RICE NATURAL SCIENCES

Department of Chemistry

Graduate Student Handbook
2026-2027

Rice University

Department of Chemistry

Graduate Student Handbook
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2026-2027

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I. Mission and Vision

Department of Chemistry Vision: Inspire curiosity, pioneer chemical innovation, and educate the next generation of scientific leaders.

Department of Chemistry Mission: Through cutting edge research and transformational education, we advance discovery across the realm of fundamental and applied chemical sciences and empower a diverse and inclusive scientific community to address the challenges of our complex world.

II. ADMINISTRATIVE

A. Administrative Staff and Faculty Committee Chairs

Chemistry graduate students are welcome to ask staff and faculty leaders for assistance at any time.

STAFF NAME	TITLE	PHONE EXT.	OFFICE	EMAIL (@rice.edu)
Nancy Adler	Academic Program Administrator	2906	SS 111	nbn2
Javier Chavez	Chemistry Store Manager	3255	SS 113	jjchavez
Ruxin Feng	Teaching Stockroom Manager	3488	DBH 255B	rf8
Sydney Koler	Chemistry Store Accountant	3275	SS 113	sak12
Jenna Kripal	Program Administrator	8858	BRC 637	jlk1
Tammy Martin	Department Coordinator	3277	SS 111	tm46
Gabriela Paramo	Program Administrator	4109	BRC 1005	gp53
Pedro R. Prado	Lead Financial Administrator	3868	SS 111	prprado
Israel Ramirez Jr.	Shipping and Receiving Coordinator	3257	SS 101	ir28
Bridget Reis	Events Specialist	4082	SS 111	br75
Denisha Sotomayor Medina	Senior Department Administrator	2895	SS 111	dcs11
Kari Stein	**Graduate Program Administrator**	**5820**	**SS 111**	**ks127**
Abby Vacek	Facilities and Purchasing Administrator	5402	SS 111	akv1
Anita Walker	Chemistry Course Administrator	4027	DBH 255C	aawalker
Selena Zermeno	Program Administrator	2233	BRC 313	selena

FACULTY NAME	CHAIR TITLE	PHONE EXT.	OFFICE	EMAIL (@rice.edu)
Jeffrey Hartgerink	Vice Chair, Departmental Ombudsperson	4142	BRC 319	jdh
Angel Marti	Department Chair	3486	DBH 320B	amarti
Hans Renata	Graduate Studies Chair	8878	BRC 369	hr28
Lesa Tran	Assistant Chair	5103	DBH 146	lesa

B. Graduate Stipend

Graduate students are guaranteed funding for up to five years, pending good standing in the program. First-year graduate students are typically paid as Teaching Assistants (TAs) and Research Assistants (RAs). Once teaching requirements are met, graduate students are paid as RAs. Students receiving NSF Fellowships or similar fellowships are typically paid as Fellows. TA and RA are considered employees, while Fellows are not considered employees. Please review the following link for further information regarding payment types and tax implications: https://graduate.rice.edu/tax-status-scholarships-fellowships-grants-and-stipends

Employee and Fellow pay schedules are bi-weekly (26 pay periods in the calendar year). https://controller.rice.edu/payroll-calendar

Payments (via direct deposits) are issued on the previous business day if the pay date falls on a holiday or weekend. For questions regarding graduate student pay, contact the Graduate Program Administrator.

C. Mail & Packages

Graduate student mailboxes can be found in SST 111 and BRC near the freight elevator on the 1st floor. Please see the Graduate Program Administrator if the student does not have a mailbox. Students who are assigned to labs in the BRC should contact Camy Noelck for mail-related questions: 713-348-8415 or camy@rice.edu. FedEx and UPS Packages are received at the Space Science & Technology receiving dock, SS 101.

D. ESTHER (**E**mployee and **S**tudent **T**ools, **H**elp, and **E**lectronic **R**esources) & **imagineOne** (iO)

ESTHER are web applications for students, faculty, and staff. Students will use ESTHER to register for classes, retrieve data such as grades, and access account information. iO is the centralized business platform for HR and finance.

For information about how to use ESTHER and iO, visit: http://registrar.rice.edu/students/ESTHER_FAQs/ & https://io.rice.edu

Resources in ESTHER:

- ✓ Register for courses
- ✓ Add and drop courses
- ✓ View course schedules
- ✓ Access final course grades
- ✓ View unofficial transcripts
- ✓ Obtain enrollment verifications
- ✓ Print student degree applications
- ✓ View course & instructor evaluation comments from previous semesters
- ✓ Identify student account holds
- ✓ View financial aid information

- ✓ Review charges and payments
- ✓ Pay student account online
- ✓ Change forms (W4 & direct deposit information)

Resources in iO:

- ✓ View student employment information, such as pay stubs
- ✓ Update student contact information

E. Student Health Insurance

Student Health Insurance: Rice University requires all degree-seeking students to have health insurance. Students electing to enroll in the Rice Student Health Plan may opt to be billed annually or semi-annually. Contact the Bursar's Office for payment options (713-348-4946). The student must complete an insurance waiver form to waive the student's enrollment in the Rice Student Health Plan.

Health Data Form (HDF): All new graduate students are required to submit a properly completed HDF to Rice University Student Health. Students who will be under the age of 22 on their first day of classes at Rice, regardless of classification, are required to provide documentation of vaccination against Meningococcal ACWY. Additionally, all students, regardless of age or classification, are required to provide documentation of two doses of the Measles, Mumps, and Rubella (MMR) vaccine. For more information, visit the website https://health.rice.edu/.

F. Title IX

Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX coordinators at Rice are available to discuss options, provide support, explain University policies and procedures, and provide education on relevant issues.

If the student is in need of assistance or simply would like to talk to someone, contact **Rice Wellbeing and Counseling Center**, which includes Title IX Support at (713) 348-3311 or titleix@rice.edu. Policies, including the Sexual Misconduct Policy, the Code of Student Conduct, and additional information regarding Title IX can be found at safe.rice.edu, https://sjp.rice.edu/code-of-student-conduct and https://titleix.rice.edu/.

G. Applying for a Social Security Number

Generally, international students are eligible to apply for a social security number (SSN) or an Individual Taxpayer Identification Number (ITIN) after 10 days in the US. For more information, please visit https://www.ssa.gov/ssnumber/ or the employment section on OISS website http://oiss.rice.edu/forms/

It is advised to obtain a Social Security Number as soon as possible to decrease tax withholdings from graduate stipends.

To be eligible, the student must meet *all* of the following requirements:

- ✓ Holds F-1 visa status.
- ✓ Currently enrolled full-time.
- ✓ Secured employment, i.e. on-campus job, off-campus CPT/OPT, research assistant or teaching assistant in an academic department (*fellowships are **not** considered employment).*
- ✓ Been in the United States for more than 10 days.
- ✓ Registered as a full-time student in SEVIS.

If all requirements have been met, please follow these procedures:

- ✓ Request the Graduate Program Administrator to complete the "Employer Verification Form," available in the Office of International Students & Scholars or online at http://oiss.rice.edu/forms/.
- ✓ Take the completed form to OISS to complete the SSA Letter of Support.
- ✓ Once the student receives their Social Security Number, go to Payroll to submit the information.

H. CGSA & ChemPals

The Chemistry Graduate Student Association (CGSA) is a group dedicated to the service of Rice chemistry graduate students. They act as a liaison between graduate students and the department as well as plan for speakers, monthly happy hours, and outings. Through CGSA, the ChemPals program was developed. ChemPals are current graduate students in the Chemistry Department who are matched with a first-year student to help with the transition into Graduate/Rice life. Each incoming student receives a ChemPal. Students can contact the CGSA President or the Chemistry Graduate Program Administrator for additional information.

2026 - 2027 CGSA Board Members

Position	Name	Rice Email
President	Kiana Cahue	kc121@rice.edu
Vice President	Damien Cooper	dc83@rice.edu
Treasurer	Eric Pettipiece	ep72@rice.edu
Secretary	Charlotte Randolph	cjr5@rice.edu
Inventory	Stephen Phillips	sp275@rice.edu
GSA Rep	Oksana Kim	ok12@rice.edu
Academic Speaker Coord.	Arghadip Dey	ad157@rice.edu
Career Speaker Coord.	Kimberly Martinez-Fair	kf36@rice.edu
Social Co-chair	Jingfei Dai	jd188@rice.edu
Social Co-chair	Danielle Chew-Martinez	dc85@rice.edu

CGSA Webpage: https://chemistry.rice.edu/cgsa

III. GENERAL ANNOUNCEMENTS

Rice University publishes "General Announcements" (GA) each year. These are official guidelines of the university and can be found at http://ga.rice.edu/. The section titled "Graduate Students" outlines basic rules and expectations for graduate students at Rice University. Students must abide by the General Announcements. More information regarding the Honor Code and Code of Conduct can be found in the Program Protocol section.

While students are bound by the minimum requirements, the Ph.D. in Chemistry has additional requirements. The second portion of the General Announcements is specific to the Department of Chemistry, which can be found at https://ga.rice.edu/programs-study/departments-programs/natural-sciences/chemistry/. This details requirements for earning a Ph.D. in Chemistry. Students are not admitted to the Master's degree program. However, in rare instances students may leave with an M.A.

If conflicting information is stated, university-wide regulations take precedence over department-wide regulations, which take precedence over research group-wide regulations.

IV. GRADUATE AND POSTDOCTORAL STUDIES FORMS AND RESOURCES

The Office of Graduate & Postdoctoral Studies (GPS) maintains a library of commonly needed forms for everything from leave of absence to candidacy petition to thesis submission. Forms are located: http://graduate.rice.edu/forms/. Specific forms include:

- ✓ Enrollment
- ✓ Leave of absence
- ✓ Short-term medical release and parental release
- ✓ Registration and transferring credit
- ✓ Candidacy petitions
- ✓ Thesis defense instructions for submission
- ✓ Degree conferral
- ✓ Commencement

V. REQUIREMENTS FOR THE PH.D. IN CHEMISTRY

A. Research

The Ph.D. in Chemistry is awarded for original research in chemistry. During the first semester, students will go through the process of selecting a research advisor. Approval of the Department Chair is required to formalize these advising relationships. The research advisor will guide the student in the choice of an appropriate research topic and in the detailed training required to complete that project. Students must successfully complete CHEM 800 Graduate Research every semester. Candidates earn a Ph.D. after successfully completing at least 90 semester hours of advanced study in chemistry and related fields, culminating in a thesis that describes an original and

significant investigation in chemistry. The thesis must be satisfactorily defended in a public oral examination. The student must pass the thesis defense before the end of the 16th semester of residency.

For the first semester at Rice, the student's grade in CHEM 800 will be determined by the student's participation in the faculty introductory talks and the student's three lab summaries (see Section VII-E, "Joining a Lab" for detailed information).

After the student has joined a lab, the student's advisor will assign a letter grade based on the progress in research for the remainder of the time at Rice. A grade of B- or lower will result in being placed on probation. Please note that any grade below an "A" should be concerning, and the student should discuss this matter as soon as possible with their advisor. Students should find out why they received a lower grade and develop the best methods for improvement. Two semesters of poor performance (B- or below) will likely result in the student being removed from the Ph.D. program.

Students are evaluated by the graduate program each year. First-year students are evaluated based on success in joining a laboratory, completion of coursework and TA assignments. This evaluation is carried out by the Graduate Studies Committee, and no written document is required from the student or provided to the student unless deficiencies are noted.

In addition, second-year students are evaluated based on their performance on their Qualifying Exam by a committee of three faculty members. A written evaluation is provided to the student by the chair of the committee. See Section V-F, "Qualifying Exam" for detailed information.

Students in their third year or higher are evaluated via an annual web evaluation form sent by the Graduate Program Administrator each year, in May.

Sixth-year students and above, in addition to the annual evaluation form, need to have an annual meeting with their Thesis Committee. It is the student's responsibility to contact their Thesis Committee and arrange a room and meeting time. This meeting needs to take place at the beginning of their sixth year in residence. It is also the responsibility of the student to communicate to the Chemistry Graduate Studies Chair the conclusions of the meeting.

☆ ***The student must register for CHEM 800 every fall, spring, and summer semesters and remain a full-time student (enrolled in a minimum of 9 credit hours) to receive a stipend.***

B. Lecture Courses

Within the first two years, students must complete 18 credit hours of lecture courses at Rice University, or their approved equivalent. This requirement is intended to be flexible, allowing students to select courses that provide relevant scientific, engineering, and mathematical foundations aligned with their research focus. To satisfy this requirement, each course must meet the following criteria:

- Departmental Approval: Courses must be approved by the department's Graduate Studies Committee. The department maintains a list of pre-approved courses that automatically count toward the 18-credit hour requirement upon successful completion. Courses not included on

the approved list will not count unless formally petitioned to and approved by the Graduate Studies Committee, as described below.

- Course Level: Chemistry graduate courses must be at the 500-level or higher. Certain 400-level courses in other departments may be acceptable with *prior* approval by the Graduate Studies Committee. A maximum of 6 credit hours in lower-level courses in other departments may count toward the 18-credit hour requirement; however, these credits do not count toward the University-wide requirement of 90 credit hours at the 500-level.
- Technical Content: Courses must be in technical subjects in Natural Sciences or Engineering. Courses in teaching, presentation, writing, management, entrepreneurship, language study, or related professional development areas will not be counted toward the 18-credit hour requirement. While students may elect to take such courses for professional development or personal enrichment with approval of their research advisor, these courses do not satisfy the technical coursework requirement. Students are encouraged to weigh the anticipated benefit of such courses against the associated time commitment.
- Minimum Grade: Each course must be passed with a grade of *B- or higher*. A maximum of two courses may be repeated or replaced, subject to approval by the Graduate Studies Committee.

In some cases, students enter the Ph.D. program having completed substantial prior graduate coursework (e.g., a Master's degree from another institution). A student who holds a Master's degree and earns all A grades in their first semester at Rice may be eligible to have 3 credit hours waived. Students who qualify for a course waiver should consult the Graduate Program Administrator at the beginning of the second semester to establish an official record of the waiver.

Petitioning the Approval of an Unlisted Lecture Course
In certain circumstances, a newly offered course or a course not currently on the approved list may be directly relevant to a student's research and appropriate for inclusion in the 18-credit hour requirement. In such cases, the student may petition for approval.

If a Ph.D. advisor agrees that a course currently not pre-approved is appropriate to take, the student must submit a written petition to the Chair of the Graduate Studies Committee that includes:

- A brief explanation of how the course will benefit their Ph.D. research and training,
- The course syllabus, and
- A letter or email of support from the advisor.

The Chair of the Graduate Studies Committee, in consultation with the committee if necessary, will determine whether the course may count toward the 18-credit hour requirement.

C. CHEM 600 Graduate Student Seminar

Chemistry graduate students are required to register for a section of CHEM 600 each fall and spring semester (including the semester their thesis is defended). There are 3 components that make up CHEM 600:

a. **Student Seminars –** Attend a minimum of SIX (6) one-hour student seminar sessions in any CHEM 600 section.

b. **Departmental Seminars** – Attend a minimum of EIGHT (8) eight Chemistry Department seminars.
c. **Presentation Seminar** – The student must present a seminar annually according to the following schedules:

FALL MATRICULANT

Year	Fall Semester	Spring Semester
1st	N/A	Background and Preliminary Results
2nd	Practice Qualifying Exam	Qualifying Exam
3rd	N/A	Research Progress
4th and higher	Research Progress	N/A

SPRING MATRICULANT

Year	Spring Semester	Fall Semester
1st	N/A	Background and Preliminary Results
2nd	Practice Qualifying Exam	Qualifying Exam
3rd	N/A	Research Progress
4th and higher	Research Progress	N/A

Please see the CHEM 600 syllabus for details pertaining to requirements and grades which may change from semester to semester. See Section X for departmental policies on the research projects that are protected by non-disclosure agreements (NDA).

D. UNIV 594 Responsible Conduct of Research

Each graduate student must successfully complete the ethics course UNIV 594 in the first semester. Responsible conduct of research (RCR) is defined as the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research.

E. Teaching

Each graduate student must participate in teaching (CHEM 700) for the equivalent of **three** (3) semesters. A grade of at least B each semester is required. Assignments are determined by departmental needs.

Outside of teaching-specific responsibilities (given by the course instructor), additional formal teaching training will be used to provide useful tips and techniques that can be employed while teaching, as well as to assist students in oral and written communication. The time commitment for CHEM 700 is 8-10 hours/week over a 16-week period (the week before classes formally begin,

to the week after the last class, 128-160 hours total). Because CHEM 700 is always taken for 2 credit hours whether a full or half course is taught, the number of CHEM 700 credit hours is not indicative of the number of teaching units the student has taught. The tally of teaching units is kept by the department office and is distributed annually.

Please see the CHEM 700 syllabus for details pertaining to requirements and grades which may change from semester to semester.

F. Qualifying Examination

As a major part of the student's advancement to candidacy, all students must successfully pass a qualifying exam which describes an original research proposal intended to be completed during their time as a graduate student. The qualifying exam has written and oral components. The committee will be composed of three faculty members, excluding the research advisor. The written document must be submitted to the committee at least one (1) week before the date of the oral examination. The examination must be taken by the last day of class at the end of the student's 4th semester, unless there is a special circumstance approved by the Graduate Studies Committee. Any follow-up work required by the committee must be completed by the assigned date, and the exam must be passed by the end of the 6th semester. For detailed information, see "Appendix I - Qualifying Examination Guidelines."

G. Advancement to Candidacy for the Ph.D.

After completing the required coursework, teaching, and qualifying examination, each student must petition to Advance to Candidacy for the Ph.D. degree by the end of the 10th semester. Upon advancement, a student chooses a Thesis Committee with the guidance and approval of their research advisor and Department Chair. The Thesis Committee must be a minimum of four faculty members.

1. The student's advisor.
2. One member of the student's Qualifying Exam Committee, who is a chemistry core faculty member.
3. One additional member from the Department of Chemistry
4. One faculty member whose primary appointment is in a department outside of chemistry *(If one of the members of the student's Qualifying Exam Committee is outside the Chemistry Department, they can qualify as an outside committee member.)*

Detailed information regarding choosing a Thesis Committee can be found in the GA at https://ga.rice.edu/graduate-students/academic-policies-procedures/regulations-procedures-doctoral-degrees/

H. Satisfactory Performance

To remain in good standing, a student must:

- Enroll full-time (a minimum of 9 credit hours/semester) in a departmental-approved research group, beginning the second semester, and each semester thereafter.

- Maintain an overall GPA of 3.0 (B) or higher in upper-level lecture courses
- Earn a 3.0 (B) grade or higher in CHEM 600 and CHEM 700
- Complete the annual mandatory evaluation starting at the end of year three

Graduate students are evaluated annually to ensure the student is making appropriate progress towards the degree. The student, advisor, or department may request a meeting between the student and a faculty committee at any time to evaluate progress or to determine a course of action. *If progress is unsatisfactory, the committee may recommend a semester of probation. This could result in dismissal from the program, should progress remain unsatisfactory in the probationary period or thereafter. A second probation may lead to program dismissal.*

Failure to maintain satisfactory grades and sufficient progress in research will result in probation and possible dismissal. See the Probation and Dismissal section for details.

I. Appeal

Students may petition to the Chemistry Graduate Studies Committee for variances on these academic regulations. Contact the Graduate Studies Chair for more information.

J. Time Away

The Weiss School of Natural Sciences Policy regarding Graduate Student Time-off is found in APPENDIX III.

Graduate school is a full-time, 12 months per year commitment. Graduate students are expected to coordinate with and obtain approval from their research advisor for time away. This should be done with sufficient notice to avoid any conflicts.

K. Probation and Dismissal

Students may be put on probation for reasons including, but not limited to, the following:

1) Overall GPA of lecture courses being below 3.0 (B)
2) Earning a grade of B- or lower in CHEM 600, 700, or 800
3) Failing the Qualifying Exam

Upon being placed on probation, the student will receive an email stating the reason for being placed on probation, which will be copied to the student's research advisor and placed in a permanent file. The student's first offense is only a warning. However, if the student is placed on probation a second time, the student will be dismissed from the chemistry Ph.D. program unless the student's research advisor petitions the department to request the student to be allowed to continue in the program. If the student's advisor makes this request, a full faculty vote is required as to whether to keep the student in the program.

☆***Please note: If the student does particularly poorly in one semester of lecture courses, it might be extremely difficult to improve the student's GPA back to an acceptable 3.0 or better in the following semesters. Even if the student's second semester grades are better than 3.0, if the total GPA is below 3.0 this would qualify as a probationary event. Because of this, the student***

is strongly urged to consider the student's course selection and load carefully at the beginning of the semester as well as before the drop deadline to avoid impossible situations. This especially applies to first-year graduate students.

L. Conflict Resolution

During the course of the student's Ph.D., it is possible that the student may have a conflict with the student's research advisor over issues concerning the student's rate of progress, time to complete the student's degree, graduation, or other scientific issues. While it is best to resolve these problems independently, there are many instances in which it is beneficial to have additional input. A student, their advisor, or a Thesis Committee member can call a meeting to help resolve whatever the conflict might be. In such a meeting, the student will make a brief presentation of research progress to a committee consisting of their research advisor plus two additional faculty members. Students are furthermore strongly encouraged to talk to any member of the Graduate Studies Committee for input and best course of action. If a conflict cannot be resolved and it is determined that a lab change is the only solution, the Graduate Studies Committee will work with the student to find a new advisor, as long as the student is otherwise in good academic standing. Please see Section VI Program Protocol for additional information.

M. Reduction or Termination of Financial Support

Students who are not making adequate progress in research or who have been placed on probation for other reasons may have their financial support removed and may also be dismissed from the chemistry Ph.D. program.

N. Graduate and Postdoctoral Studies Guidelines for Academic Probation, Dismissal, Petitions, and Grievances

Please refer to the Graduate and Postdoctoral Studies website for university guidelines on academic probation and dismissal, petitions and appeals, and grievances and problems (located in the General Announcements in the Graduate Student Academic Policies and Procedures section).

O. The Rice Honor System and Code of Student Conduct

The Honor Council is one of the cornerstones of Rice, and the Honor Code provides the foundation for Rice's academic expectations of students. More information can be found on the website: https://honor.rice.edu/

All students are expected to conduct themselves in a manner compatible with the University's function as an educational institution and with the rights of all members of the University community to attend, make use of, and enjoy the facilities and benefits of the University without undue interruption or disruption. There are many details surrounding The Code of Student Conduct, please visit: https://sjp.rice.edu/code-of-student-conduct

P. Achievement Awards

The departmental graduate student **Achievement Awards** are presented to qualified students each year based on merit. Please see Appendix IV for chemistry awards details.

VI. Requirements for the M.A. in Chemistry

Although students are not normally admitted to study for a Master's degree, graduate students may earn the M.A. after obtaining Approval of Candidacy for the Ph.D. The M.A. may also be earned by students who have completed all requirements of Ph.D. candidacy but did not pass the Qualifying Exam. Instead, students must complete the following:

- Produce a Master's thesis that presents the results of a program of research approved by the department.
- Pass a final Master's thesis defense and submit the thesis to the Office of Graduate and Postdoctoral Studies.
- Follow the university requirements for the thesis Master's degree. https://ga.rice.edu/graduate-students/academic-policies-procedures/regulations-procedures-thesis-masters-degrees/#text

VII. TIMELINE FOR A PH.D. STUDENT

Year 1

The most important objective of the 1st year is to secure placement into a laboratory (typically done near the end of November).

First-year students typically complete the following:

6 Lecture courses (or equivalent) in Advanced Chemistry or other math, science or engineering discipline. *It is recommended that in the fall semester no more than 9 credit hours of lecture should be taken to allow time for lab*

Year 2

The primary objective of the 2nd year is to complete the Qualifying Exam and advance to candidacy.

Any required lecture courses not completed in year 1 must be completed before the end of year 2.

3 Semesters of teaching (CHEM 700) must be completed by the end of year 2.

Students should have made significant progress towards their research goal.

CHEM 600 presentations are made both semesters in year 2. The presentation in the

Year 3 and Beyond

With most of the requirements of the Ph.D. behind the student, almost all of the student's energy should now be focused on research towards the student's Ph.D. defense.

While the rate of publication varies by discipline and lab, the best way to measure progress is by the quality and quantity of publications.

Graduate students in the third year and higher **must** continue to participate in CHEM 600 each semester while enrolled as a student in the chemistry Ph.D. program

Graduation

Rice chemistry students typically graduate with a Ph.D. in 4-6 years. The last hurdle the student faces will be to write a thesis and publicly defend it in front of a committee.

More detailed information can be found in the Advancement to Candidacy section of this handbook and on the GPS website. https://graduate.rice.edu/

VIII. FIRST YEAR OF GRADUATE PROGRAM

A. Early Matriculant

Some students may come to Houston as an early matriculant to work in a lab over the summer. This is a way to get a head start on choosing an advisor during a time when the student does not have coursework and teaching assignments. During this time, the student will be paid at the existing stipend rate. The student will need an agreement with the particular faculty member that they are willing and able to support the student during this time. The Graduate Studies Chair or Department Chair can help the student find a suitable match if the student asks in advance.

It is important to know that working with this faculty member during the summer is only temporary and not a commitment for the duration of the Ph.D. career. The student may find that the science, lab atmosphere, and personality of the professor are a great fit. Or, the student may determine that the lab is unsuitable for their research interests or otherwise. Similarly, the professor may find that the student is exactly the kind of intelligent, hardworking student that they hope to recruit, or they may not. If it works out for both parties, the student is on their way to choosing a lab. If it doesn't work, the student gained valuable experience and will have time in the first semester to select an advisor. The summer rotation counts toward the 1st lab rotation.

B. Orientation Week and Course Registration

The first semester at Rice begins with a mandatory Orientation Week (O-week) during which the student will learn the basics about Rice and the Department of Chemistry. The major events of O-week include research presentations by faculty interested in recruiting students. This is a good way to make the student's first contact with faculty if the student did not participate in summer research.

Faculty advisors are available during O-week to review the student's background and assist in selecting courses. Most students will select three 3-credit advanced chemistry or other science lecture courses in addition to UNIV 594 (Responsible Conduct of Research), CHEM 600 (1 credit, the *Chemistry Seminars*), and CHEM 800 (variable number of credits, *Graduate Research*). A list of approved courses is provided in Appendix II.

The majority of incoming students will also teach their first semester and therefore be enrolled in CHEM 700 (2 credits, the *Teaching Practicum*). There will be an information session regarding the student's teaching assignment during orientation.

- **Registering for Courses:**
  To be a full-time student and receive a stipend, the student **must** be enrolled in a minimum of 9 credit hours each semester. It is suggested to have additional credits in case a course needs to be dropped. A variable number of credit hours of CHEM 800 (*Graduate Research*) should be added such that the total credit hours equal at least 15.

Example schedules for the student's first semester are shown below:

3 Lectures & TA			**3 Lectures & No TA**		
CHEM 501*	3	This is the most common schedule for a first-semester graduate student.	CHEM 501*	3	This is the second most common schedule for a first-semester graduate student.
CHEM 547*	3		CHEM 547*	3	
CHEM 542*	3		CHEM 542*	3	
UNIV 594	1		UNIV 594	1	
CHEM 600	1		CHEM 600	1	
CHEM 700	2		CHEM 800	4	
CHEM 800	2				
	15		**Total Credits**	15	
Total Credits					
2 Lectures & TA			**2 Lectures & No TA**		
CHEM 501*	3	Students who feel they may be especially challenged in the first semester or who feel that the offered courses are particularly unsuited to their needs may elect to take only 2 lecture courses.	CHEM 501*	3	Students who feel they may be especially challenged in the first semester or who feel that the offered courses are particularly unsuited to their needs may elect to take only two lecture courses.
CHEM 542*	3		CHEM 542*	3	
UNIV 594	1		UNIV 594	1	
CHEM 600	1		CHEM 600	1	
CHEM 700	2		CHEM 800	7	
CHEM 800	5				
	15		**Total Credits**	15	
Total Credits					

☆ *Note: the 500-level courses shown on this table are arbitrary and utilized for example only.*

Registering for Courses (Summer Session & Last Semester)

- The student must also register for CHEM 800 for the summer session to remain a full-time student.
- Starting in the fifth semester, the student's schedule might look like this:

Course	Credits
CHEM 600	1
CHEM 800	14

The changing number of credits of CHEM 800 is indicative of the transition from a mixed emphasis on coursework and research towards total dedication to the student's research.

C. UNIV 594 - Responsible Conduct of Research Requirement

Students are required to register for UNIV 594 "Responsible Conduct of Research" during the first semester. Responsible conduct of research (RCR) is defined as the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research.

D. Adding/Dropping Courses

Adding and dropping courses near the beginning of the first semester requires the signature of the Graduate Studies Chair on a completed Special Registration Form. Dropping courses after the drop deadline (typically the 10th week of the semester) is usually **not** permitted.

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E. Joining a Lab

It is required for all students to be affiliated with a laboratory beginning in their second semester at Rice University. Students may affiliate with faculty who have a primary appointment in the Department of Chemistry or a joint appointment in the Department of Chemistry. In rare cases, a student may be assigned a faculty advisor without such an appointment, but this requires a second co-advisor who has an appointment in Chemistry, the recommendation of the Graduate Studies Committee, and the approval of the Chair of the Department of Chemistry.

The department is ultimately responsible for each student's education, and faculty members cannot unilaterally admit students into their labs. Students join labs through a three-way agreement with a faculty member and the department. The Chemistry Department's policy is for graduate students to rotate and join labs with core and joint faculty members. Adjunct members do not qualify. Please view the Department of Chemistry's website for detailed information regarding core and joint faculty members. A list of core and joint faculty taking students will be provided.

Students are not committed to a lab during the rotation period. It is essential that students learn as much as possible about many labs. To facilitate this process, each student must submit three (3) one-page summaries, each of which describes lab investigations. Each rotation will be 4 weeks, with due dates provided in the summary. During this period, students may only rotate with core and joint faculty members within the department. Students should cover a paper from the lab, a group meeting, or an ongoing project discussed with the professor or a lab member. Students should also attend at least one group meeting (if this is not logistically possible, meet individually with lab members) and have a personal meeting with the professor. The student's CHEM 800 grade depends on the quality of the lab rotation reports. By 5:00 p.m. of the due date, the document should be emailed to the Graduate Program Administrator, the Graduate Studies Chair and the professor whose lab was reviewed. The final list of faculty choices, in order of preference, should be sent by **November 18**. The list should be sent to the Graduate Program Administrator.

While the nature of the rotation should be decided between the student and the research advisor, it is the responsibility of the student to ensure the research advisor is aware of their interest in the lab/group.

The faculty will be informed of the choices, and a faculty member listed as a student's first choice may then accept that student if the department approves. If necessary, similar processes will place students in their second choice (or in very rare cases, a lower choice lab). Other personal agreements are unofficial. If a student and faculty member make a private agreement to work together and one party then discovers an undesirable trait in the other before departmental approval, it would be best for everyone to seek other partners. If a student worked over the summer, this is irrelevant to the lab-joining process; neither student nor faculty member have any obligation to continue the relationship.

To summarize, the student should:

- ✓ Complete **three (3)** one-page reports on different research groups.

- ✓ The three documents should be emailed to the Graduate Studies Chair, the Graduate Program Administrator, and the professor whose lab was reviewed by 5 p.m. on their respective due dates of:
    - Rotation 1: Aug 24-Sept 18 (lab report due Sept 18)
    - Rotation 2: Sept 21-Oct 16 (lab report due Oct 16)
    - Rotation 3: Oct 19-Nov 13 (lab report due Nov 14)

- ✓ An ordered list of three prospective advisors should be emailed to the Graduate Program Administrator, by **4:00 p.m. Wednesday, November 18.**

Students who applied to the Rice Chemistry Ph.D. program to continue a formal advising relationship may bypass this process and join a lab directly. Examples are:

1) A new graduate student who was previously a Rice undergraduate and who has performed undergraduate research can ask to be immediately affiliated with the undergraduate research advisor.

2) A new graduate student who worked as a visiting researcher *before applying* to the Rice Ph.D. program can also ask to be immediately affiliated with that lab. After this request has been made, the above-described departmental verifications still apply but the student need not complete the three lab investigations. This early request to bypass the normal system must be completed on or before the first lab report is due.

Students cannot bypass the lab rotations if their sole previous affiliation with a potential research advisor is research the summer before matriculation.

If a student is unable to find a research advisor at the end of the first semester, the student will be placed on probation. If a student is unable to find a research advisor by the end of the second semester, they will be dismissed from the chemistry program.

F. Changing labs

In rare situations a student or research advisor may decide that their pairing is not satisfactory and that a new arrangement would be preferable. Both parties should consider this change in arrangement carefully as this puts the student on probation, leads to considerable delay in a student's Ph.D. timeline, and loss of productivity and resources for the advisor and department.
A change of lab assignment may be initiated by either the student or faculty advisor.

1. Student-Initiated Lab Change

To the extent possible, the student should try to work out a resolution with their current research advisor and explore all possible solutions (e.g., changing the project, receiving more supervision) before making a change of laboratory. It is, furthermore, the right of every student to ask for the student's Thesis Committee to meet anytime and to provide feedback in order to help resolve conflicts. If the Thesis Committee has not been established, the Graduate Studies Committee will assign an appropriate committee.

If these approaches are not successful, the student should talk with the department ombudsman who can help facilitate other resolutions which may be preferable to a change of laboratory. Similarly, the student may talk to the Graduate Studies Chair for assistance.

If after careful thought and serious consultations, the student decides to proceed with a change in labs, approval from the Graduate Studies Committee and Department Chair is required. Be mindful that changing laboratories will set back the research timeline as you will be starting a new project from the beginning. Changes are not considered official until consultation with the Graduate Studies Committee Chair.

After changing labs, it is the student's responsibility to call a meeting of their Thesis Committee to evaluate the success of the transfer and if the student is making reasonable progress in a new group. This must be done at the end of the first semester after transferring to a new group.

2. Advisor Initiated Lab Change

If a research advisor determines that a student's research performance is not adequate for timely progress toward a Ph.D., the advisor must discuss and establish expectations with the student. In addition, the expectations, reasons, and timeline should be followed up in writing and given to the student. A minimum timeline of 1.5 months (half a semester) is recommended by the Graduate Studies Committee. The written evaluation must be shared with the student and the Graduate Studies Chair. If the student fails to meet the expectations set by the deadline, the research advisor can ask the student to leave the group after documenting in writing how the student has continued to fail. Two written statements are therefore requested before a research advisor can ask a student to leave the group.

In addition, for letter grades of B (not a failing grade) and below (B- and lower triggering an automatic probation) in CHEM 800, a written evaluation by the advisor is required. The evaluation needs to document the reasons for the grade, how performance issues can be addressed moving forward, and a timeline for the expectations expressed, assuming that the student is not asked to leave the group immediately (i.e. it is the first written evaluation documenting lack of performance).

This evaluation needs to be sent to the student as well as the Chair of Graduate Studies. Note that this requirement is in addition to the yearly evaluations, and it is triggered based on CHEM 800 research grades each semester.

Regardless of whether the change of lab was initiated by the student or advisor, a student who changes advisors will join the new lab on research probation. This probation must be resolved by a meeting with the Thesis Committee at the end of the first semester in the new lab, in which the student must convince the committee that the transfer has been successful. If a student changes advisors early in graduate school, the qualifying exam will serve as the evaluation for whether the transfer has been successful.

Graduate Studies Committee responsibilities during a change of laboratory

1. Determine whether it is appropriate for a student to try to find a new lab and stay in the program, or if the student should depart from the program.

2. If the student is approved to look for another lab, the committee must decide how long the student has to find a new advisor and recommend whether it would be appropriate to provide any bridge resources to support the student while the student is not affiliated with a lab. The Department Chair will formally be the student's advisor during any time the student is between labs and will submit grades and other evaluations of the student.

3. If the student finds an advisor willing to support them, the committee will determine if the particular student/advisor match has sufficient promise to go forward. The committee may solicit letters from: the student, the previous research advisor, and any potential new advisor(s). The committee may also ask the student to make a presentation on items such as: research achievements with the previous advisor, likely research projects with the proposed advisor, reasons for moving, or anything else relevant to the case in question. If the committee does not gain adequate confidence that changing advisors will lead to a positive outcome, the student will not be allowed to continue in the program. Generally speaking, the fewer years that the student has been with the original advisor, the more favorable the outlook of the committee will be. Transfers during a student's first year are relatively common and usually due to student/advisor mismatch. Transfers after advancement to candidacy can create a major setback in the timeline to graduation.

4. If a student changes advisors prior to achieving candidacy, the committee, in consultation with the new advisor, will determine a reasonable timeline for the qualifying exam to be completed. In some circumstances, it may be more suitable to have the student defend a Master's thesis.

IX. SECOND YEAR OF GRADUATE PROGRAM

A. Advancement to Candidacy

A student who has Advanced to Candidacy has completed all the requirements for a Ph.D. with the exception of their Ph.D. thesis. As discussed below, a student who has Advanced to Candidacy must remain in good standing (including participation in CHEM 600 and adequate performance in CHEM 800 every semester). In order to Advance to Candidacy, a student must:

- Successfully complete 6 lecture courses (or their equivalent) as described above.
- Successfully complete 3 teaching semesters (Chem 700).
- Successfully complete (pass) their qualifying exam.

In addition to the above requirements, the Graduate Program Administrator will seek approval of the student's advisor to confirm that the student is making adequate progress toward a Ph.D., as well as request department chair approval for the student to proceed.

Transfer students: If the student has advanced candidacy at their previous institution, candidacy at Rice will be voted on for approval. If approved, the student will need to select a thesis committee, and the Graduate Program Administrator will assist with processing paperwork.

B. Qualifying Exam

A major milestone for a student's second year is the successful completion of their Qualifying Exam (QE). Complete details are available in the *Qualifying Exam Guidelines*, which is revised annually and included as an Appendix I to this student handbook. In all cases, the student is required to write a proposal which describes:

- The research that the student had completed up to this point in their degree.
- The conclusions the student can draw from their work.
- The student's proposed work for the remaining Ph.D. (which, on average, is an additional three years of study).

In addition to this written document, the student presents their work in a public seminar where anyone may ask questions. After the question-and-answer session, the Qualifying Exam Committee will excuse the public and the student's exam will continue in private until the committee is satisfied that they can fully evaluate the student's work. Based on the student's written work, public presentation and ability to answer questions both in public and private, the Qualifying Exam Committee will give the student a numeric score in several categories, and detailed written feedback.

QE Result:

1) **Pass** - no further work required.
2) **Incomplete** - some portion of the exam requires revision which will be detailed by the Qualifying Exam Committee.
3) **Fail** – the student is required to leave the program unless their Ph.D. Advisor successfully petitions the full department to retake the QE to stay in the PhD program or pursue a M.A. thesis degree.

Requirements for the Master's Thesis degree can be found here: https://chemistry.rice.edu/degree-requirements.

☆The full and official details of the qualifying exam process are detailed in the *Qualifying Exam Guidelines* document found in Appendix I.

X. FROM ADVANCEMENT TO CANDIDACY THROUGH GRADUATION

A. Ongoing Requirements

After Advancement to Candidacy, a student's last major goal is to complete their Ph.D. thesis. While this is the focus, the student still has other obligations. In particular, all students are required to enroll and participate in CHEM 600 every semester they are a student. Failure to successfully complete the requirements of CHEM 600 (a grade of B- or lower) can lead to probation and/or dismissal from the program. Additionally, the student must make adequate research progress every semester as defined by their grade in CHEM 800. Any grade of B- or below in CHEM 800 results in a student being put on probation. Two semesters of bad performance in CHEM 600 or CHEM 800 typically result in a student being dismissed from the Ph.D. program.

The amount of time necessary for this and the actual composition of the thesis vary greatly with four to six years being typical. During this time a student typically publishes multiple peer-reviewed papers, which are critical milestones used to judge progress toward a Ph.D. Although the student's Ph.D. advisor usually has the best view of what qualifies as a sufficient body of work in the student's field when the student is ready to defend the student's Ph.D., the Ph.D. degree is conferred by the department and university.

The quality of the student's work must be of sufficient quality to pass the scrutiny of a Thesis Committee that includes 4 faculty members:

1. The student's Ph.D. advisor.
2. One member of the student's Qualifying Exam Committee.
3. One faculty member whose primary appointment is in the Chemistry Department.
4. One faculty member whose primary appointment is in a department outside of chemistry.

B. Policy on Nondisclosure Agreement (NDA)-Protected Research

Working on projects funded by entities, such as private companies, that place limits on public disclosure, including non-disclosure agreements (NDAs) create unique challenges. Tensions often exist between requirements for confidentiality and the inherently open nature of academic science. If you are working on a project with any limits on public disclosure, you must submit a document that describes the specific limits on disclosure, including publication embargo agreements. The document should also describe a plan to ensure that the NDA does not unduly interfere with your ability to publish and discuss your work. In particular, you must describe a plan to openly engage in faculty evaluations, such as your CHEM 600 presentations, Qualifying Exam, and thesis defense in a way that is not significantly impeded by the NDA or other limit on disclosure. It is typically expected that graduate students will be able to present the primary data validating their conclusions, and that enough information will be shared about

structures, materials, and other experimental details to allow the audience to understand the impact of your work and critically assess the conclusions reached.

Such a document should be written in collaboration with the PI, signed by both you and the PI, and submitted to the Chair of the Graduate Studies Committee at least 3 weeks prior to any CHEM 600, qualifying exam, or thesis defense. Once you have submitted a plan, you need not re-submit the same plan each semester. However, it is your responsibility to update the document should the situation change. Because limits on public disclosure can be challenging and complicated, affected students are urged to communicate with the Chair of the Graduate Studies Committee as early as possible.

C. Annual Evaluations

Students will be evaluated annually after advancing candidacy. These evaluations formalize and strengthen student-advisor communication regarding academic progress and expectations. Evaluations will be completed electronically through a web-based evaluation form. Students are expected to complete the form carefully and entirely. The student's advisor will independently complete a corresponding form evaluating the student's progress and performance. The Graduate Studies Committee will review any discrepancies between the responses of the student and advisor, which may prompt calling for a meeting of the student with the Thesis Committee to discuss the student's academic progress. Students also have the option to request a meeting with their Thesis Committee in the evaluation form. Students are encouraged to maintain regular communication with their advisor to ensure they have a shared understanding of progress and goals and can facilitate early resolution of any concerns. Both the student and advisor will have access to the completed evaluations.

Completing the evaluation is an annual departmental requirement and failing to complete it on time will have consequences that could include lowering the research grade for the semester, academic probation, and dismissal from the graduate program. The link to access the annual evaluation will be sent to the student by email from the Graduate Program Administrator, on behalf of the Graduate Studies Committee, by May 15 and needs to be completed by June 10.

Students who have defended their thesis by May of the current year do not need to fill in the evaluation form. Students in their 6th year and higher need to meet with their Thesis Committee once a year during the first semester of each academic year. It is the responsibility of the student to contact the Thesis Committee and set the meeting, as well as to inform the Graduate Studies Chair of the conclusions of that meeting. Failing to complete this requirement will have consequences that could include lowering the research grade for the semester, academic probation, and dismissal from the graduate program.

D. Thesis Defense

When the student and advisor conclude that the required work for a Ph.D. is complete or nearly complete, the time comes to write the definitive work. It is the student's responsibility to know the deadlines and requirements. The student should check the GPS website for deadlines, checklists, and formatting requirements. In particular, examine the "Doctoral Thesis Submission" document, "Thesis Format" and "Thesis Template Library" documents. Please update the Graduate Program Administrator during this process as she can help make sure that the student is aware of all deadlines and administrative issues associated with defending the student's thesis.

When scheduling the thesis defense, keep in mind that arranging a time that is suitable for the student and faculty committee members is often difficult. Do not try to schedule this at the last minute! In particular, defense dates in February, March and April are very popular as they are the last times the student can defend and still march in that year's graduation. Consequently, these dates are more difficult to reserve than others.

In addition to all the information provided on the above web page, please remember that the Thesis Committee must have adequate time to review the student's work. The student must submit their thesis to the committee **a minimum of two (2) weeks** prior to the thesis defense date. If the thesis is not turned in to the Thesis Committee two weeks before the oral presentation, the student's exam will be cancelled and rescheduled for a later date. An electronic PDF copy of the student's thesis must be sent to the Chemistry Department Graduate Program Administrator, a minimum of two weeks before the student's thesis defense.

Finally, the student's thesis defense must be advertised on the Rice event web page **a minimum of two (2) weeks** prior to the student's defense. Thesis defense announcements may be submitted through GPS at http://events.rice.edu/rgs/.

☆ *The above is not meant to be an official or comprehensive list of all requirements and timelines for the thesis submission and defense. The official and comprehensive documentation of requirements can be found at* https://graduate.rice.edu/academics/candidacy-defense-thesis-submission/thesis-submission. *The student may also contact the Graduate Program Administrator.*

APPENDIX I - Qualifying Exam Guidelines

The purpose of the qualifying examination is to establish the extent to which the student has achieved intellectual independence and has demonstrated the research accomplishments appropriate to become a Ph.D. candidate. The examination consists of (1) a written proposal which summarizes research achievements and describes future goals and (2) a public research seminar immediately followed by a closed oral defense in front of a faculty committee.

The written document must be submitted and defended before the end of the fourth semester of residence. In addition to the written and oral exam, the student must also request a letter of evaluation from their advisor and ensure that it is sent to all the members of the exam committee and the Graduate Program Administrator. This letter is due at the same time as the written document.

Criteria
The student is evaluated on their ability to demonstrate:

- ✓ A mastery of relevant background material, recent literature, and chemical concepts relevant to the described work (mastery of chemical literature and mastery of scientific concepts).
- ✓ A clear research plan and understanding of the reasons why the research is being pursued at both a strategic level and day-to-day practical level that is sufficient and realistic for a 5-year Ph.D. (i.e., within the next 3 years).
- ✓ A track record of concrete, scientifically rigorous research achievement.
- ✓ The ability to make a clear, concise presentation of scientific information and to verbally answer questions from the committee related to the presented research and to general, fundamental chemical concepts.

Written Document: The written document is a combination of a research summary and research proposal. The ideal examination document should convey to the reader that (1) the student has identified a scientific problem or sub-discipline for study and has become an expert in this field, (2) careful research plan, appropriate for a single graduate career, has been developed that will create significant new scientific knowledge, and (3) significant progress has already been made such that it appears likely that the student will complete the work necessary for the Ph.D. degree in an appropriate time frame.

Deadlines: Regardless of the student's oral presentation date, all students defending are required to submit their written proposal one week prior to the presentation. The text should be received both in electronic and hard copy by all members of the exam committee. An electronic copy should also be sent to the Graduate Program Administrator. It is the responsibility of the student to make sure the committee has received the document on time. Failure to turn in the written document on time will result in failure of the exam (see below).

In addition to the written and oral exam, the student must also request a letter of evaluation from their advisor and ensure that it is sent to all the members of the QE committee. A copy should also be sent to the Graduate Program Administrator.

Length: The entire document, excluding Supporting Information and References, shall be 3500 - 7000 words. Supporting information and references may be of any appropriate length and do not count against the above word total. Documents that violate length restrictions will not be accepted.

Format: The document should be prepared in the *J. Am. Chem. Soc*. Template for Articles, which is accessible at http://pubs.acs.org/page/jacsat/submission/jacsat_templates.html. Note that there is a **word** limit rather than a **page** limit. It's important to develop expertise with templates, but the close spacing and small font makes it difficult to write comments. Please be willing to generate a double-spaced version in 12-point font on request.

Figures: Figures should be incorporated into the text as near as reasonable to the place where they are first mentioned. IMPORTANT: Figures must be properly referenced ("taken from ...", "adapted from ...", etc.). Figures not referenced will be assumed to be the sole creative work of the student.

Organization:

- ✓ ***Abstract:*** Concise (250-word maximum) summary of proposal goals and justifications.
- ✓ ***Introduction and Background Literature*****:** Broadly, what is the student trying to do and why is it important? What is already known about this topic? What researchers are currently leading the field? What are the major problems or gaps in knowledge in this field? What has the student's chosen lab already done in this area?
- ✓ ***Specific Aims:*** Exactly what is the student trying to do? Each of the 2-5 aims should be described concisely in 1-3 sentences.
- ✓ ***Timeline:*** Describe the timeline in which the above Aims are expected to be accomplished (can be a graph).
- ✓ ***Experimental Strategy:*** Specifically, what experiments will be performed to address the Specific Aims? If synthesis is required, are the steps reasonable? What is the mechanism? If an analytical technique is used, how does it work? Can it accomplish what is proposed? Is the instrument available at Rice? Does the order of the experiments make sense? Are there alternative routes to accomplishing the student's goals if the student's primary approach fails?
- ✓ ***Research Accomplishments:*** Since coming to Rice, what has the student (not the people in the student's lab) accomplished related to this goal? If the student has already published or has a manuscript in review, the student should indicate that here and what the student's specific contribution to that work has been. This section should be written as a logical summary of experiments and their ramifications. Key figures, graphs or images which help summarize this work are useful. However, detailed experimental procedures and data should be included in the Supporting Information section sufficient to prove any claims described here. In some circumstances the student may have done a significant amount of work on a different project

that has not worked out or is not related to the current proposal. Because one goal of the qualifying exam is to assess research achievement, it may be appropriate to discuss work on such projects here, describing the concrete results that led to significantly altering research goals.

- ✓ ***Expected Outcomes:*** Assuming success in the experiments outlined in Experimental Strategy, what will the consequences of the student's work be? What will the student have accomplished?
- ✓ ***References (no word limit):*** These should be in a modified J. Am. Chem. Soc. format which includes the title of the article for example (please note that journal names should be properly abbreviated, e.g.: J. Am. Chem. Soc., not Journal of the American Chemical Society):

  Bachilo, S. M.; Strano, M. S.; Kittrell, C.; Hauge, R. H.; Smalley, R. E.; Weisman, R. B. "Structure-Assigned Optical Spectra of Single-Walled Carbon Nanotubes" Science 2002, 298, 2361-2366.

  The student's references should be almost entirely from the primary literature. References to outstanding reviews or textbooks may be appropriate for broad, well known or old concepts. The internet is not typically acceptable. Avoid Wikipedia. **Improper referencing may be construed as plagiarism and result in failure of the qualifying examination and/or dismissal.** The Rice Honor Code, is in effect for this examination. https://honor.rice.edu/

  Any use of **AI** (e.g., ChatGPT) in preparing the written document needs to be properly acknowledged in detail. You are solely responsible for the scientific accuracy of your written document.

- ✓ ***Supporting Information*** *(no word limit):* This should include detailed JACS-style experimental procedures for all experiments described both in the student's Experimental Strategy and in the student's Research Accomplishments. Any data necessary to prove the results mentioned in Research Accomplishments should be included here. Portions of this section can be taken directly from any manuscripts already written by the student (but still must be properly referenced).

Written documents which do not follow the guidelines described above may be returned for revision before the oral examination takes place or result in failure of the examination (see below).

Oral Exam

The student will present their work as a public seminar using a professional-quality presentation. These will be scheduled as part of CHEM 600. The student is responsible for the technical aspects of the presentation (for example the working of the projector and interface with the computer). The presentation should last 25-30 minutes and will be followed by questions from the general audience. Following the public presentation and questioning, the closed portion of the will commence with only the members of the student's committee. The examination may include (but is not limited to): clarification of a point or a request to discuss a point in more detail to ascertain whether the student understands in detail the concepts being presented; speculative questions to force the student to consider new ideas or alternative approaches and to think on her/his feet; and questions addressing fundamental chemical concepts relevant to the described work. The student will be scored

independently by each committee member on four questions (see below) on a scale of 1–5 with 5 being the best possible score.

Possible Outcomes
The exam committee has the following options after having reviewed the student's written and oral proposal and advisor's letter of recommendation. The decision will typically be made by the committee immediately following the examination, but always within 72 hours.

- **Pass.** If the average score on each of the four questions is 3 or above, and the committee feels that no revisions, corrections or addendums are needed, the student passes. Nothing further is needed from the student.
- **Incomplete.** The student neither passes nor fails the qualifying exam. An incomplete denotes a strong performance exhibiting solid achievement, but with one or more areas in which the student's progress towards the thesis could be facilitated by doing something more. A written revision/addition is probably expected. Additional experimental work may also be requested. *The committee chair will describe in writing exactly what is required of the student and the timeline for its completion.* Please see "Exam Revisions" below.
- **Fail.** The student fails the qualifying exam. This is typically the result of multiple major flaws in scientific reasoning and/or a significant deficiency in research progress. The committee believes that advancement to candidacy is not appropriate in this case, and the student is generally not permitted to retake the exam. The student's research advisor may petition the full department to allow the student to defend a Master's thesis if the advisor believes this is warranted or retake the QE. If the Master's thesis is successfully defended the student may be promoted to Ph.D. candidacy. In any case, the student is placed on probation.

Exam Revisions
Within one week of the oral examination, the QE Committee Chair will prepare a written analysis of the student's exam performance and will provide a copy of this analysis to the student, their advisor, and the Chemistry Graduate Studies Chair. If the student scores an incomplete on the exam, this document will clearly indicate what is being asked of the student and provide concrete deadlines for the tasks requested. When corrections or additions to the written document are requested, the student should provide an itemized commentary describing the changes made in response to each point raised by the committee.

If the QE Committee has asked for an in-person defense of the revision, public or private, any written documents must be turned in one week before the established meeting date. The QE Committee will inform the student if revisions are sufficient within two weeks of receipt of that document. The QE Committee may score the revision as Pass, Incomplete or Fail. If the student passes, nothing further is needed. If the student earns an incomplete or a fail, the student is placed on probation. Further, if the student is given an incomplete the student's research advisor may choose to allow the student to defend a Master's thesis if they believe this is warranted. If not, the student must leave the chemistry program. If the QE Committee scores the revision as a fail the student's research advisor may petition the full department to allow the student to defend a Master's thesis. If not, the student must leave the chemistry program. In the case that a student is placed on the Master's track, a successfully defended Master's thesis may allow the student to be promoted to Ph.D. candidacy.

Questions and Scoring

The committee member evaluates student performance in each category on a 1-5 scale:

- **5 -** Performance quality (not necessarily quantity) consistent with that of a very good Ph.D. defense.
- **4 -** Performance quality (not necessarily quantity) would be adequate, but not exceptional, at a Ph.D. defense.
- **3 -** Performance that is expected for a Ph.D. candidate. Achievement/knowledge is beyond that expected of a first-year graduate student or undergraduate (i.e., in terms of accomplishments, significantly more work is presented than that expected of an undergraduate during a school year or REU session).
- **2 -** First-year graduate student level knowledge/achievement.
- **1 -** Clear deficiencies.

To pass each category, students must average a **3** or better from their QE Committee members. A mean below 3 in any category equates to not passing the qualifying exam. Only that deficient category needs to be addressed to pass a second effort. A low score in the research progress section may indicate the presenter should conduct further experiments before a re-examination.

1. **Mastery of Scientific Concepts**
   Did the student demonstrate a mastery of relevant background material, recent literature, and chemical concepts relevant to the described work?

2. **Research Progress**
   Has the student demonstrated a track record of concrete, scientifically rigorous research achievement? To pass this category, results presented must be well-supported by rigorous data appropriate for someone who has completed a quarter or more of the expected time to the Ph.D. In most chemical disciplines, this requires substantial progress towards a publishable manuscript, such as proving or disproving a hypothesis, establishing an appropriate mass of sufficiently interesting facts, or developing an instrument, method, or approach with unambiguous value.

3. **Proposed Work**
   Did the student present a well thought-out and scientifically significant proposal for future work, both written and oral? And did the student present a sensible research plan to carry out the research?

4. **Presentation/Communication**
   Did the student present clear and concise scientific information (written and oral) and answer questions from the committee? The written document should be to the standards of a submission

to a peer reviewed journal such as *J. Am. Chem. Soc*. The oral presentation should be of the quality necessary for a national meeting, such as ACS.

5. **Mastery of Chemical Literature**
   Has the student demonstrated the ability to locate, retrieve, read and interpret current chemical literature?

APPENDIX II

CURRENT CHEMISTRY COURSE OFFERINGS

SEMESTER	CRN	COURSE	COURSE TITLE	INSTRUCTOR(S)	CREDITS
Fall	11993	CHEM 501	ADVANCED ORGANIC CHEMISTRY	Sarlah, David	3
Fall	12036	CHEM 515	CHEMICAL KINETICS & DYNAMICS	Wolynes, Peter	3
Fall	10494	CHEM 530	QUANTUM CHEMISTRY	Scuseria, Gustavo	3
Fall	16341	CHEM 535	SOLID-STATE CHEMISTRY	Bagchi, Kushal	1.5
Fall	14969	CHEM 536	PHYSICAL CHEM OF SOFT MATERIAL	Bagchi, Kushal	3
Fall	13500	CHEM 537	BIOPHYSICAL CHEMISTRY	Kolomeisky, Anatoly	3
Fall	16342	CHEM 542	MEDICINAL CHEMISTRY I	Xiao, Han	3
Fall	16336	CHEM 546	PROTEIN FOLDING	Wittung-Stafshede, Pernilla	1.5
Fall	12139	CHEM 552	CHEMICAL BIOLOGY I	Xiao, Han	3
Fall	14970	CHEM 559	SPEC/MICR BULK TO NANO	Nienhaus, Lea	3
Fall	14367	CHEM 561	CHEMISTRY OF NUCLEIC ACIDS	Mou, Quanbing	1.5
Fall	14009	CHEM 562	ENZYME MECHANISMS	Renata, Hans	3
Fall	15486	CHEM 580	MICROSCOPY METHODS	Han, Yimo	3
Fall	11540	CHEM 583	ORGANOMETALLIC CHEMISTRY I	Ball, Zachary	1.5
Fall	11541	CHEM 584	ORGANOMETALLIC CHEMISTRY II	Ball, Zachary	1.5
Fall	12785	CHEM 596	ADVANCED INORGANIC CHEMISTRY	Yruegas, Samantha	3
Spring	24467	CHEM 511	SPECTRAL METHODS ORGANIC CHEM	Sarlah, David	3
Spring	20550	CHEM 520	CLASSICAL & STAT THERMODYNAMIC	Kolomeisky, Anatoly	3
Spring	24468	CHEM 525	FUND PHOTOLUM SPECT	Weisman, R	1.5
Spring	24469	CHEM 531	ADV QUANTUM CHEMISTRY	Scuseria, Gustavo	3
Spring	26735	CHEM 532	THEORY ELECTRON CORRELATION	Shee, James	1.5
Spring	26245	CHEM 533	NANOSCIENCE & NANOTECHNOLOGY	Tour, Jim	3
Spring	23478	CHEM 545	PHYSICAL ORGANIC CHEMISTRY	West, Julian	3
Spring	21546	CHEM 547	SUPRAMOLECULAR CHEMISTRY	Hartgerink, Jeffrey	3
Spring	23479	CHEM 548	PEPTIDE CHEMISTRY	Hartgerink, Jeffrey	1.5
Spring	22348	CHEM 553	NAMED REACTIONS IN SYNTHESIS	Kurti, Laszlo	3
Spring	25780	CHEM 554	CHEMICAL BIOLOGY II	Ma, Yuan	1.5
Spring	22090	CHEM 558	NANOCRYSTALS	Jones, Matthew	3

SEMESTER	CRN	COURSE	COURSE TITLE	INSTRUCTOR(S)	CREDITS
Fall	11993	CHEM 501	ADVANCED ORGANIC CHEMISTRY	Sarlah, David	3
Fall	12036	CHEM 515	CHEMICAL KINETICS & DYNAMICS	Wolynes, Peter	3
Fall	10494	CHEM 530	QUANTUM CHEMISTRY	Scuseria, Gustavo	3
Fall	16341	CHEM 535	SOLID-STATE CHEMISTRY	Bagchi, Kushal	1.5
Fall	14969	CHEM 536	PHYSICAL CHEM OF SOFT MATERIAL	Bagchi, Kushal	3
Fall	13500	CHEM 537	BIOPHYSICAL CHEMISTRY	Kolomeisky, Anatoly	3
Fall	16342	CHEM 542	MEDICINAL CHEMISTRY I	Xiao, Han	3
Spring	23775	CHEM 560	ADV OPTICAL MICROSCOPY	Gustavsson, Anna-Karin	3
Spring	26736	CHEM 565	POLYMER CHEMISTRY	Zubarev, Eugene	3
Spring	21517	CHEM 575	PHYS METH INORGANIC CHEMISTRY	Hernandez Sanchez, Raul	3
Spring	22091	CHEM 656	CLASSICS IN SYNTHESIS	Renata, Hans	3

SEMESTER	CRN	COURSE	COURSE TITLE	INSTRUCTOR(S)	CREDITS
Fall	12582	BIOE 508	SYNTHETIC BIOLOGY	Tabor, Jeffrey	3
Spring	23440	BIOE 515	ENGINEERING DRUG DELIVERY SYS.	McHugh, Kevin J.	3
Fall	13348	BIOE 518	INTRO TO COMPUTATION BIOLOGY	Igoshin, Oleg	3
Fall	14553	BIOE 519	BIOMATERIALS SYNTHESIS	McHugh, Kevin	3
Fall	12762	BIOE 522	GENE THERAPY	Szablowski, Jerzy	3
Fall	11731	BIOE 535	CELL-BASED THERAPEUTICS	Bashor, Caleb	3
Fall	13927	BIOE 536	IMMUNOENGINEERING	Veiseh, Omid	3
Fall	15481	BIOE 538	ENGINEERING THE NERVOUS SYSTEM	Butts, Jessica	3
Fall	14102	BIOE 539	APPLIED STAT FOR BIOE BIOTECH	Dai, Mingjie	3
Spring	13700	BIOE 541	CELL & MOLECULAR BIOLOGY	Segatori, Laura	3
Fall	13785	BIOS 520	MOLECULAR BASIS OF DISEASES	Gao, Yang	3
Fall	15265	BIOS 551	MOLEC & CELL BIOPHYSICS	Lavery, Laura	3
Spring	26244	BIOS 552	STRUCTURAL BIOLOGY	Phillips, George N., Nikonowicz, Edward P.	3
Spring	22888	BIOS 560	CANCER BIOLOGY	Uribe, Rosa A.	3
Fall	12550	BIOS 572	IMMUNOLOGY	Ross, Cana	3
Fall	13296	CHBE 501	FLUID MECH & TRANSPORT PROCS	MacKintosh, Frederick	3
Fall	11774	CHBE 518	ELECTRON TRANSPORT IN SOLIDS	Mohite, Aditya D.	3

Spring	22556	CHBE 545	PRINC BIOMOLEC ENGR DSGN&SELEC	Thyer, Ross T.	3
Fall	15548	CHBE 560	COLLOIDAL & INTERFACIAL PHENOM	Biswal, Sibani Lisa	3
Fall	15179	CMOR 520	COMPUTATIONAL SCIENCE	Chan, Jesse	3
Fall	12986	ELEC 549	COMPUTATIONAL PHOTOGRAPHY	Veeraraghavan, Ashok	3
Fall	11640	ELEC 562	OPTOELECTRONIC DEVICES	Niak, Guruaj	3
Fall	12807	ELEC 605	ELECTRODYNAMICS & NANOPHOT	Nordlander, Peter J.	3
Fall	10526	MSNE 502	MECH PROPERTIES OF MATERIALS	Lou, Jun	3
Spring	20459	MSNE 535	CRYSTALLOGRAPHY & DIFFRACTION	Han, Yimo	3
Fall	10079	PHYS 425	STATISTICAL & THERMAL PHYSICS	Hulet, Randy	3
Fall	10063	PHYS 521	QUANTUM MECHANICS I	Pu, Han	3
Spring	20015	PHYS 522	QUANTUM MECHANICS II	Pu, Han	3
Fall	17009	PHYS 551	BIOLOGICAL PHYSICS	Onuchic, Jose	3
Spring	24581	PHYS 568	QUANTUM PHASE TRANSITIONS	Si, Qimiao	3
Spring	24583	PHYS 664	COND MATTR THRY:MANY BODY FORM	Foster, Matthew	3
Spring	20122	STAT 553	BIOSTATISTICS	Yuan, Ying, Liu, Suyu	3

Please keep in mind that while the department as a whole approves the above list of courses, your Ph.D. advisor (or a faculty member whom you are considering as a Ph.D. advisor) may have a narrower view on what courses are appropriate and necessary for a specialized area of research. As such, students should first discuss course selections with their Ph.D. advisor.

APPENDIX III

Wiess School of Natural Sciences

Graduate Student Time-off Policies

- Full-time graduate students are entitled to 10 weekdays of paid annual leave based on a 12-month appointment, in addition to Rice University staff holidays. Unused days may not be carried forward year to year and do not accrue payable time upon departure. Graduate students must coordinate their vacation plans with their adviser in advance, to avoid last-minute conflicts. Graduate students who are teaching must also coordinate their plans with their teaching supervisor or graduate chair. There may be times that students are required to work on staff holidays in order to support ongoing projects and operations; students who work on a staff holiday will be able to use this paid day off at another time.

- Time away for professional activities (such as conferences, workshops, interviews) shall not count against paid annual leave.

- Short absences (those anticipated to be less than one week) due to a student's illness or that of a family member should be granted upon notice to a student's supervisor, provided they are commensurate with the episode. These should not be deducted from paid annual leave.

- If a graduate student cannot fulfill the duties of their appointment due to a medical emergency or the adoption or birth of a child, the student may be temporarily released from their academic responsibilities. Enrollment and stipend support may be continued for up to six weeks or until the appointment expires (whichever occurs first). A full description of the university's short-term medical and parental release policies may be found on the Office of Graduate and Postdoctoral Studies website. Students are responsible for completing relevant forms.

- Graduate students who would like to report a deviation from this policy should talk to the department ombudsperson, the department chair or the Natural Sciences ombudsperson. https://naturalsciences.rice.edu/natural-sciences-ombudsperson

APPENDIX IV
Student Award Opportunities

The following **Achievement Awards** are presented to nominated students each year based on merit.

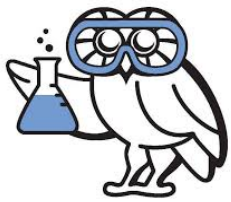
- **John L. Margrave Thesis Award:** *In recognition of an outstanding thesis*
- **The Norman Hackerman Fellowship in Chemistry:** *In recognition of demonstrated commitment and achievement*
- **Hasselman Fellowship:** *For academic excellence in the field of Chemistry*
- **Stauffer-Rothrock Fellowship:** *In memory of E.S. Rothrock, Rice alumnus*
- **Harry B. Weiser Research Award:** *In recognition of excellence in chemical research*
- **Harry B. Weiser Teaching Award:** *In recognition of student teaching excellence*
- **Harry B. Weiser Leadership Award:** *In recognition of outstanding leadership to improve the experience of other graduate students*
- **Richard Turner Memorial Award:** *In recognition of a truly outstanding Organic Chemistry graduate student*
- **Stephen C. Hofmann Fellowship:** *In recognition of outstanding early achievement towards the Ph.D. Degree*

Travel Awards are awarded to Chemistry graduate students who will be presenting their research at a scientific meeting. Students can apply for the departmental travel awards **here**. Other travel award resources are available through the organizations listed on the chemistry website: https://chemistry.rice.edu/phd-program/award-opportunities.

Fellowship Opportunities: Please also consider using Rice's fellowship search database and coaching resources for graduate students.

RICE NATURAL SCIENCES
Department of Chemistry

Resources for Rice Graduate Students

	**Chemistry Graduate Student Association (CGSA)** A group dedicated to the service of Chemistry graduate students at Rice. The group plans social gatherings and acts as a liaison between graduate students and the Department of Chemistry to improve the experience of graduate students. The group also works with other Rice graduate student associations. **Website**: https://chemistry.rice.edu/cgsa
RICE UNIVERSITY Graduate and Postdoctoral Studies	**Office of Graduate and Postdoctoral Studies** Governs programs beyond the undergraduate degree. In addition to managing admissions, degree requirements, and finances, GPS supports professional development and offers diverse programs to improve graduate student success. **Website**: https://graduate.rice.edu/
GSA	**Graduate Student Association (GSA)** The inclusive governing body of all Rice students enrolled in a graduate-level degree program committed to enriching the graduate student experience. The GSA provides programs and services aiding in the recruitment and retention of graduate students, represents graduate student interests and values to the Rice administration, and builds a strong sense of community both on and off campus. **Website**: https://gsa.rice.edu/ **Contact**: gsa@rice.edu
RICE UNIVERSITY Center for Career Development	**Center for Career Development (CCD)** Offers programs, services, coaching, and resources to guide you in pursuing your career goals. Through career education, job & internship connections, and career competency integration, they equip students with the skills and confidence needed to discover their interests and navigate their career journey from college to graduation and throughout their lives. **Website**: https://ccd.rice.edu/
Professional Development	**Professional Development Resources** A collection of resources to help you grow both academically and professionally. **Website**: https://graduate.rice.edu/resources/profdevelopment
Center for Academic & Professional Communication	**Center for Academic and Professional Communication (CAPC)** CAPC serves as the communication support hub for any written, oral, and visual communication projects. Staff and peer consultants assist undergraduates, graduates, post-docs, faculty, and staff through one-on-one consultations, workshops, and other resources. They seek to empower students with the skills, tools, and confidence to become effective and successful communicators. **Website**: https://pwc.rice.edu/center-academic-and-professional-communication
RICE UNIVERSITY Center for Teaching Excellence	**Center for Teaching Excellence (CTE)** Fosters outstanding teaching through evidence-based practices, strong community building, and research in pedagogical sciences. Graduate Fellows develop and facilitate interactive workshops on a variety of teaching and learning topics. These workshops focus on foundational pedagogical knowledge and skills, and provide a space to reflect on and discuss teaching and learning with peers from across the disciplines. **Website**: https://cte.rice.edu/programs/graduate

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RICE UNIVERSITY Doerr Institute for New Leaders	**Doerr Institute for New Leaders** A large-scale leader development enterprise, committed to providing students with the opportunity to grow as leaders – at no cost. Through workshops, one-on-one and group coaching, and year-long immersive programs, they help students strengthen their skills, expand their self-awareness, cultivate a clear sense of purpose, and make an impact that lasts. **Website**: https://doerr.rice.edu/
RICE UNIVERSITY Fondren Library	**Fondren Library** Fondren Library provides access to scholarly information, research support, library instruction, and computing and study facilities for Rice undergraduates, graduate students, Ph.D. students, and postdocs. The website is an interactive guide that hosts information about books, articles, studies, reports, fellowships and grants, societies and agencies, ethical research, publishing and citation info, career info, and more. **Website**: https://library.rice.edu/ https://libguides.rice.edu/c.php?g=45066
RICE DIGITAL MEDIA COMMONS DMC	**Fondren Digital Media Commons (DMC)** Supports the creation and use of multimedia in education, scholarship, and creative expression. Working toward this end, we provide services that include hands-on training, assistance with digital projects, and access to the essential tools for creating digital resources such as digital video and audio, images and animations, PowerPoint presentations, web pages, and more. **Website**: https://library.rice.edu/places/dmc
RICE DATA SCIENCE CONSULTING CLINIC	**Rice Data Science Consulting Clinic** The Data Science Consulting Clinic offers advice and assistance on all your data science challenges. Run by Rice data science faculty and students, the clinic is open to all members of the Rice community and offers free, drop-by consulting. **Website**: https://datascienceconsult.rice.edu/
Fondren Library's grad & postdoc LIBGUIDE	**Fellowship Databases** The Office of GPS website and Fondren Library have a searchable fellowship databases for funding sources and opportunities. **Website**: https://graduate.rice.edu/fellowship-opps https://libguides.rice.edu/phd_pdoc/fellowsihps_grants
RICE | ALLIANCE Rice Alliance for Technology and Entrepreneurship	**Rice Alliance for Technology and Entrepreneurship** Rice University's nationally recognized initiative devoted to the support of technology commercialization, entrepreneurship education, and the launch of technology companies. Our mission is to support the creation and success of startups and the commercialization of new technologies in the Houston community and beyond. We lead programming and activation in the Ion. **Website**: https://alliance.rice.edu/
OwlNest Discover. Engage. Connect.	**OwlNest** Rice's student engagement platform where you can find the full list of registered student organizations and upcoming events. **Website**: https://owlnest.rice.edu/

RICE NATURAL SCIENCES
Department of Chemistry

RICE UNIVERSITY Rice Student Center	**Rice Student Center & Office of Student Activities** Located in the Rice Student Center, they oversee the activities of various campus-wide student organizations, student requests for facilities usage, rentals, and the coordination of various leadership development programs. **Website**: https://studentcenter.rice.edu/ https://ga.rice.edu/undergraduate-students/student-services-organizations/clubs-organizations/
RICE UNIVERSITY Student Health Services	**Rice Student Health Services** Provides preventive and outpatient clinical care for the students of Rice University. Student Health is located on-campus and available to all eligible students regardless of insurance coverage. Appointments are included in student fees; however, additional services such as laboratory tests, vaccines, and other procedures may incur separate charges. **Website**: https://health.rice.edu/
RICE UNIVERSITY Wellbeing and Counseling Center	**Wellbeing and Counseling Center** Supports student development and success by providing a good first point of contact for students who want to talk to someone about solutions to their wellbeing and mental health concerns. The office is comprised of: • **Rice Counseling Center**: provides free, confidential mental health support for enrolled students, including in-person & remote individual counseling, crisis intervention, consultations, psychiatry, and referrals. • **Student Wellbeing Office**: helps devise solutions to resolve personal challenges, such as difficulty making decisions, adjustment issues, academic stress, navigating on-campus and off-campus resources, or other problems. **Website**: http://wellbeing.rice.edu **Contact**: wellbeing@rice.edu **Appointments**: (713) 348-3311
RWRC RICE WOMEN'S RESOURCE CENTER	**Rice Women's Resource Center** A community that fosters personal relationships and conversations. Their vision is to increase awareness of and sensitivity to gender issues in order to build a more supportive, dynamic atmosphere on campus. Through a series of educational and social events and programs, they hope to actively engage with diverse identities and facilitate critical discussion of gender issues. The center also serves as an innovative platform and safe space for expression and development of philosophies and ideologies. **Website**: https://women.rice.edu/
RICE UNIVERSITY Student Disability Resource Center	**Student Disability Resource Center (DRC)** The DRC is committed to advancing academic support through Wellness, Interconnection, Service, and Education (WISE), ensuring access to the educational environment for students. They also assist faculty, staff, and visitors with accommodation requests to help ensure equal access and opportunity. **Website**: https://sdrc.rice.edu/

Center for Early Childhood Education	**Rice Children's Campus** Operated by the Center for Early Childhood Education, the Rice Children's Campus is one of Houston's premier early learning facilities serving the children of Rice University faculty, staff, and students – from birth to age five. They are committed to providing the best possible educational experiences for the children in their care and offer an array of family programs grounded in the Montessori philosophy. **Website**: https://www.discovercece.org/
COLLABORATIVE for CHILDREN	**Child Care Search Tool** A database of childcare centers in the greater Houston area listing information such as ages served, special services, quality information, and more so you can easily identify which child care providers you would like to contact. **Website:** https://graduate.rice.edu/resources/families
RICE UNIVERSITY Volunteer	**Rice Volunteers** Diverse volunteer roles enrich the life of Rice's students, faculty, and alumni and offer meaningful ways for members of the Rice community to be involved with the university. Explore a range of opportunities, including alumni networking, mentoring students, assisting with recruiting events, and more. **Website**: https://volunteer.rice.edu/
RICE UNIVERSITY Office of International Students and Scholars	**Office of International Students & Scholars (OISS)** The OISS supports all Rice internationals – including degree-seeking students, visiting and exchange students, faculty, researchers, staff, and others – and the Academic Departments with all matters related to immigration, international compliance, and cultural adaptation. They seek to enhance our foreign visitors' stay in the USA, and particularly at Rice, by providing quality cultural, academic, regulatory, and social programs. **Website**: https://oiss.rice.edu/
International Education Week	**International Education Week** An opportunity to celebrate the benefits of international education and exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education promotes programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences. **Website**: https://oiss.rice.edu/iew
OISS ENGLISH & CULTURAL CLASSES	**OISS English & Culture Classes** OISS hosts a selection of free, volunteer-led English and Culture classes to help Rice students, scholars, and their families with acculturation to Rice and provide them with an opportunity to meet new people and practice English language skills. **Website**: https://oiss.rice.edu/english-class
OISS International Connections	**Rice International Ladies Network** The Rice International Ladies Network invites all international female students, scholars, and spouses to their monthly gatherings. **Website**: https://oiss.rice.edu/international-ladies