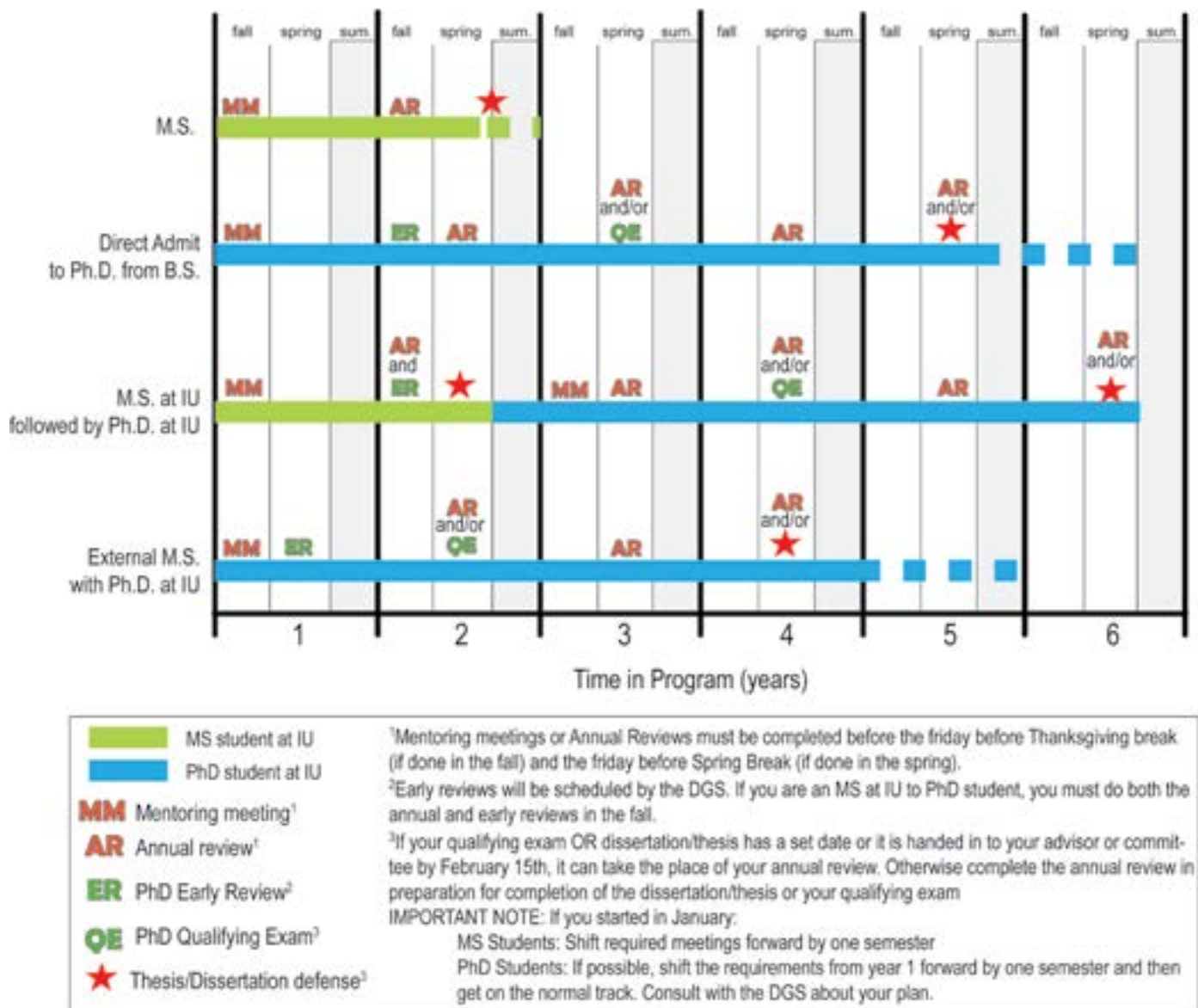


Figure 1: Illustrates a timeline for completing Ph.D. and M.S. degrees in Earth and Atmospheric Sciences at IU.

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APPENDIX 1
FACULTY DIRECTORY 2025-2026

APPENDIX 1: FACULTY, EMERITUS, AND ADJUNCT FACULTY

Teaching Faculty: (The following people can supervise Ph.D./Masters students and serve on research committees)						
Title	Name	Specialty	Phone	Room	Email	Department
Professor	Simon Brassell	Biogeochemistry, Organic Geochemistry	812-855-3786	GY 3036	simon	EAS
Professor	Douglas Edmonds	Sedimentary Geology	812-855-4512	GY 4054	edmondsd	EAS
Asst. Professor	Jianhua (Ginny) Gong	Seismology, Geophysics	812-855-7748	GY 4040	gongjian	EAS
Professor	Claudia C. Johnson	Geobiology	812-855-0646	GY 5048	claudia	EAS
Professor	Kaj Johnson	Geophysics	812-855-3612	GY 4042	kajjohns	EAS
Asst. Professor	Julia Kelson	Sedimentary Geology		MSB II 416	jrkelson	EAS
Assoc. Professor	Chanh Kieu	Atmospheric Science	812-856-5704	GY 4057A	ckieu	EAS
Assoc. Professor	Ben Kravitz	Atmospheric Science	812-855-4334	GY 4055A	bkravitz	EAS
Asst. Professor	David Lilien	Geophysics, remote sensing		GY 4044	dlilien	EAS
Assoc. Professor	Jackson Njau	Geoanthropology	812-856-3170	GY 5052	jknjau	EAS
Assoc. Professor	Travis O'Brien	Atmospheric Science	812-856-6298	GY 4038	obrienta	EAS
Professor	David Polly	Paleontology, Geobiology	812-855-7994	GY 5053A	pdpolly	EAS
Asst. Professor	Shelby Rader	Non-traditional stable isotope systems	812-855-7508	MSBII 420	shtrader	EAS
Professor	Juergen Schieber	Geology of Shales and Mudstones	812-855-5322	GY 5069	jschiebe	EAS
Assoc. Professor	Paul Staten	Atmospheric Science	812-856-5135	GY 4053A	pwstaten	EAS
Asst. Professor	Andrea Stevens Goddard	Thermochrology and Geochronology	812-856-2319	GY 4034	alsg	EAS
Assoc. Professor	Brian Yanites	Geomorphology, Surface Processes, Geophysics	812-855-6109	GY 4056	byanites	EAS
Professor	Chen Zhu	Hydrogeology, Mass Transport, Water-Rock-Gas-Microbe Interactions	812-856-1884	MSBII 424	chenzhu	EAS
Research Faculty: (The following people can serve on research committees, and the Senior Scientists can supervise Ph.D./Masters students)						
Senior Lecturer and Exec. Director, IUGFS	Erika Elswick	Geochemistry, Sedimentology, Sedimentary Ore Deposits	812-855-2493	MSBII 428	eelswick	EAS
Asst. Research Scientist	Paul Goddard	Climate Engineering	937-654-0537	GY 4037A	pgoddard	EAS
Lecturer	Elizabeth Kenderes	Igneous petrology, radiogenic isotopes		GY 4052	emkender	EAS
Senior Lecturer	Cody Kirkpatrick	Atmospheric Science	812-855-3481	GY 4046	codykirk	EAS
Assoc. Research Scientist	Peter Sauer	Biogeochemistry, Paleoclimatology	812-855-6591	MSBII 410	pesauer	EAS
Senior Scientist	Arndt Schimmelmann	Organic Geochemistry, Chemical Oceanography	812-855-7645	GY 3032A	aschimme	EAS

APPENDIX 1: FACULTY, EMERITUS, AND ADJUNCT FACULTY

<i>Emeritus Faculty</i>						
Abhijit Basu	Sedimentary and Planetary Petrology		812-855-6654	GY 2046	basu	EAS
Michael Hamburger	Geophysics, Seismology and Tectonics		812-855-2934	GY 2042	hamburg	EAS
Enrique Merino	Geochemistry and Petrology		812-855-5088	GY 2042	merino	EAS
Gary Pavlis	Geophysics, Seismology and Tectonics		812-855-5141	GY 2046	pavlis	EAS
Lee J. Suttner	Sedimentology and Stratigraphy		812-855-4957	GY 2046	suttner	EAS
<i>Adjunct Faculty:</i> (The following people can supervise a Ph.D./Masters student, but require a co-advisor from the Faculty or Research Faculty. They can also serve on research committees)						
Adjunct Faculty	Matt Churchfield	Earth and Environmental Science	720-355-6001	GY 4050	matt.churchfield@nrel.gov	
Research Geologist	Jose Luis Antinao-Rojas	Surficial geology	812-855-1366	IGWS	jantinao	IGWS
Professor	Adam Maltese	Science Education/Adjunct Faculty Geological Sciences	812-856-8059	Wright Ed Bldg 3054	amaltese	School of Education
Research Scientist	Maria Mastalerz	Coal Petrology, Coal Geochemistry, Coalbed Gas	812-855-9416	IGWS	mmastale	IGWS
Adjunct Research Scientist	Jess Miller-Camp	Paleontology	812-856-3767	GY 5050	jessmc	EAS
Adjunct Faculty	Page Quinton	Paleontology, Paleoclimate	315-267-2815	SUNY Potsdam	quintopc@potsdam.edu	EAS/IUGFS
Adjunct Faculty	Michael Rygel	Stratigraphy, sedimentology, petroleum geology	315-267-3401	SUNY Potsdam	rygelmc@potsdam.edu	EAS/IUGFS
Director, IGWS	Todd Thompson	Clastic and carbonate sedimentology, lake level, shoreline behavior, Indiana Dunes	812-855-7428	IGWS	tthomps	IGWS
Adjunct Research Scientist	Ryan Wilson	Ryan Wilson is an Unconventional Development Strategy and Quality Assurance Mudstone Stratigrapher Unconventional Reservoir Quality with ExxonMobil Upstream Company	513-200-5776	off campus	ryan.wilson@exxonmobil.com	ExxonMobil

*Add @iu.edu to each of these emails to contact the person.
Please note that this list changes every year.*

APPENDIX 2
EAS ANNUAL REPORT FORMS FOR THE MASTERS DEGREE

NOTE: The following forms are examples only. The actual forms you will use are online here:

<https://earth.indiana.edu/student-portal/forms.html>

APPENDIX 2: EXAMPLE ANNUAL REPORT FORM FOR THE M.S. DEGREE (page 1)

INSTRUCTIONS: Download this form from <https://earth.indiana.edu/student-portal/forms.html>

Consult the degree timeline for submission date.

NAME: _____

ANNUAL REVIEW OF M.S. DEGREE PROGRESS

Students are required to organize a 1-hr meeting with their Advisory Committee at least once a year (see handbook for completion date) to ensure that they share a common understanding of course selections, and research activities, plans and goals.

To assist in this process, students should provide copies of the form, duly completed, to all committee members at least 24 hours prior to this progress meeting. After the meeting, a PDF of the completed and signed form should be submitted to the Graduate Services Coordinator.

COURSEWORK CHECKLIST

Graduate requirements:	Completed ?	Comments
1. ≥ 9 credit hours ≥ 500 level	<input type="checkbox"/>	_____
2. ≥ 12 of the 22 hours of graduate course credits in Geological Sciences	<input type="checkbox"/>	_____
3. ≤ 8 credit hours graduate transfer credit	<input type="checkbox"/>	_____
4. ≥ 30 credit hours total graduate credit	<input type="checkbox"/>	_____

Annual course load is 30 credit hours: 12 in Fall & Spring Semesters, 6 in Summer Session

RESEARCH PLANS

Program Options:

M.S. students must complete:

- Either a thesis (strongly recommended),
- Or a research report

Provisional Thesis (or Report) Title:

Brief Outline (max, 1 page) of Research Objective & Strategies:

Aims, field work, sampling, analytical methods, etc.

Summary of Immediate (3-6 months) Research Plans:

Future activities, especially during the summer months

APPENDIX 2: EXAMPLE ANNUAL REPORT FORM FOR THE M.S. DEGREE (page 2)

PROPOSED LONG-TERM RESEARCH PLANS AND TIMETABLE: ANTICIPATED PHASES OF RESEARCH ACTIVITIES AND CONTINGENCIES

Timetable and Dates:

1. Annual Review: Date, time, and venue
2. Thesis Completion: Target dates for draft and final version. Provisional date for thesis defense.

Summary of Financial Support:

Indicate sources of support, e.g. AI (provide course #), RA (note funding agency & PI), Fellowship (give source, self, other grants (e.g. GSA, Sigma XI, etc.))

	Semester 1	Semester II	Summer
Year 1			
Year 2			

RESEARCH PROGRESS

Summary of Progress

A summary statement, preferably a one-page synopsis, which documents the following items, should be appended to this form. Several of these details would typically be compiled for inclusion in a full curriculum vitae, which may also be appended to this report.

1. Research Activities: Summarize achievement during the past year in field work, in laboratory analyses, in data collection, and written reports.
2. Proposals and Contributions to Proposals: Document grant applications submitted for research or fellowship support, including title, funding agency, date of submission, duration, purpose, and amount of funding sought/awarded, and the current status (whether pending, accepted, or declined). A copy of the proposal should be provided. Comparable information should also be given for grant applications submitted by others, for example an advisor or collaborator, to which you contributed. In such cases a copy of the proposal summary should be provided.
3. Conferences and Short Courses: Give details of meetings, short courses or workshops attended, including their title(s), sponsoring organizations (e.g. GSA, AAPG), dates, location, and the source of any financial support enabling attendance.
4. Presentations: Provide a summary of any contributions to oral presentations or posters with information on the title, authorship, venue, date, and speaker (if applicable). Include a copy of the abstract, if available.
5. Publications: List all abstracts and papers, giving title, authorship, journal or book (e.g. conference proceedings or symposia), volume, pagination, and date of publication. Separately list comparable information for other manuscripts in preparation, submitted, under revision, accepted, or in press. Denote whether publications are peer-reviewed and provide copies of abstracts
6. Other Academic or Career Activities: Comment on any other relevant activities (e.g. internships) and on any awards received.

APPENDIX 2: EXAMPLE ANNUAL REPORT FORM FOR THE M.S. DEGREE (page 3)

COMMITTEE REVIEW AND REMARKS

Coursework Status

Based on details documented in Coursework Summary.

1. Required Course. As determined by Advisory Committee:
2. General Requirements. Enter accumulated credit hours within each category.
≥ 500 level Earth and Atmospheric Sciences (≥ 9h) Total Geol Sci. (≥ 20 h)
Transferred grad. Credit (≤8 h) Total graduate credit (≥ 30 h)
3. Options. Specify credit hours accumulated within chosen option.
Option A: Research (≤ 8 h)
Option B: Research (≥ 3h)

COMMITTEE COMMENTS

1. Assessment of Degree Progress and a numerical ranking of research progress on a scale of 1-5 (1 = unsatisfactory; 2 = minimal; 3 = satisfactory; 4 = good; 5 = outstanding).
Contents based on coursework & research activities:
2. Recommendations. Specific suggestions or requirements regarding degree progress.
3. Approval. Signatures designate agreement on course selection and research programs.

	Signature	Date
Research Advisor	_____	_____
Advisory Committee member:	_____	_____
Advisory Committee member:	_____	_____

INSTRUCTIONS: Download this form from <https://earth.indiana.edu/student-portal/forms.html>

APPENDIX 3
EAS ANNUAL REPORT FORMS FOR THE PH.D. DEGREE

NOTE: The following forms are examples only. The actual forms you will use are online here:

<https://earth.indiana.edu/student-portal/forms.html>

APPENDIX 3: EXAMPLE ANNUAL REPORT FORM FOR THE PH.D. DEGREE (page 1)

INSTRUCTIONS: Download this form from <https://earth.indiana.edu/student-portal/forms.html>

NAME: _____

ANNUAL REVIEW OF Ph.D. DEGREE PROGRESS

Students are required to organize a 1-hr meeting with their Advisory Committee at least once a year (see handbook for completion date) to ensure that they share a common understanding of course selections, and research activities, plans and goals.

To assist in this process, students should provide copies of the form, duly completed, to all committee members at least 24 hours prior to this progress meeting. After the meeting, a PDF of the completed and signed form should be submitted to the Graduate Services Coordinator.

COURSEWORK CHECKLIST

Graduate Requirements:	Completed?
1. ≥ 12 credit hours formal graduate credits in Earth and Atmospheric Sciences	<input type="checkbox"/>
2. ≥ 35 credit hours total formal graduate coursework	<input type="checkbox"/>
3. ≤ 30 credits of transferred graduate credit	<input type="checkbox"/>
4. ≥ 90 credit hours total graduate credit	<input type="checkbox"/>
5. Specified credit hours in minor (determined by minor advisor)	<input type="checkbox"/>

Annual course load is 30 credit hours: 12 in Fall and Spring Semesters, 6 in Summer Session

RESEARCH PLANS

Provisional Thesis (or report) Title:

Brief Outline of Research Objectives and Strategies:

Aims, field work, sampling, analytical methods, etc.

Summary of Immediate (3-6 months) Research Plans:

Future activities, especially during the summer months

Proposed Long-term Research Plans and Timetable:

Anticipated phases of research activities and contingencies

APPENDIX 3: EXAMPLE ANNUAL REPORT FORM FOR THE PH.D. DEGREE (page 2)

Timetable and Dates:

1. Annual Review: Date, time, and venue
2. Qualifying Examination. Proposed date and time
3. Thesis Completion: Target dates for draft and final version. Provisional date for thesis defense.

Summary of Financial Support:

Indicate sources of support, e.g. AI (provide course #), RA (note funding agency & PI), Fellowship (give source, self, other grants (e.g. GSA, Sigma XI, etc.)

	Semester 1	Semester II	Summer
Year 1			
Year 2			
Year 3			
Year 4			

RESEARCH PROGRESS

Summary of Progress

A summary statement, preferably a one-page synopsis, which documents the following items, should be appended to this form. Several of these details would typically be compiled for inclusion in a full curriculum vitae.

1. Research Activities: Summarize achievement during the past year in field work, in laboratory analyses, in data collection, and written reports.
2. Proposals and Contributions to Proposals: Document grant applications submitted for research or fellowship support, including title, funding agency, date of submission, duration, purpose, and amount of funding sought/awarded, and the current status (whether pending, accepted, or declined). A copy of the proposal should be provided. Comparable information should also be given for grant applications submitted by others, for example an advisor or collaborator, to which you contributed. In such cases a copy of the proposal summary should be provided.
3. Conferences and Short Courses: Give details of meetings, short course or workshops attended, including their title(s), sponsoring organizations (e.g. GSA, AAPG), dates, location, and the source of any financial support enabling attendance.
4. Presentations: Provide a summary of any contributions to oral presentations or posters with information on the title, authorship, venue, date, and speaker (if applicable). Include a copy of the abstract, if available.
5. Publications: List all abstracts and papers, giving title, authorship, journal or book (e.g. conference proceedings or symposia), volume, pagination, and date of publication. Separately list comparable information for other manuscripts in preparation, submitted, under revision, accepted, or in press. Denote whether publications are peer-reviewed and provide copies of abstracts
6. Other Academic or Career Activities: Comment on any other relevant activities (e.g. internships) and on any awards received.

APPENDIX 3: EXAMPLE ANNUAL REPORT FORM FOR THE PH.D. DEGREE (page 3)

COMMITTEE REVIEW AND REMARKS

Coursework Status

Based on details documented in Coursework Summary

1. Required Courses. As determined by Advisory Committee
2. General Requirements. Enter accumulated credit hours within each category.
 - Total Earth and Atmospheric Sciences (≥ 12 h)
 - Total Graduate Credit (≥ 90 h)
 - Minor
 - Graduate Course Credit (≥ 35 h)
 - Transferred Grad Credit (≤ 30 h)
 - Research

COMMITTEE COMMENTS

1. Assessment of Degree Progress and a numerical ranking of research progress on a scale of 1-5 (1 = unsatisfactory; 2 = minimal; 3 = satisfactory; 4 = good; 5 = outstanding).
Comments based on coursework and research activities.
2. Recommendations. Specific suggestions or requirements regarding degree program.
3. Approval. Signatures designate agreement on course selection and research progress.

	Signature	Date
Research Advisor:	_____	_____
Advisory Committee member:	_____	_____
Advisory Committee member:	_____	_____
Advisory Committee member:	_____	_____
Minor Advisor:	_____	_____
Student:	_____	_____

INSTRUCTIONS: Download this form from <https://earth.indiana.edu/student-portal/forms.html>

APPENDIX 4
FORMS REQUIRED BY THE UNIVERSITY GRADUATE SCHOOL

The University Graduate School has a comprehensive website informing students on the requirements for preparing theses and dissertations.

These forms are available on OneIU:

M.S. APPLICATION FOR ADVANCED DEGREE (on OneIU)

Ph.D. NOMINATION OF RESEARCH COMMITTEE (on OneIU)

Ph.D. NOMINATION TO CANDIDACY (on OneIU)

Ph.D. SCHEDULE AND ANNOUNCEMENT OF FINAL EXAMINATION (on OneIU)

Ph.D. COMMENCEMENT PARTICIPATION APPLICATION (on OneIU)

A GUIDE TO THE PREPARATION OF THESES AND DISSERTATIONS (on Graduate School website)

INSTRUCTIONS: Go to the One IU website to complete and submit the required forms.

<https://one.iu.edu>

To check on deadlines, go to:

<https://graduate.indiana.edu/academic-requirements/deadlines/index.html>

APPENDIX 5
OUTSIDE COURSES APPLICABLE TO THE DEGREES

APPENDIX 5: OUTSIDE COURSES

Outside Courses		
<p>(Note: This is not an exhaustive list, other subjects may be taken with permission of the Graduate Committee and the Graduate School.</p> <p>All students are advised to consult the Director of Graduate Studies if you want a course at the 400 level or below to count for graduate credit.)</p>		
Mathematics		
Applied Mathematics		Cr hr
M301	Linear Algebra and Applications	3.0
M303	Linear Algebra for Undergraduates	3.0
M311	Calculus III	3.0-5.0
M312	Calculus IV	3.0
M343	Introduction to Differential Equations w. Applications I	3.0
M344	Introduction to Differential Equations w. Applications II	3.0
M415	Elementary Complex Variables w. Applications	3.0
M441	Introduction to Partial Differential Equations w. Applications I	3.0
M442	Introduction to Partial Differential Equations w. Applications II	3.0
Statistics and Probability		Cr hr
K310	Statistical Techniques	3.0
M360	Elements of Probability	3.0
M365	Introduction to Probability and statistics	3.0
M366	Elements of Statistical Inference	3.0
M463	Introduction to Probability Theory I	3.0
M464	Introduction to Probability Theory II	3.0
M466	Introduction to Mathematical Statistics	3.0
M467	Advanced Statistical Techniques I	3.0
M468	Advanced Statistical Techniques II	3.0
E538	Statistics for Environmental Science	3.0

APPENDIX 5: OUTSIDE COURSES

Computer Science		
A304	Introductory C++ Programming	2.0
A306	Object oriented programming in C++	2.0
A346	User Interface Programming	3.0
C201	Introduction to Computer Science	4.0
C202	Introduction to Software Systems	4.0
C311	Programming Languages	4.0
C335	Computer Structures	4.0
C343	Data Structures	4.0
M371	Elementary Computational Methods	3.0
M471	Numerical Analysis I	3.0
M472	Numerical Analysis II	3.0
Physics		
P302	Elementary Electronics	2.0
P421	Digital Electronics and Microprocessors	3.0
P422	Analog Electronics and Semiconductor devices	3.0
P431	Electronic Laboratory I	2.0
P432	Electronic Laboratory II	2.0
Chemistry		
C315	Chemical Measurements Laboratory I	3.0
C317	Equilibria and Electrochemistry	2.0
C318	Spectrochemistry and Separations	2.0
C364	Introduction to Basic Measurements	3.0
C501	Chemical Instrumentation	3.0
SPEA		
E515	Vector-based Geographical Information Systems	3.0
E526	Applied Math for Environmental Science	3.0
E536	Environmental Chemistry	3.0
E538	Statistics for Environmental Science	3.0

APPENDIX 6
400-LEVEL COURSES THAT CAN BE APPLIED TOWARD GRADUATE CREDIT

EAS 400 Level Courses that Count for Graduate Credit
Within the Department of Earth and Atmospheric Sciences

E406, Introduction to Geochemistry
E411, Invertebrate Paleontology
E416, Economic Geology
X420, Regional Geology Field Trip
E423, Methods in Applied Geophysics
E427, Introduction to X-Ray Mineralogy
X429, Field Geology in the Rocky Mountains

APPENDIX 7
GUIDELINES FOR ADVISOR-GRADUATE STUDENT INTERACTIONS IN THE
DEPARTMENT OF EARTH AND ATMOSPHERIC SCIENCES
AND
MENTORING MEETING FORM

Purpose of the guidelines: The graduate committee adopted a set of guidelines/best practices around student/advisor interactions. Advising graduate students is a critical part of our job as faculty, and it can be a transformative experience for both students and advisors. After all, graduate education is research-focused and consists of one-on-one experiences between mentor and mentee. These experiences strongly affect both the advisor and student and often define the experience. Despite this importance, advising is something we rarely talk about and evaluate as a department.

A 2019 report from the National Academies of Science, Engineering, and Medicine identified that strong advising/mentorship is a set of skills that can be learned and practiced. The study by NASEM reports the following outcomes of a positive advising/mentoring experience:

1. graduate students are more likely to persist in their academic decisions;
2. graduate students are more likely to complete their degree;
3. women and underrepresented students report feeling more integrated into their academic community;
4. increased recruitment of underrepresented groups;
5. graduate students see themselves as more competent researchers by focusing on their psychosocial needs.

The document provides a list of best practices that codifies the expectations we have for EAS faculty and graduate students. These guidelines are meant to move the EAS department toward an open culture of advising with the intention of maintaining a high standard of interactions between advisors and students. The advisor/student relationship is unique, and some of these practices will be more relevant than others.

These best practices are published in the graduate handbook and on the [departmental website](#). We expect that this will be a living document that is updated regularly with new ideas and practices. The graduate affairs committee will review these best practices at the beginning of each school year. All changes to the best practices must be done in consultation with Earth and Atmospheric Graduate Student Association (EAGSA) board members and be passed by majority vote of the graduate affairs committee.

Guidelines for Advisor-Graduate Student Interactions in the Department of Earth and Atmospheric Sciences

Adapted from guidelines provided by the College of Arts and Sciences, Indiana University

The success of every graduate student in EAS depends on the individual effort of the student, and the effectiveness of the student-advisor partnership. To ensure that student-advisor interactions are as productive as possible, EAS provides general guidelines below.

These guidelines embody many of the best mentoring practices used by other institutions and professional societies. They are intended to provide principles for establishing an effective and productive student-advisor relationship that relies on trust, courtesy, clear communications, and shared expectations. These guidelines supplement the IU Student Code, which addresses primarily formal academic matters, by attending to the faculty's role in the student's research process.

Guidelines for Faculty Advisors:

1 Promote an environment that is intellectually stimulating and free of harassment by being supportive, equitable, accessible, encouraging, and respectful.

2 Recognize and respect the cultural backgrounds of students, and when appropriate connect them with different campus or professional organizations, such as (but not limited to)

[Asian Culture Center](#)

[Neal Marshall Black Culture Center](#)

[LGBTQ+ Center](#)

[First Nations Educational & Cultural Center](#)

[La Casa](#)

[SACNAS](#)

3 Be sensitive to the power imbalance in the student-advisor relationship while in the office, lab or the field, especially if there are different social, cultural, economic, or geographic differences involved.

RECOMMENDATION: Fieldwork raises many sensitive issues. For more information, please review the following paper:

[*Safe fieldwork strategies for at-risk individuals, their supervisors and institutions*](#)



SCAN ME

4 Set clear expectations and goals for students regarding their academic performance, research activities and progress.

RECOMMENDATION: Create a mentor-mentee compact with your advisee. See page 40 for links to some examples.

5 Discuss policies and expectations for work, either as teaching assistants or research assistants, including work hours, vacation time, and health contingencies.

6 Should be aware of the isolating and severe burden fieldwork can have on students, especially minoritized ones, and should take care to responsibly educate themselves and students of any anticipated risks.

RECOMMENDATION: review the following paper:

[*Safe fieldwork strategies for at-risk individuals, their supervisors and institutions*](#)



SCAN ME

7 Establish mutually agreed upon expectations for frequency and format of communication that will provide students with regular, clear feedback on research activities, performance, and progress.

8 Promote and manage productive and collaborative relationships for students working in research groups as well as helping students establish networking and collaboration skills.

RECOMMENDATION: research groups should schedule regular meetings

9 Provide students with training and oversight in all relevant aspects of research, including the design of research projects, the development of necessary skills, the use of rigorous research techniques or procedures.

10 Provide and discuss clear criteria for authorship at the onset of collaborative projects and revisit authorship as the project develops and contributions change.

RECOMMENDATION: Journals frequently require formal descriptions of contributions, so documentable practices are encouraged. An example is the [CRediT model](#).

11 Foster a safe work environment by discussing and mitigating potential hazards associated with a student's research activities, including field data collection.

12 Encourage student participation in professional meetings and try to secure funding for such activities.

RECOMMENDATION: advisors should be aware of travel funds from:

- a)** EAS conference travel
- b)** College of Arts + Sciences conference travel awards
- c)** IU Graduate and Professional Student Government travel award.

Contact EAS Director of Graduate Services for more information.

13 Attempt to secure funding to support the research goals of graduate students and provide training to students in grant writing where appropriate.

RECOMMENDATION: involve graduate students in this pursuit by encouraging them to submit student grants to partially fund their research.

14 Ensure students receive training in the skills needed for a successful career in their discipline, including oral and written communication.

RECOMMENDATION: encourage all graduate students in EAS to present at professional conferences, in group meetings, and departmental brown-bag seminars.

15 Recognize that there are a variety of careers and disciplines your students can pursue; assist them in determining and achieving their career goals from the start of your relationship; recognize the limits of your own experiences and consult or introduce additional role models as necessary; keep up to date with career options, particularly given the hyper-competitive nature of the academic job market.

16 Be a role model by encouraging participation in departmental events (e.g., colloquium, Crossroads, etc), and acting in an ethical, professional, and courteous manner toward other students, staff, and faculty.

17 Be aware of on-campus resources and be able to provide students with help and suggestions; be aware of College and university policies on academic and personnel matters and be prepared to guide students through grievance, mediation, or academic/personal support processes.

Guidelines for Graduate Students:

1 Always act in an ethical, professional, and courteous manner toward other students, staff, and faculty, respecting the value of their time and responsibilities.

2 Recognize that you bear the primary responsibility for the successful completion of your degree.

RECOMMENDATION: proactively ask for meetings with your advisor and committee when needed. Be familiar with requirements in the EAS graduate handbook. Follow milestone guidelines set by the University Graduate School and those in the EAS handbook.

3 Complete all tasks assigned by the department, including teaching, grading, and other assistantship responsibilities.

4 Know the policies governing graduate studies in the department and the graduate school and take responsibility for meeting departmental and graduate school deadlines.

RECOMMENDATION: consult the IU EAS graduate handbook often.

5 Be proactive in communicating with the advisor and research committee about progress and challenges associated with research and program trajectory, paying particular attention to any apprehension about fieldwork.

6 Be proactive in responsibly educating yourself of any anticipated risks involving fieldwork including clear communication about limitations.



RECOMMENDATION: review the following paper:

[*Safe fieldwork strategies for at-risk individuals, their supervisors and institutions*](#)

SCAN ME

7 Recognize that in addition to your role as a student, you have rights and responsibilities as employees of the university, and expect that these are clearly conveyed to you.

RECOMMENDATION: keep track of the hours spent on AI/RA duties to ensure that you do not exceed, on average, ~20 hr/wk.

8 Clearly communicate with your advisor(s) regarding your career preferences and any changes to those preferences during the course of your program.

9 Be proactive about improving research skills, including written and oral presentation.

10 Be proactive about teaching professionalization and preparation through exploring workshops and training opportunities.

RECOMMENDATION: The IU [Center for Innovative Learning](#) (CITL) frequently runs workshops.



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11 Seek out appropriate professional service opportunities and take advantage of career planning support in the Walter Center for Career Achievement.

RECOMMENDATION: Schedule a one-on-one meeting with the graduate career counselor at the [Walter Center](#) in your first year.



SCAN ME

USEFUL LINKS FOR INFORMATION ON MENTORING

12 Participate actively in departmental activities such as Earth and Atmospheric Graduate Student Association, colloquia, brown-bags, reading groups, etc.

RECOMMENDATION: Attend the weekly departmental colloquium and become involved in Earth and Atmospheric Graduate Student Association.

EAGSA Officers:

- President of Graduate Life – Kirsten Hawley
- President of Activities – C.J. Salcido
- President of Faculty Relations – Jake Gearon
- President of Communications – [Alec Siurek](#)

13 Seek mentoring and support resources beyond your faculty advisor(s), including other faculty members and peers as well as individuals external to the university.

14 Obtain outside help from ombudspersons, graduate chairs, or other faculty if conflicts arise with your advisor.

15 Be aware that if you feel compelled to change advisors or research direction, you have options and should consult with your advisor, other mentors, or department officers, recognizing that such options may include changing programs.

An amazingly detailed guide from National Academy Press with LOTS of information

<https://www.nap.edu/resource/25568/interactive/index.html>

University of Michigan Guide to mentoring

Mentoring guide for faculty:

<https://rackham.umich.edu/downloads/how-to-mentor-graduate-students.pdf>

Mentee guide for students:

<https://rackham.umich.edu/downloads/student-mentoring-handbook.pdf>

Harvard Graduate Women in Science and Engineering Mentoring guide, also includes an example of a mentoring compacts

<https://projects.iq.harvard.edu/hgwise/tips-mentors>

Best practices for mentors/mentees from University of Alabama at Birmingham

<https://www.uab.edu/graduate/images/documents/resources/faculty-program-directors/Best-Practices-for-the-Mentor-Mentee-Relationship-1.pdf>

Examples of compacts (mentor-mentee agreements):

University of Wisconsin: <https://ictr.wisc.edu/mentoring/mentoring-compactscontracts-examples/>

University of Michigan: <https://www.rackham.umich.edu/downloads/more-mentoring-plan-example-1.pdf>

EXAMPLE MENTORING MEETING FORM (page 1)

INSTRUCTIONS: Download this form from <https://earth.indiana.edu/student-portal/forms.html>

NAME: _____

EAS Mentoring Meeting

Students are required to organize a one-hour mentoring meeting with their Advisory Committee in the first semester of their program at IU (including first semester of the PhD for students that transitioned from MS to PhD at IU). The purpose of the mentoring meeting is to provide an early opportunity for the student and advisory committee to become familiar with each other, discuss expectations and roles of the members (advisors, mentors, mentee), and discuss preliminary degree plans.

To assist this process, students should provide completed copies of this form to all committee members **at least 24 hours prior to this progress meeting**. After the meeting, a PDF of the completed and signed form should be submitted to the Graduate Services Coordinator (geolgrad@indiana.edu). This meeting should be completed the Friday before Thanksgiving break (if the student started in the Fall) or Spring break (if the student started in the Spring).

The format of the mentor meeting is a presentation, no more than 15 minutes long, by the student followed by group discussion. During the presentation students will provide a ~5 minute overview of their previous experiences (focusing on research and coursework) and a ~10 minute overview of their preliminary research and career interests, and goals. Here are some helpful guidelines for your presentation:

- Describe your background, college attended, degrees, courses taken, relevant skills, and research experience.
- Identify your primary research interest, including a motivating research question, and method(s) to address the question.
- Include preliminary plans for coursework, and minor (for PhD students)
- Identify possible conferences to attend, and research grant and funding/fellowship applications.
- Broadly discuss the known knowledge/technical gaps of your research interest
- What are your likely career options and what steps might you take to reach those goals?

In the follow-up discussion the student and committee should work together to complete the milestones calendar and discuss the mentoring questions.

EXAMPLE MENTORING MEETING FORM (page 2)

MILESTONES CALENDAR

Students should complete this before the mentoring meeting, to the extent possible, and finalize during discussion at the meeting. Include tentative target dates that are critical to keep your degree program on schedule (e.g., annual reviews, funding opportunity deadlines, conferences, research goals)

	Academic Year 1			
Fall	September	October	November	December
Spring	January	February	March	April
Summer	May	June	July	August

EXAMPLE MENTORING MEETING FORM (page 3)

MENTORING QUESTIONS

These questions should be discussed during the mentoring meeting. The student and advisory committee have the option to write down answers as a formal record of the discussion or leave unanswered on the document.

1. What expectations do the advisor and committee member(s) have of the mentee (e.g., publishing, obtaining research funding, role in project definition)?
2. What expectations does the student have of the advisor and committee (e.g., availability and guidance, timeliness of feedback, career guidance, project definition, financial support for research)?
3. Have you had a conversation with your advisor about work habits, time off, and summer funding?
4. How can we approach potential disagreements between student and advisor and/or committee members? Is the student aware of formal departmental processes for grievance and appeal?
5. How regularly will the student meet with their advisor and/or committee (e.g., frequency, time, agenda required, etc.)?
6. Do the advisor and committee members meet the students' mentoring needs? Are other mentors required?
7. Are there any additional opportunities and venues for research and career development? (e.g., conferences, workshops, meeting with collaborators, networking, career planning)
8. Are there special conditions that you need to be successful as a graduate student that you would like to discuss?

EXAMPLE MENTORING MEETING FORM (page 4)

COMMITTEE COMMENTS

1. Any additional recommendations for the student?

2. Approval. Signatures indicate completion of the mentoring meeting and general agreement on the provided recommendations.

	Signature	Date
Research Advisor:	_____	_____
Advisory Committee member:	_____	_____
Advisory Committee member:	_____	_____
Advisory Committee member:	_____	_____
Minor Advisor [If known, but not required]	_____	_____
Student:	_____	_____

All pages of this form must be duly completed, signed, and submitted as one .pdf file to the Graduate Services Coordinator, geolgrad@indiana.edu

PATHWAYS TO CONFLICT RESOLUTION

EARTH AND ATMOSPHERIC SCIENCE DEPARTMENT GRADUATE PROGRAM

Having multiple paths to conflict resolution is an essential part of a safe and successful department. Below we list the pathways to conflict resolution within the department and within the University. Based on the nature of the concern or conflict and the preference of the student, there may be multiple avenues appropriate for conflict resolution.

University employees including advisors, student affairs administrators, employees who work in offices that interface with students, and all supervisors and university officials are considered Responsible Employees are required by law to share information about incidents of sexual misconduct. More information on Responsible Employees can be found here: <https://stopsexualviolence.iu.edu/employee/responsibilities.html>

CONFLICT RESOLUTION WITHIN THE EAS DEPARTMENT

There are multiple paths for conflict resolution within the EAS Department. Below we list the formal options available to students.

Director of Graduate Studies

The director of graduate studies oversees the Graduate Committee and manages many aspects of the graduate student experience including conducting early reviews, choosing recipients of graduate fellowships and awards, allocating student support (AI-ships, RA-ships, and fellowships), managing relationships with the graduate student body, and carrying out other graduate-focused activities. Students may reach out directly to the director of graduate studies about concerns or conflicts in the Department.

FIND: Find the current director of graduate studies here: <https://earth.indiana.edu/graduate/index.html>

Department Chair

The Department Chair in the EAS Department is responsible for overseeing and coordinating the administration of the department including activities such as course scheduling, curriculum development, and the interaction between the department and the university administration among other duties. Grievances from faculty, staff, or students can be addressed to the chair. The chair is expected to address the grievance impartially and appropriately.

FIND: Find the current department chair here: <https://earth.indiana.edu/directory/faculty/index.html>

Ombudsperson

An ombudsperson is an advocate with a significant degree of autonomy and independence who can help investigate and mediate complaints and grievances. An ombudsperson is not empowered to act on behalf of the university, but can provide independent, confidential counsel and can help students navigate the complex system for student grievances and support. There are two Ombudspersons for the Department of Earth and Atmospheric Sciences who can help if you find yourself in a situation where you would benefit from this kind of assistance.

FIND: You can find the current EAS Department Ombudspersons here: <https://earth.indiana.edu/about/ombudsperson.html>

Ombudspersons can:

- Listen to your concerns, and assist you in developing a set of options.
- Provide advice and referrals.
- Clarify university and departmental policies and procedures.
- Help you contact appropriate parties.
- Refer disputes between students to Student Mediation Services.
- Explain the services of the Student Advocates Office and more specialized conflict resolution offices at IU.
- Assist in setting up a direct personal meeting between the parties involved, and may assist with mediation if appropriate.
- Assist in the preparation of appeals or explanatory letters.

CONFLICT RESOLUTION AT THE UNIVERSITY LEVEL

Students may decide based on the nature of the complaint or their preference for conflict resolution that the most appropriate pathway for conflict resolution is outside of the department. Below are pathways for external conflict resolution.

Filing an Anonymous Complaint via Ethics Point

Students may file an anonymous ethics complaint via EthicsPoint

FIND: The submission complaint form can be found here: https://secure.ethicspoint.com/domain/en/report_information.asp?clientid=17361&override=yes&agreement=no&companyname=Indiana%20University&violationtypeid=3345

Filing a Formal Complaint

Indiana University has established procedures for students to follow when they believe that any of their rights, as defined in the Code of Student Rights, Responsibilities, and Conduct, have been violated by a member of the university community.

FIND: You can find information for filing the complaints below:

- A. [Complaints Against Members of the University Faculty and Administration](#)
- B. [Complaints Against Other University Employees](#)
- C. [Complaints of Sexual Misconduct, Including Sexual Harassment, Against any Member of the University Community](#)
- D. [Complaints Against Members of the University Faculty, Administration, or Other University Employees Involving Discrimination, Including Other Harassment](#)
- E. [Complaints Against Other Students](#)
- F. [Complaints Against Student Organizations](#)
- G. [Complaints by Student Organizations](#)

Student Advocates Office

Student Advocates are retired IU faculty and staff members who volunteer their time and expertise to assist students in resolving academic, financial, and conduct problems. If you're facing an issue that is affecting your ability to succeed at Indiana University Bloomington, you can get help from a Student Advocate.

FIND: Reach out to the Student Advocate's Office here: <https://studentlife.indiana.edu/care-advocacy/advocates/index.html>