

**Interdepartmental  
Graduate Program  
in  
Nutritional Sciences  
(IGPNS)  
Handbook**

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\*For students entering the program AFTER fall semester 2020, IGPNS no longer has Emphasis groups. Current students admitted fall 2020 or before must contact the Graduate Coordinator to opt into this curriculum change.

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- Preliminary Exam Forms
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- Defense/Thesis Presentation Forms
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# **UW Madison Graduate School Degree Requirements**

## **Doctoral Degrees:**

- Minimum Graduate Degree Credit Requirement: 51 credits
- Minimum Graduate Residence Credit Requirement: 32 credits
- Minimum Graduate Coursework (50%) Requirement:
  - At least 50% of credits applied toward the graduate degree credit requirement must be in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's [Course Guide](#).
- Overall Graduate GPA Requirement: 3.00

## **Masters Degrees:**

- Minimum Graduate Degree Credit Requirement: 30 credits
- Minimum Graduate Residence Credit Requirement: 16 credits
- Minimum Graduate Coursework (50%) Requirement
  - At least 50% of credits applied toward the graduate degree credit requirement must be in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's [Course Guide](#).
- Overall Graduate GPA Requirement: 3.00

## **Transfer Credits**

Transfer credits are divided into two categories, core courses and elective credits. If you decide to transfer courses, please be aware of the Graduate School's [Minimum Credit Requirement](#) and [Minimum Credit in Residence](#) policy.

Transfer substitutions for IGPNS Core Course must be approved by the Nutritional Sciences department. These courses include (NS 600, NS 619, NS 621, NS 623, NS 625, NS 626, NS 627). Students should provide a final grade and syllabus to the IGPNS Graduate Coordinator. If approved, this work will not appear on a UW-Madison transcript.

Transfer substitutions for Elective Courses must be approved by your Advisory Committee. Students should provide their committee with a final grade and syllabi to their research mentor and committee members. If approved, this work will not appear on a UW-Madison transcript. Students are also expected to inform the IGPNS Graduate Coordinator of their committee's decision.

# **IGPNS Degree Requirements**

## **Background Course Requirements:**

- General Chemistry, 2 semesters, equivalent with laboratory
- 1 semester of calculus or statistics
- Biochemistry course with an organic chemistry prerequisite
- Biological sciences, 2 semesters, equivalent
- Physiology, 1 semester, equivalent
- Organic Chemistry, 1 semester, equivalent

## **All Students**

### **IGPNS Core Courses:**

- NS 600: Introductory Seminar (1 cr)
- NS 619: Advanced Nutrition (3 cr)
- NS 621: Introduction to Nutritional Epidemiology (1 cr)
- NS 623: Advanced Nutrition: Minerals (1 cr)
- NS 625: Advanced Nutrition: Obesity and Diabetes (1 cr)
- NS 626: Experimental Diet Design (1 cr)
- NS 627: Advanced Nutrition: Vitamins (1 cr)

### **IGPNS Seminars**

- NS 931: Advanced Nutrition Seminar (1 cr)
- NS 901: Biochem Seminar in Nutrition (1 cr)
- NS 881: Seminar Topics in Human and Clinical Nutrition (1 cr)
- AN SCI or DY SCI 931: Animal/Dairy Sciences Seminar (1 cr)

### **Other Courses:**

- NS 799: Practicum in Nutritional Sciences Teaching (1-3 cr)
  - Waived if students have prior teaching experience.

## **As Needed by Emphasis Group\***

### **Additional Animal Nutrition Emphasis Group\* Requirements:**

- A. Animal nutrition course that emphasized feed formulation- may also meet requirement C (above) if the course has a biochemistry prerequisite.

### **Additional Biochemical and Molecular Emphasis Group\* Requirements:**

- A. A total of 3 quantitative laboratory courses selected from analytical chemistry, organic chemistry, physical chemistry, biochemistry, molecular biology, etc.

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**Background Deficiencies** – Deficiencies in background courses will be identified by the Admissions Committee and must be completed during your first year in the program. The Graduate Coordinator Chair must sign your certification form approving all coursework completed at UW to satisfy these deficiencies. Any appeal of identified deficiencies by you and your major professor should be made to the chair of the Nutritional Sciences Department during your first year. You will need to provide adequate documentation (course description, text title and syllabus) to support any request for courses you wish to use as substitutes. Courses taken to fulfill deficiencies do not count toward degree requirements.

### **Credit Load**

**Non-dissertators:** Until their course and preliminary exam are met, students receiving annual assistantships must register for 12 credits per semester and for at least two credits per general eight-week summer session.

**Dissertators:** After completion of course requirements and filing of the signed Preliminary Exam warrant with the UW Graduate School, Ph.D. dissertators must register for three credits per Fall and Spring semesters and the general eight-week Summer session. Dissertators are required to take NS 931 Advanced Nutrition Seminar (1 cr) whenever offered. They are also required to take an Emphasis Group Seminar (NS 881, NS 901, AS 931) whenever offered and the remaining credits (1-3) should be research (NS 991). Dissertators may not take more than three credits per semester.

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## **Your First Semester**

### **Activate Your NetID:**

You will need your NetID and password to access the My UW-Madison portal at [my.wisc.edu](http://my.wisc.edu). To activate your NetID click on the ACTIVATE NETID button from the My UW Madison login screen. Enter your 10 digit student campus ID number and birthdate. The NetID you create and password you enter are keys to your access to the MyUW portal, so make a record of it and keep it private. If you are unsure about your NetID and password, contact the [DoIT Help Desk](mailto:DoITHelpDesk@wisc.edu) at 608-264-4357.

**Enroll in Courses:** With the assistance of the Graduate Coordinator.

### **Get your UW Photo ID Card (Wiscard)**

Get your UW ID card - Wiscard - photo taken at the Wiscard Office (<http://www.wiscard.wisc.edu/contact.html>) in Union South, room 149, M-F 8:30 am - 5:00 pm. You must be enrolled and have valid identification, such as a valid driver's license, passport, or state ID) to get your photo ID.

### **Orientation:**

New student orientation will be held the week before classes start for your first year. During orientation you will fill out the required paperwork for payroll and health insurance and register for your classes. Some of the week will be spent with scheduled talks given by faculty who are recruiting graduate students to join their labs.

### **Lab Rotations:**

In your first semester, you will spend time working in the labs of three professors whose work interests you. One of these will probably become your major professor. Therefore, these lab rotations are one of the most important things that you will do in your first year in Madison. The brief descriptions of research given in the rotation talks during orientation week should assist you in selecting the laboratories to visit. Expect to spend about five weeks in each of the three labs during the first semester. Additional rotations are allowed if a match cannot be made with the first three rotations. For students who are not on a fellowship or training grant, or are not direct admits, financial support is provided by the program through the period of rotations.

Managing grades while rotating: During rotations, students want to make sure they are maintaining the IGPNS and Graduate School minimum cumulative GPA of 3.00. With that said, it is imperative students be present and thorough within their rotating labs.

### **Selection of a Major Professor:**

Normally selection of major professors occurs in mid-December. Until a major professor is determined, students will be assigned to the program director as their advisor. When you select your major professor and start to work in the lab, we recommend using the [IGPNS Mentor-Mentee Guidelines](#). When a match is made between a major professor and a graduate student, the

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laboratory will provide funding to the graduate student contingent upon satisfactory progress in their program and in their research. Once placed in a lab, the graduate coordinator will continue to provide enrollment guidance on program requirements and seek guidance from their major professor on additional coursework.

### **Directly Admitted Students:**

Under rare circumstances, a student may be admitted directly to a faculty's research group. This typically arises from an introduction outside the normal admission process. Such students ("direct admits") do not participate in laboratory rotations but must meet the same application requirements as other students applying to the Graduate School and to IGPNS. Direct admits are also required to participate in all Program orientation events the week before the fall semester in which they matriculate. When having expectation conversations with your major professor, IGPNS recommends using the [IGPNS Mentor-Mentee Guidelines](#).

**First Paycheck:** Your first paycheck will arrive October 1<sup>st</sup>.

### **Pick up your Free Madison Metro Bus Pass:**

As a UW student, you can pick up a bus pass at no charge from the Memorial Union at the beginning of the fall and spring semesters. Visit the ASM Web site for more information on Madison Metro bus services: <http://www.asm.wisc.edu/resources/buspass/>. Be sure to bring your UW Photo ID card. Prerequisite: You must be enrolled.

### **Attend the New Graduate Student Welcome, hosted by the Graduate School**

This event provides a great opportunity to mingle with Graduate School deans and staff, hear from a panel of current students about grad student life, learn about the many campus and community resources available to you, and meet other new graduate students from across campus. Learn more and register here: <http://grad.wisc.edu/newstudents/ngsw/>

### **Develop a Vacation Time Policy with your PI (when placed or right away if a direct admit):**

Each student is expected to notify their major professor/PI well in advance of when they plan to be absent from campus. How long in advance is the decision of the professor. This and any lab policies about the timing of vacations and the total amount of annual vacation should be discussed with the major professor prior to (e.g. during rotations) or at the time of entering the lab. If a student is enrolled in classes, it is inadvisable to schedule a vacation during the semester

### **Optional Minor for PhD Students**

A minor is not required for the Ph.D. degree. Students that elect to complete a minor may choose a program that consists of course work in a single department (**Option A**) or it may be distributed between different departments (**Option B**) relevant to Nutritional Sciences. Because of the interdepartmental nature of the graduate program, some courses may be used to fulfill both IGPNS and minor course requirements ([see form](#)).

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## **Optional Minor for PhD Students (cont.)**

**Option A** requires a minimum of 10 graduate-level credits earned in a single department. Students interested in an **Option A** minor should check with the minor department for details. Completion of this minor is certified by the minor professor, a member of the student's Ph.D. Advisory Committee.

**Option B** requires you to complete a minimum of 10 graduate-level credits in two or more departments outside the Department of Nutritional Sciences in courses selected for their relevance to a particular area of concentration.

### **Managing Grades After Rotations**

While your graduate GPA is unlikely to be a main criterion for selection by a future employer, "A" grades do provide evidence of scholarly ability and knowledge and may well be highlighted in letters of recommendation for employment and fellowship applications. Therefore, you are advised to strive for excellence in your course work.

PhD-level coursework requirements for the major and Option A minor (if applicable) are aimed at preparing a student for a career-long profession of advanced study. A student cannot become a dissertator until all required coursework is completed with grades that meet or exceed the minimum standards within the Option A minor (if applicable), and the Graduate School cumulative GPA (3.00). Students also cannot graduate with unresolved incomplete ("I") or unsatisfactory ("U") grades.

### **Satisfactory Progress:**

Success in the PhD program is determined by satisfactory progress in both coursework and research. Student coursework is determined by Program requirements as well as by the student's thesis committee. The committee may require or suggest additional courses that aim to help the student in their research. Satisfactory progress in the lab is determined by the student's thesis advisor and thesis committee. This includes, but is not limited to, adequate working hours in the lab, participating in lab meetings and required training, and keeping detailed laboratory notebooks in the format required by the thesis advisor. If a student is not making satisfactory progress, the thesis advisor will consult with the student's thesis committee and the student may be dismissed from the Program.

### **Individual Development Plans**

Graduate students (and postdoctoral fellows) who are supported by National Institutes of Health (NIH) funds are required to create and maintain an individual development plan (IDP) to help them set, track, and achieve their professional goals. The contents of the IDP may be kept confidential by the student, but the student's thesis advisor is required to report IDP activity annually.

As such, IGPNS has determined that students are required to complete an IDP, and should use their annual progress report meetings as the venue for sharing with their thesis committee as much

information about their IDPs as they are comfortable sharing. Thesis advisors can use this information to demonstrate their compliance with this NIH requirement. Templates, guidelines, and other resources for IDP development and maintenance are available at [www.grad.wisc.edu/pd/idp](http://www.grad.wisc.edu/pd/idp).

# PhD Requirements

## **IGPNS PhD Timeline and Checklist**

### 1<sup>st</sup> Semester

- Attend new student orientation
- Register for first semester courses (must include NS 600)
- Obtain approval from Nutritional Sciences Department regarding background deficiencies
- Select and Emphasis Group\*
- Participate in rotations/major professor selection (not applicable to direct admits)

### 2<sup>nd</sup> Semester

- Establish a plan of coursework with your major professor
- Begin research
- Begin to form your advisory committee (major professor + 2 are sufficient at this time)
- Prepare initial [IDP](#) (updated annually)
- Have 1<sup>st</sup> meeting with advisory committee (course plan approval, introduce research topic)

### 2<sup>nd</sup> year

- Finish coursework
- Continue research
- Complete TA or learning intern requirement (if not completed by prior experience)
- Finish assembling advisory committee
- Hold annual committee meeting

### 3<sup>rd</sup> Year

- Finish any uncompleted coursework
- Request warrant 3 weeks prior to preliminary exam
- Hold preliminary exam
- Continue research

### 4<sup>th</sup> year

- Continue research
- Hold annual committee meeting

### Final Year

- Complete Research
- Give Seminar in NS 931
- Request defense warrant 3 weeks before defense
- Submit dissertation to committee (2 weeks prior to defense date)
- Defend Dissertation

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# PhD Requirements

## **Your PhD Advisory Committee**

The PhD Advisory Committee is the committee of faculty who will advise you with regard to major and minor requirements, certification, teaching requirements, and research topic and execution. It will also act as your Preliminary Examination Committee and as the final Dissertation Examination Committee. After your major professor, this committee is the primary monitoring instrument to assure satisfactory progress toward your degree.

When you have identified a major professor and joined their lab, that professor will assume the role of your primary advisor. Prior to July 1<sup>st</sup> after your second semester, you will form a PhD Advisory Committee consisting of 3-5 faculty members, including your major professor. While a committee of three members is sufficient at this time, you will need to select a full five-member committee prior to taking the Preliminary exam. Your committee membership must be approved by submitting a certification form to the Graduate Program Coordinator. Your committee must consist of 3-4 IGPNS members (one of who must be a member of the Department of Nutritional Sciences) and 1-2 must have a graduate program affiliation outside of the IGPNS. If a committee member is a trainer in the IGPNS and also in another program (e.g. IPiB, CMB, etc.) and their name can be found on that second program's website, they can fulfill the role of the outside member. The major professor cannot serve as the outside committee member.

No one has more at stake in a graduate program than the student. To obtain a quality education, the student must play an active role in:

- choosing a concerned, knowledgeable committee
- scheduling annual progress report meetings
- informing the membership
- designing a challenging, high-quality learning program.

If an Option A minor is chosen, one member needs to be a professor from the minor department. Under normal circumstances, the committee membership will remain the same for the entire period of the student's graduate career. However, if your research focus changes and faculty with different expertise are needed, changes in the committee membership can be made. The final membership of your committee must be approved by the Graduate Program Coordinator.

### **Committee Changes:**

Typically, a thesis committee is appointed for the duration of a student's degree program. Temporary or permanent committee changes will be considered by the IGPNS Executive Committee if a request, approved by the thesis advisor and the student, is submitted to the IGPNS Coordinator for IGPNS Executive Committee consideration. (A request by email that is copied to the thesis advisor is acceptable to demonstrate advisor approval.) Any requested changes to the committee makeup require prior verbal or email approval from the new member.

# PhD Requirements

## **Informal Establishment of a Second Mentor:**

Graduating students have revealed that many have benefited from establishing a strong interaction with a second mentor who may or may not be a member of the thesis committee. These interactions typically arise from a shared research interest and provide an opportunity to obtain additional guidance in professional development. It may also lead to a second significant letter of recommendation. It is recommended that students seek out such mentorship in the first couple years of their graduate degree.

## **Annual Meetings:**

After you attain dissertator status, (i.e. completion of course work and preliminary exam), you are required to organize an annual meeting with at least three members of your advisory committee. During these annual meetings, anticipated timelines for progress of the research project should be discussed and concrete guidance should be given about completing the dissertation. You must file an [Annual Progress Meeting Report Form](#) signed by your committee with the Graduate Program Coordinator each year by November 1<sup>st</sup>. **Spring semester registration will be blocked if this form is not submitted.**

# PhD Requirements

## Certification Process for the Ph.D.

The certification process is how we track your progress through grad school and ensure that all requirements for graduation are met at the appropriate times. Therefore, at specific points during your training, your completion of program requirements must be certified. The major landmark events are summarized on the following table and described in more detail below

Requirement	Certified by:	Completion Date
Background requirements	Admissions Committee and Program Director	1 <sup>st</sup> year <sup>1</sup>
First Year Students meet with Ph.D. advisory committee	This committee does not need to be certified until you fill out the certification form for your preliminary exam and then the Graduate Program Coordinator will approve	1 <sup>st</sup> year by July 1 <sup>st</sup>
Core courses	Graduate Program Coordinator	5 <sup>th</sup> semester <sup>2</sup>
Emphasis group* requirements	Graduate Program Coordinator	2 <sup>nd</sup> - 3 <sup>rd</sup> year
Minor (Optional)	Director of IGPNS	2 <sup>nd</sup> - 3 <sup>rd</sup> year
Preliminary Exam <sup>^</sup>	Ph.D. Advisory Committee	2 <sup>nd</sup> - 3 <sup>rd</sup> year
Annual Progress Meetings	Graduate Program Coordinator	2 <sup>nd</sup> - 5 <sup>th</sup> year
Dissertation Preparation/Defense <sup>3</sup>	Ph.D. Advisory Committee & Graduate Program Coordinator	5 <sup>th</sup> - 6 <sup>th</sup> year

<sup>^</sup>You will need to resubmit the certification form and committee members' names at least two months before this exam.

<sup>1</sup>Must be completed within year one unless exception granted after written request from student.

<sup>2</sup>In all but exceptional circumstances, students must complete core courses by the end of their fifth semester.

<sup>3</sup>Request defense warrant at least 3 weeks before exam/defense.

### Certification Procedure

Each student will have an IGPNS **Certification Form** ([see forms tab](#)) that is the official record of your progress toward completion of the degree requirements. Your major professor's signature is required when you submit the Certification Form. This form is retained in the IGPNS files, but you will need it at various stages to update course work and seminars and can request a copy anytime you need one. The steps in your Ph.D. program when you will need committee action and certification are detailed below.

#### Year 1:

The IGPNS Admissions Committee will either approve your background courses as complete or determine what course deficiencies remain. The Graduate Coordinator must sign your form approving all coursework completed at UW to satisfy background deficiencies identified in your letter of admission. You and your major professor will select the members of your advisory committee. These

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# PhD Requirements

two actions will be recorded on the certification form. Before July 1<sup>st</sup> of your first year, your advisor and at least two of your advisory committee members must meet and review your suggested courses, and to introduce your potential research to your committee. The goal of this meeting is to help you early in your research career. Additionally, you will be expected to have begun your Individual Development Plan (IDP), see [Individual Development Plan](#), in order to discuss with your committee. A form documenting this meeting will be completed by your major professor and filed in your IGPNS program academic file (see [First-Year Advising Committee Meeting](#) under [form tab](#)). A certification form documenting your proposed coursework will be completed and sent to your advisory committee one week prior to your meeting. Upon completion of your meeting, the form will be filed in your IGPNS program academic file (see [Certification Form](#)). This form will be updated each semester with grade or course changes. Your proposed course work program must be approved by the IGPNS Graduate Program Coordinator. If you are going to obtain a minor, those courses require approval by the IGPNS Director of Graduate Studies. These approvals should be obtained as early as possible to aid you in planning your course work program.

## **Years 2-3:**

During this period, you should complete your course work and take your Preliminary exam. You will also most likely complete your teaching experience requirement during this period AND before your Preliminary Exam. If you served as a Learning Intern, you should ask the instructor of the course in which you participated to provide a written evaluation of your performance and submit this evaluation to the Graduate Program Coordinator. Completion of the teaching experience requirement will not be recorded on your certification form until this evaluation is provided. If you satisfy the teaching requirement by serving as a Teaching Assistant, a written evaluation is not required but is recommended as a formal way of providing feedback on your performance. Satisfactory completion of the first preliminary exam is recorded on the IGPNS Certification Form at the time of the exam, and on the Graduate School warrant.

## **Years 3-5:**

During this period, you should complete all remaining requirements for your degree, including the dissertation and annual progress meetings with your committee. The IGPNS will not submit the final Ph.D. Committee form to the Graduate School until **all** program requirements (background course requirements, major courses, minor courses, teaching requirement, seminars, and preliminary exam) have been met and verified by the Graduate Program Coordinator



# PhD Requirements

## Course Work and Examination Process for the Ph.D.

### IGPNS Core Curriculum

	<u>Course</u>	<u>Title</u>	<u>Credit(s)</u>	<u>Typically Offered</u>	<u>Notes</u>
<b><u>NS Lecture Series (Core)</u></b>	NS 619	Intermediary Metabolism of Macronutrients	3 credits	Sp	
	NS 621	Introduction to Nutritional Epidemiology	1 credit	Sp	
	NS 623	Minerals	1 credit	F	
	NS 625	Obesity and Diabetes	1 credit	Sp	
	NS 626	Experimental diet design	1 credit	F	May waive if completed course in feed formulation
	NS 627	Vitamins	1 credit		
<b><u>NS Seminar Series</u></b>	NS 600	Intro Seminar	1 credit	F	
	NS 931	Advanced Seminar	1 credit	F, Sp	Every semester
<b><u>Emphasis Group Seminars</u></b>					
	NS 881		1 credit		<b>every semester at least 3 cr. for a letter grade.</b> A seminar course from outside IGPNS could be substituted for one of the three required emphasis groups seminar.
	NS 901		1 credit		
AS 931		1 credit			
<b><u>Teaching Experience</u></b>					
	NS 799		1-3 credits	F, Sp	Or equivalent experience

### **Elective Requirements for IGPNS (without emphasis groups\*)**

Students select 6 credits of electives from the following or from other courses in consultation with their advisor(s). Options for elective credits can be found on the [Recommended Electives List](#).

# PhD Requirements

## **Emphasis group\* Requirements:**

Emphasis Group Seminar (NS 881, 901, or AS 931), **every semester at least 3 cr. for a letter grade.** A seminar course from outside IGPNS could be substituted for one of the three required emphasis groups seminar.

## **Animal Nutrition\***

Minimum of 14 course credits. The following courses are examples; consult the current Schedule of Classes for new course offerings.

1. Statistics 571, 572 (8 credits)
2. Laboratory course (2 credits)
  - a. (e.g. Biochem 651 or 653, Biomolecular Chem 504 or 612; AHABS 529 or 701)
3. An Animal Nutrition course (400 level or above; 2 credits)
4. Research credits to meet the University of Wisconsin-Madison requirement of at least 51 total graduate credits, of which 32 credits must be in residence.

## **Biochemical and Molecular Nutrition\*:**

Minimum of 12 credits. The following courses are examples; consult the current Schedule of Classes for new course offerings.

1. Biochemistry 601, 604, 612, 620, 624, 625, 630, 651, 660, 665, 702, 703, 711, 712, 801, or equivalent (3 cr.)
2. Additional coursework (minimum of 1 cr. excluding seminar) in nutrition, biochemistry, or related areas. A quantitative methods course greater or equal to 2 cr. is required. In addition, this emphasis group requires a course in statistics that may have been taken either as an undergraduate or as a graduate student. See website for potential courses.
3. Research credits to meet the University of Wisconsin-Madison requirement of at least 51 total graduate credits, of which 32 credits minimum must be in residence.

## **Human Nutrition\*:**

Minimum of 12 credits of level 400 or above. The following courses are examples; consult the current Schedule of Classes for new course offerings.

1. Laboratory or an advanced-level quantitative methods course,  $\geq 2$  cr. Biochemistry, Biomolecular Chemistry, Animal Health and Biomedical Sciences, Zoology, Statistics, Analytical Chemistry, or Genetics (including population modeling). See website for potential courses.
2. Students must have demonstrable skills in statistics which may be gained by completing courses in a minor or distributive minor.
3. Research credits to meet the University of Wisconsin-Madison requirement of at least 51 total graduate credits, of which 32 credits minimum must be in resident

# PhD Requirements

## Teaching Experience

All students in the IGPNS Ph.D. degree program are required to obtain some classroom teaching experience. This experience is gained by assisting a professor or instructor in a classroom environment for at least one semester as a Learning Intern or as Teaching Assistant. You will receive notification in May of your first year informing you of which courses in the Department of Nutritional Sciences have openings for Learning Interns and asking your preference for a teaching assignment. You will be informed of your assigned course in June. As a Learning Intern, you must enroll in Nutritional Sciences 799 under the direction of that courses professor. Credits (1-3) are assigned after consultation with the course instructor. TAs do not enroll in 799 but rather receive stipend support.

For Learning Interns, the instructor's written evaluation of your performance certifies completion of this requirement ([see forms](#)). This requirement may be waived for students presenting evidence of prior teaching experience.

While it is helpful to complete the teaching experience prior to your preliminary exam, students may complete this requirement after achieving dissertator status.

# PhD Requirements

## **Overview of the Preliminary Exam**

The IGPNS has one Preliminary Exam. The exam is focused on a written research proposal that you prepare and distribute to your committee prior to the exam. Your PhD advisory committee will also serve as your examination committee for this exam. The student is responsible for presenting all necessary forms and files at examinations. You must complete all coursework prior to taking your preliminary exam.

### **Timing and Scheduling of the Exam**

Note that **you must take the exam by the end of the sixth semester; summer session does not count as a semester**. Under exceptional circumstances (i.e., an interruption in graduate training) this policy can be modified if the student and faculty advisor petition the Graduate Program Coordinator.

**Note that the exam requires a warrant from the Graduate School requested 3 weeks prior to the exam.**

The Preliminary Warrant Request Form is available on the Nutritional Sciences website. <https://nutrisci.wisc.edu/graduate/m-s-ph-d/current-students/preliminary-warrant-request/>

This form will go directly to the Graduate Coordinator who may then request your warrant.

You must also inform the Graduate Program Coordinator of the date/time/location of your exams, and schedule a room within the Nutritional Sciences building, if needed.

When this exam has been successfully completed, the committee members will sign the warrant and the Graduate School will admit you to dissertator status.

### **Forms and Items Needed for the Preliminary Exam:**

1. Warrant—requested from the Graduate Coordinator 3 weeks prior to preliminary exam
2. Overall Evaluation of Preliminary Exam—print one copy for your mentor
3. Evaluation of Preliminary Exam Performance—print enough copies for your committee

### **Policy of Retaking Examinations:**

Should your committee decide that the exam needs to be taken again you must, except under special circumstances, do so within 6 months. You and your mentor must petition the Graduate Program Coordinator, in writing, to receive a waiver of this requirement. Students may not take an exam more than twice.

# PhD Requirements

## Preliminary Exam

### **Objective and Format of the Preliminary Exam:**

Successful completion of a Ph.D. degree requires that the individual is capable of performing original research. One indicator of this is the capacity to use previously known as well as new information to synthesize new ideas or hypotheses. Thus, the purpose of the research examination is for the student to demonstrate the ability to define a research problem and to plan and describe approaches for addressing an area of interest. You should show an ability to focus a series of experiments or research efforts towards answering a specific research problem. This examination provides you with an opportunity to illustrate your ability to develop new hypotheses and to design experiments that test those hypotheses. The proposal usually focuses on your doctoral research but another topic can be selected for this exam by you and your mentor. **The completed research proposal must be given to the examination committee TWO WEEKS prior to the exam.**

An important role of the examination committee is to provide you with feedback and suggestions regarding the proposed research and to stimulate constructive student/faculty interaction on the research problem. To this end each committee member will complete an evaluation form of the research proposal and exam ([see Forms](#)). The major professor will collect the forms and record the ratings on an overall evaluation form for the IGPNS records. The major professor will discuss the committee's evaluations and recommendations with the student. After a successful defense of the proposal, your mentor will sign your Overall Evaluation of Research Exam form ([see Forms](#)) to document their approval.

The recommended structure of the research proposal is the same as that used for F31 proposals submitted to the National Institutes of Health (NIH). The NIH format was selected as an outline for the research proposal because it encompasses the essential elements of a description of any proposed research. In addition, once completed, your proposal can be submitted to the NIH for funding; this is a great accomplishment to have on your c.v. If you would like to submit your proposal to an agency that uses a different proposal format, you may use that alternative format with PRIOR approval of your Ph.D. advisory committee.

**General Information and Format for the Written Proposal:** You and your mentor are expected to discuss the objectives of the proposal and the concepts to be addressed in your experimental design. **However, the major professor, or any other faculty member, shall not review or provide comment on any draft of the proposal until it is distributed to the Ph.D. advisory committee.** The proposal should be your own work but you may have other students or postdoctoral investigators read the proposal for continuity and clarity before it is distributed to their committee.

# PhD Requirements

## **Format of the Research Proposal:**

The proposal should not exceed **14 double-spaced pages**. Figures and tables are included in the 14-page total but references are not. Prepare the application using Arial, Helvetica, Palatino Linotype, or Georgia typeface in black font color at 11 points or larger. The margins should be at least 0.5 inches on all sides. Tables and figure should be interpretable on their own. That is, they should have a descriptive title and a brief legend that gives the relevant information. References cited in the proposal should include all the authors (i.e., not Jones, et al) and the full title and inclusive page numbers. Twenty to thirty references should be enough for most proposals.

**Specific Aims (1-2 pages):** The proposal should begin with a brief overview of the research area that indicates what aspects/issues in the field have not yet been fully addressed. This should be followed by a brief description of the overall hypothesis and the research that is being proposed to test the hypothesis. For most research problems 2 to 3 specific aims (objectives) can be derived from the overall hypothesis you propose to test. The individual aims should be stated using a single sentence format. The aims should reflect a logical progression or approach to the solution of the overall research problem. This section of the proposal should describe how the aims test the overall hypothesis.

**Research Strategy (12-13 pages):** The Research Strategy section is divided up into three subsections, Significance, Innovation, and Approach. If you have multiple Specific Aims, you can address Significance, Innovation and Approach for each Specific Aim individually, or address Significance and Innovation collectively and provide separate Approach sections for each Specific Aim.

### 1. Significance.

In this section, address the following:

- Explain the importance of the problem or critical barrier to progress in the field that the proposed project addresses.
- Describe the scientific premise for the proposed project, including consideration of the strengths and weaknesses of published research or preliminary data crucial to the support of your application.
- Explain how the proposed project will improve scientific knowledge, technical capability, and/or clinical practice in one or more broad fields.
- Describe how the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field will be changed if the proposed aims are achieved.

# PhD Requirements

## 2. Innovation.

In this section, address the following:

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

## 3. Approach.

For each aim, you will need to describe the background information and preliminary studies that are required to put your aims and experimental design into context. This discussion should be a concise review of published research that is relevant to the proposed research. You should summarize and critically evaluate the evidence from the literature that you used as the basis for your hypothesis. It provides the justification for, or the reasons why, you have selected the specific objectives of the research. The preliminary studies that you describe should be directly relevant to the aims you propose. For each specific aim, a series of experiments or field exercises should be described that allows this aim to be accomplished. Experiment(s) you propose to conduct during the first year or two should be described in reasonable detail. However, excessive details should be avoided unless they describe a new/novel method or aspects of a method that are central to the proposed research. Methodology for subsequent experiments (i.e., beyond year 2) can be described more briefly. Students should realize that the direction of future experiments frequently depends on the results obtained in the initial series of experiments. Thus, the student should have thought through alternative approaches that could be discussed in the oral presentation.

For each aim, address the following:

- Describe the overall strategy, methodology, and analyses to be used to accomplish the specific aims of the project.
- Describe the experimental design and methods proposed and how they will achieve robust and unbiased results. Include how the data will be collected, analyzed, and interpreted.
- Discuss potential problems, alternative strategies, and benchmarks for success anticipated to achieve the aims.
- If the project is in the early stages of development, describe any strategy to establish feasibility, and address the management of any high-risk aspects of the proposed work.

# PhD Requirements

- Explain how relevant biological variables, such as sex, are factored into research designs and analyses for studies in vertebrate animals and humans. For example, strong justification from the scientific literature, preliminary data, or other relevant considerations, must be provided for applications proposing to study only one sex.
- If your study involves human subjects, you are expected to explain how relevant biological variables are important to the proposed experimental design and analyses.

## **Proposal Preparation: (Some Helpful Hints and Common Pitfalls)**

You should start writing your proposal with an outline of your hypothesis, specific aims and methodology. However, as you finish writing you should reexamine, and perhaps rewrite, your specific aims. Check that your specific aims actually test your hypothesis and that the proposed experiments address your specific aims. It is not uncommon to rewrite the abstract and specific aims after the proposal is written, to reflect your changing thoughts about your research goals. Additional questions that should be considered: 1) What results do you anticipate? 2) What alternative approaches do you envision should you need to change direction on some aspect(s) of the research? 3) How long will it take to accomplish experiment X or Aim X?

Once your first draft is written ask yourself the following questions:

- a. Is the proposal overly ambitious?
- b. Are my experiments clearly presented? Is there enough detail in the experimental section, at least for the first year or two of research? Have I provided sufficient explanation (justification) concerning why I proposed these specific aims (objectives)?
- c. Is the literature review the proper length? Is it too long?
- d. What did my peers think of the proposal? Did they follow/understand the proposal?

**Oral Presentation to your committee:** A 15- or 20-minute oral presentation should be prepared to proceed the questioning. It should follow the basic outline of the written proposal. The amount of time devoted to each section of the talk (i.e., background; specific aims, etc.) should be similar to the relative extent to which each area was discussed in the written proposal.



# PhD Requirements

## **Dissertator Status**

Students should achieve dissertator status before the fifth semester if they:

- Registered for at least twelve credits per semester and two credits each summer (32 credits minimum);
- Successfully completed all required coursework (including the Option A minor, if selected), excluding seminar participation and the teaching requirement;
- Passed the preliminary examination.

When you achieve dissertator status it is imperative you enroll for exactly three credits every semester. Dissertators should register for one-two credits of advanced (991) research and one NS 931 seminar credit each fall and spring semester. If your desired emphasis group seminar is offered, you may adjust your seminar or research credits to accommodate the emphasis group seminar. In addition, if there is other coursework you may switch your NS 931 seminar and research credits. Please make the graduate program coordinator aware of this decision. Dissertators exceeding three credits per session will lose dissertator status and be assessed segregated fees at the (higher) non-dissertator rate. Exceptions to this requirement must be requested of and approved by the graduate student coordinator and the students' advisor committee.

## **Continuous Enrollment**

Once a student's signed preliminary warrant is filed, the student must be continuously enrolled as a dissertator through the day of depositing their PhD thesis. For this purpose, registration in a given academic term extends up to the first day of classes of the following term. If a student delays filing their thesis until or after the first day of classes of a given academic term, the student must register for that term.

Those who fail to maintain continuous enrollment are subject to a penalty of twelve times the current per credit fee (dissertator rate) and are personally responsible for payment of this penalty.

Exceptions to the continuous enrollment requirement may be made for dissertators who accept an internship during the summer session. Students should discuss their options with their thesis advisors, the IGPNS grad coordinator, and the Nutritional Sciences financial and human resource professionals.

Should a student take a leave of absence as a dissertator, upon their readmittance to the Program they must be enrolled for four full semesters (summer is considered a semester) before they may defend their thesis. Otherwise, the student will be personally responsible for paying full tuition for the semesters after their leave. This is a UW System requirement.

# PhD Requirements

## **Dissertation and Defense**

Your Ph.D. advisory committee will serve as your dissertation examination committee. **Two months** before you wish to defend your dissertation, you should resubmit to the Graduate Program Coordinator your **certification form** and, if needed, the names of substituted or additional committee members.

The Doctor of Philosophy, a research degree, requires documentation of your ability for independent investigation presented as a dissertation based on your original research. This dissertation must be submitted to your examining committee **TWO WEEKS BEFORE THE EXAM**. Your examination committee will assess your written dissertation and examine you principally in the area of your research. Approval by this committee as evidenced by their signatures on the Graduate School warrant represents the final step in awarding of the Ph.D. degree by the program. Please bring copies of the Thesis/ Dissertation Defense Performance Evaluation form with you to your defense ([see forms](#)).

*Dissertation defenses should be planned to be 20-30 minutes with time at the end for questions.*

As per Graduate School policy, Doctoral degree recipients must acknowledge in the dissertation contributions received from other individuals, including co-authors of published work that appears in the document, such as in designing the research, executing the research, analyzing the data, interpreting the data/ research, or writing, proofing, or copyediting the manuscript. Additionally, the co-advisor/ co-chair role is formalized then by including the following statement in advisor policy: The co-advisor/ co-chair will be designated on dissertation documentation.

While many programs include a dissertation defense seminar immediately prior to the defense, the IGPNS does not. Rather, you will be required to present a seminar in NS 931 during your last semester but this seminar need not coincide with your defense.

Shortly before or after your dissertation defense, contact the IGPNS Director of Graduate Studies to schedule an exit interview. This meeting provides you with the means to provide feedback on the program. Your experiences and insights are invaluable in helping us improve the IGPNS for current and future students.

Please note the following when picking your defense date. You should be enrolled in the semester in which you are defending. At the end of the semester there are dates referred to as the “window period”. If you feel you need to complete your dissertation in the intermediary time between semester, please talk to the Graduate Coordinator to ensure your enrollment in the correct semester.

# PhD Requirements

## Proposed Standards for Examining Dissertations

Excerpted from the Report by the Ad Hoc Committee on the Future of the Dissertation University of Wisconsin-Madison, April 11, 2016.

An acceptable dissertation completed in partial fulfillment of the PhD degree at the University of Wisconsin-Madison must have the following attributes, as recognized by the student's dissertation committee:

- **Focus:** A dissertation must clearly articulate a research problem or problems, a question or questions. It must specify the limits of the dissertation's investigation with respect to theory, knowledge, or practice within the field of study.
- **Appropriateness:** The methods and techniques applied in the execution of the dissertation must be recognized as appropriate to the subject matter and as fitting, original, and/or aesthetically effective.
- **Clarity:** The dissertation should communicate complex ideas in a form and manner that is clear and understandable to area specialists and, as appropriate, to readers beyond the specialty area.
- **Durability:** The description of the research and its major conclusions should be in a durable form (written or otherwise capable of being permanently archived).
- **Novelty:** The dissertation should embody scholarship that makes a substantive contribution to the field of study. The ideas, concepts, designs, and/or performances should move beyond the current boundaries of knowledge within the field of study.
- **Connectedness:** The dissertation should demonstrate a professional level of familiarity with, and understanding of, contemporary work in the field.
- **Quantity:** The dissertation should demonstrate an appropriately comprehensive investigation of the student's research area or artistic form.
- **Documentation and Replicability:** Documentation in the dissertation should be sufficiently thorough and of an appropriate standard and made available to ensure that the dissertation provides a useful starting point or reference for subsequent researchers, scholars and/ or artists.
- **Professionalism:** A dissertation should reflect high ethical and professional standards.

\*In developing these criteria, we drew on "The University of Melbourne Additional Information for Examiners when a Candidate is Submitting a Dissertation and Creative Work for an MPhil or Masters by Research Degree." In addition, we drew on the graduate level learning goals adopted by the UW Madison Graduate Faculty Executive Committee on November 14, 2014.

## PhD Requirements

### **Dissertation Preparation and Graduation Checklist**

- Create a ProQuest Account
- Apply for Graduation through your Student Center (Instructions on how to apply for graduation)
- Warrant—Request from your Grad Coordinator 3 weeks prior to your defense date
- Dissertation Deposit Fee—Go to Grad Portal to pay the \$90 dissertation deposit Fee
- Complete the Doctoral Exit Surveys (PDFs of survey completion must be entered into your ProQuest Account)
  - Survey of Earned Doctorates (SED) Certificate of Completion
  - Graduate School Doctoral Exit Survey (DES) Certificate of Completion
- Electronically deposit your dissertation (Please see the Guide to the deposit)
- Defense
- Upload an electronic copy of your fully signed warrant
- Receive email confirmation of successful dissertation deposit form the Graduate School Degree Coordinator

After submission of your thesis, you should obtain one copy for free. After that you will need to print an additional copy for the library and for the department of Nutritional Sciences. Talk to the Graduate Coordinator for binding options.

# MS Requirements

## **MS Timeline and Checklist**

### 1<sup>st</sup> Semester

- Attend new student orientation
- Register for first semester courses (must include NS 600)
- Obtain approval from NS Department regarding background deficiencies
- Select an Emphasis Group\*
- Participate in rotations/major professor selection (not direct admits)

### 2<sup>nd</sup> semester

- Course work
- Begin research
- Form advisory committee (major professor + 2)
- Prepare initial [IDP](#) (updated annually)
- Have 1<sup>st</sup> meeting with advisory committee (course plan approval, introduce research topic)

### 2<sup>nd</sup> year and beyond

- Finish course work
- Continue/ complete research
- Request warrant 3 weeks prior to thesis defense
- Submit thesis to committee (2 weeks before defense)
- Defend thesis

# MS Requirements

## MS Degree

### Master's Degree Requirements

**A. General Comments:** A Master of Science degree is not a required step on your way to the Ph.D., but is available as either an intermediate step to the Ph.D., or as a terminal degree. The M.S. degree is conferred upon your fulfillment of Graduate School and IGPNS requirements in the following areas:

1. Background Course Deficiencies
2. IGPNS Core Curriculum
3. Emphasis Group\* Requirements
4. Submission of Thesis and Defense

### B. Certification Procedures

Requirement	Certified by:	Suggested Completion Date
Background Requirements	Admissions Committee and program director	1 <sup>st</sup> Year
First Year Students meet with tentative thesis committee	The Graduate Program Coordinator will need to approved prior to this meeting	1 <sup>st</sup> year by July 1 <sup>st</sup>
Core Courses <sup>1</sup>	Graduate Program Coordinator	5 <sup>th</sup> semester
Emphasis group* requirement	Graduate Program Coordinator	2 <sup>nd</sup> -3 <sup>rd</sup> year
Thesis Preparation/Defense	Thesis committee & Graduate Program Coordinator	2 <sup>nd</sup> -3 <sup>rd</sup> year

<sup>1</sup>In all but exceptional circumstances, students must complete core courses by the end of their fifth semester.

If you decide to obtain a M.S. degree as part of your program leading to a Ph.D. degree, or if you wish a terminal M.S. degree, the stages in your program where you will need some committee action are indicated below.

**Year 1:** Approval of background courses or identification of deficiencies and selections of an advisory committee should proceed as if you were seeking a Ph.D. degree. One notable difference is that the M.S. advisory committee is made up of your major professor and two other faculty. Before July 1<sup>st</sup> of your first year, your advisor and your two other committee members must meet and review your suggested courses, background deficiencies and you will introduce your potential research to your committee. The goal of this meeting is to help you early in your research career. Additionally, you will be expected to have begun your Individual Development Plan (IDP), see [Individual Development Plan](#), in order to discuss with your committee. A form ([see Forms](#)) documenting this meeting will be completed by your major professor and filed in your IGPNS program academic file. A minor is not needed for the M.S. degree, but if you plan on continuing for the Ph.D. degree with a minor (optional), you should start planning at this time.

**Years 2 and 3:** During this period, you will complete your courses and research and have

\*As of 2020, IGPNS no longer requires Emphasis groups. Current students admitted prior to 2020 must contact the Graduate Coordinator to opt into this curriculum change.

# MS Requirements

your thesis defense examination.

## C. Course Work and Related Issues

### Background Deficiencies

Background course deficiencies will be identified by the Admissions Committee and must be completed during your first year in the program. Any appeal of these deficiencies by you and your major professor should be made to the Graduate Program Coordinator during your first year. You must provide the adequate documentation (course description, text title and syllabus) to support any request for courses you wish substituted. Courses taken to fulfill deficiencies may not count toward degree requirements.

### IGPNS Core Curriculum

- a. Nutritional Sciences lecture courses, 8 cr. (NS 619, 621, 623, 625, 262 & 627)
- b. Seminars: NS 600 (Introductory), 1 cr.; and Emphasis Group Seminar (NS 881, 901, or AS 931), every semester at least 3 cr. for a letter grade. A seminar course from outside IGPNS could be substituted for one of the three required emphasis groups seminar.

### Emphasis Group\* Requirements

Emphasis Group\* Seminar (NS 881, 901, or AS 931), **every semester at least 3 cr. for a letter grade**. A seminar course from outside IGPNS could be substituted for one of the three required emphasis groups seminar.

### Animal Nutrition\*:

The Animal Nutrition Emphasis does not offer a Master's Degree.

### Biochemical and Molecular Nutrition\*

1. 4 credits from Biochemistry 601, 604, 612, 620, 624, 625, 630, 665, 702, 703, 711, 712, 801, and a quantitative methods course (>2cr.). These courses will be chosen in consultation with an advisor.
2. Additional research and seminar credits to total at least 30 credits, 16 in residence.
3. A research-based thesis is required.

### Human Nutrition\*

1. Research methods or data analysis course (>2cr.) and additional credits of research and/or courses from Nutritional Sciences or disciplines related to research total at least 30 credits., 16 in residence. These courses will be chosen in consultation with an advisor.
2. A research-based thesis or literature-based research report that passes scholarly review is required.

**Seminars:** During your first semester, you are required to enroll in Nutritional Sciences

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\*As of 2020, IGPNS no longer requires Emphasis groups. Current students admitted prior to 2020 must contact the Graduate Coordinator to opt into this curriculum change.

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## MS Requirements

600. In subsequent semesters you **MUST** enroll in an Emphasis Area Group seminar\* (if offered). You are expected to record your participation in these seminars on your certification form. Register for Nutritional Sciences 931 each semester.

**Transfer Credits:** The program may approve the use of graduate courses completed at another institution toward fulfillment of IGPNS course requirements. This work will not appear on a UW-Madison transcript. Requests for transfer credit should be made to the Graduate Coordinator.

**Total Credits:** To earn an M.S., students must complete a minimum of 30 graduate level credits with a minimum of 16 credits in residence at UW-Madison. These totals include research credits.

**Credit Load:** Students must register for **12 credits** per semester and for at least **two credits** per general eight- week summer session.

**Teaching Experience:** MS students are not required to serve as Teaching Assistants or Learning Interns.

**Grades:** The IGPNS requires a cumulative 3.0 GPA for all courses taken in the UW Graduate School. A student who does not maintain a 3.0 GPA can continue on probationary status for two semesters. If the GPA is not raised above 3.0 after those two semesters, the student must withdraw from graduate school.



# MS Requirements

## **M.S. Thesis Preparation and Exam**

The research-based thesis or a literature-based report that passes scholarly review should be circulated to the examining committee TWO WEEKS prior to your thesis defense. In this exam, you will be expected to demonstrate depth of knowledge in Nutrition and mastery of the Nutrition concepts included in the core courses and prerequisites. This examination will also include a defense of thesis. The three-member examining committee will consist of your major professor and two other professors. Please bring copies of the Thesis/Dissertation Defense Performance Evaluation form with you to the defense.

[The Graduate School guidelines](#) should help you prepare your thesis, so that it will constitute a permanent document of quality appropriate for a major graduate institution. It must be approved by the faculty committee, be unbound, fully corrected, and complete. You may choose to deposit your thesis in Memorial Library even if your department does not require it.

Once your thesis is deposited in the library, you are not allowed to make changes on the final copy. Careful review of the final copy before you bring it to the library can prevent delays, and avoid the difficulties of correcting errors discovered later. Please make all personal or departmental copies before submitting the thesis to the library.

You are responsible for knowing the appropriate deadlines for degree completion, listed at the bottom of this webpage.

Most master's theses at UW – Madison are not microfilmed. If you choose to publish your thesis through UMI, you need to talk to the Graduate School Degree Coordinator, Room 228 Bascom Hall, in order to file the appropriate paperwork. UMI works with Memorial Library to publish thesis abstracts and, upon request, to provide microfilm and photocopies of theses to the public.

This is an accordion element with a series of buttons that open and close related content panels.

### **Abstract**

Your department may require an abstract to be included within the thesis. Please follow your department's style requirements, and number these pages as part of the preliminary material.

### **Appendices**

Unusual or supplementary materials, such as questionnaires or copies of photographs, may be put into appendices. The appendices must be consecutively paginated with the text. The paper quality and margins of the appendices must conform to the standards for

# MS Requirements

the rest of the thesis.

## **Bibliography**

The bibliography should meet your major department's style requirements, which often conform to the leading journals or book series of the field.

CBE Style Manual. 5th ed. By the Council of Biology Educators, Committee on Form and Style. American Institute of Biological Sciences, 1983. The standard reference source for life sciences (biology, chemistry, biochemistry, geography, and geology).

Or defer to the reference style of the journal in which you plan to publish your research.

## **Copyright Registration**

You may register a copyright of your thesis by writing to: Register of Copyrights, Library of Congress, Washington, D.C. 20559. You can find more information at the U.S. Copyright Office website (Links to an external site.).

## **Corrections**

To ensure a clean final copy, correct and reprint pages. Do not make handwritten corrections or use correction fluid in the final copy.

## **Double-Sided Print**

Double-sided print is acceptable. But the Title Page and the Advisor Approval Page must not be double-sided. We suggest that you set both right and left margins at 1 1/4 inches. Remember to place page numbers in the upper left-hand corner for the back side of the page.

## **Equations, Superscript, and Subscript**

Superscripts and subscripts may be one size smaller than the text. Separate equations with double spacing or enough space to identify each equation clearly.

## **Footnotes and Endnotes**

Footnotes and end-notes may be single-spaced with an extra space between notes. Footnotes for each chapter are usually numbered consecutively. Follow the preferences of your major department when deciding the location of footnotes or end-notes: at the bottom of the page, grouped at the ends of chapters, or grouped at the end of the thesis.

## **Foreign Language Use**

You may include quotations in languages other than English in your thesis. However, the thesis must be in English unless your department certifies that one or both of the following conditions have been met: the foreign language is that of the readers to whom the work is addressed; or translation into English would make the study obscure and imprecise. Theses submitted by students from a foreign language department are acceptable in the language of that department.

# MS Requirements

## **Graphics**

Computer-generated figures and graphs must meet the same standards as the rest of the thesis. Render original material with a permanent, non-water soluble, black ink (e.g. India ink, Koh-i-noor rapidograph drawing ink, etc.) Do not use pencil, ballpoint or felt tip in the final copy. Labels on photographs, charts, and other figures must be permanent. Headings, keys, and all other identifying information should be of the same quality of type as the text. If graphics, tables, or figures are horizontal, place the top of the printed page on the left side of the paper with the page number in the upper right hand corner.

## **Margins**

Remember that some copiers enlarge the original about one to two percent. To avoid problems with margins, we suggest that you produce the original copy with margins larger than the required minimum.

- The text begins 1 – 1/4 inches from the top and left side of the paper.
- Bottom and right side margins are 1 inch.
- Page numbers are placed in the upper right-hand corner 1 inch from both sides of the paper.

## **Paper Quality**

- 8 -1/2 by 11 inches.
- White.
- Acid-free or PH neutral.
- At least 20 pound weight
- 25% cotton bond minimum

You can buy paper that meets these requirements at book and stationery stores.

## **Print**

Print your theses on a laser printer. A professional copy shop can produce an acceptable copy of the thesis. Look carefully at a copy before paying for the services and ask for pages to be recopied if necessary. Common problems are smudges, copy lines and specks, missing pages, margin shifts, slanting of the printed image on the page, and poor paper quality.

- Black print with a sharp, dark image.
- 12 or 14 point type.
- Double-space the body of the thesis.
- Lengthy quotations, footnotes, and bibliographies may be single -spaced.
- Color maps, charts, etc. are acceptable.
- Page Headers
- Please do not use page headers or decorative borders.

## **Page Numbering**

## MS Requirements

Please check your thesis to ensure that all pages are present and in numerical order. The library cannot check your thesis for the page order, and will bind the thesis in the order you present it.

- All pages must be numbered with the exception of the title page and advisor approval page.
- Preliminary pages (e.g. table of contents, dedication page, acknowledgments, abstract, etc.) that precede the main text are numbered with lower case Roman numerals beginning with numeral i. Page numbers are placed in the upper right-hand corner one inch from both sides of the paper.
- The main text is numbered consecutively beginning with Arabic numeral 1, in the upper right-hand corner one inch from both sides of the paper.

### **Reprints and Use of Copyrighted Material**

You are responsible for appropriate use of copyrighted materials in your thesis. Some material may be available for use without restriction while other material may require written permission from the rights holder. Other material may be appropriately used without written permission under the “fair use” provisions of the copyright law. General guidance regarding use of copyrighted materials is available from [ProQuest/UMI](#) (Links to an external site.) or from [the UW-Madison Libraries website](#).

Fair Use: General information regarding how to determine if your use of copyrighted materials constitutes fair use can be found [here](#). Reviewing and completing a fair use evaluation may also assist you. See the fair use evaluator [here](#). Additionally, your own professional or disciplinary societies may have fair use statements to help you negotiate disciplinary specialties.

Written Permission: If written permission is required, you are responsible for obtaining such permission and maintaining records of the written permission to use the copyrighted material in your thesis. You can usually get permission by sending a letter of request to the copyright holder. Normally, your letter will be returned with an approval stamp or signature. Some copyright holders require a specific form of acknowledgment. Note that obtaining written permission can be a lengthy process. Plan ahead and budget ample time to obtain all required permissions.

### **Scanning and Mounting**

You can scan photographs, tables, and graphs onto thesis quality paper. Alternatively, use a cold mount permanent adhesive sheet, or a dry-mount tissue that requires heat. These mounting products are available at most bookstores, photo supply stores, or art supply stores. We suggest that when you use one of these mounting methods, you have page numbers and identification of figures already on the thesis quality paper. Rubber cement, spray glues, tapes, and glue sticks are not suitable for archival purposes.

### **Title Page**

# MS Requirements

Please follow the format of this sample pageLinks to an external site..

## **Type**

Prepare the application using Arial, Helvetica, Palatino Linotype, or Georgia typeface in black font color at 11 points or larger

# **Conduct Expectations**

## **Professional Conduct**

All students are expected to adhere to the highest standards of professional behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while in Graduate School at UW-Madison, in all professional settings, and in their personal lives. Students should conduct themselves according to the standards expected of members of the profession to which the student aspires. Concerns about infractions of Professional Conduct may be effectively handled informally between the instructor/advisor and the student. If a resolution is not achieved, the Director of Graduate Studies may be included in the discussion. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

1. **Professional Ethics:** Students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct; represent their profession and the program; and strive to incorporate and practice disciplinary ideals in their daily lives. Resumes/CVs must reflect accurate information.
2. **Honesty and Integrity:** Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, protect subject/client confidentiality and HIPPA regulations. Students shall follow through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession as a whole.
3. **Interpersonal and Workplace Relationships:** Students shall interact with peers, faculty, staff and those they encounter in their professional capacity in a manner that is respectful, considerate, and professional. This includes and is not limited to attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to the team, keeping the lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/resources. Chronic or unexplained absences are unprofessional in the workplace and could be grounds for termination or removal of funding. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be

respected.

4. **Commitment to Learning:** Students are expected to meet their educational responsibilities at all times. Be actively prepared for class and be ready for questions and answers. Be on time for every class and always show courtesy during class or if you have to leave class early. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they work.

This graduate program, the Graduate School, and the Division of Student Life all uphold the UW System policies and procedures in place for academic and non-academic misconduct. In addition, graduate students are held to the same standards of responsible conduct of research as faculty and staff. Furthermore, unprofessional behavior towards clients/subjects, faculty, staff, peers and public are significant issues in the evaluation and promotion of students. In turn, we hold expectations for the highest level of academic integrity and expect professional, ethical, and respectful conduct in all interactions. Students may be disciplined or dismissed from the graduate program for misconduct or disregard for professional conduct expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction

### **Academic Misconduct**

Academic misconduct is an act in which a student (UWS 14.03(1)):

1. Seeks to claim credit for the work or efforts of another without authorization or citation;
2. Uses unauthorized materials or fabricated data in any academic exercise;
3. Forges or falsifies academic documents or records;
4. Intentionally impedes or damages the academic work of others;
5. Engages in conduct aimed at making false representation of a student's academic performance; or
6. assists other students in any of these acts.

Examples of academic misconduct include but are not limited to:

1. Cutting and pasting text from the Web without quotation marks or proper citation;
2. Paraphrasing from the Web without crediting the source;
3. Using notes or a programmable calculator in an exam when such use is not

- allowed;
4. Using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator;
  5. Stealing examinations or course materials;
  6. Changing or creating data in a lab experiment;
  7. Altering a transcript;
  8. Signing another person's name to an attendance sheet;
  9. Hiding a book knowing that another student needs it to prepare for an assignment;
  10. Collaboration that is contrary to the stated rules of the course; or
  11. Tampering with a lab experiment or computer program of another student.

### Additional Information Regarding Academic Misconduct

Graduate School Policy and Procedure: Misconduct, Academic:

<https://grad.wisc.edu/documents/misconduct-academic/>

Office of Student Conduct and Community Standards:

Information for Students:

Who is involved in the misconduct process?

Why do we have conduct policies?

Why do we have an established procedure?

What are my responsibilities as a student?

What outcomes can I expect if I'm responsible for misconduct?

<https://conduct.students.wisc.edu/>

Academic Integrity:

<https://conduct.students.wisc.edu/academic-integrity/>

Academic Integrity Annual Reports:

<https://conduct.students.wisc.edu/nonacademic-misconduct/office-reports/>

How to Report Academic Misconduct:

[https://cm.maxient.com/reportingform.php?UnivofWisconsinMadison&layout\\_id=3](https://cm.maxient.com/reportingform.php?UnivofWisconsinMadison&layout_id=3)

### **Non-Academic Misconduct**

The university may discipline a student in non-academic matters in the following situations:

1. For conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
2. For stalking or harassment;
3. For conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;



4. For conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;
5. For unauthorized possession of university property or property of another member of the university community or guest;
6. For acts which violate the provisions of UWS 18, Conduct on University Lands;
7. For knowingly making a false statement to any university employee or agent on a university related matter, or for refusing to identify oneself to such employee or agent;
8. For violating a standard of conduct, or other requirement or restriction imposed in connection
9. With disciplinary action.

Examples of non-academic misconduct include but are not limited to:

1. Engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d);
2. Attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;
3. Attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
4. Selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
5. Removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;
6. Preventing or blocking physical entry to or exit from a university building, corridor, or room;
7. Engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
8. Obstructing a university officer or employee engaged in the lawful performance of duties;
9. Obstructing or interfering with a student engaged in attending classes or participating in university run or university-authorized activities;
10. Knowingly disrupting access to university computing resources or misusing university computing resources.

#### Additional Information Regarding Non-Academic Misconduct

Graduate School Policy on Misconduct, Nonacademic:

<https://grad.wisc.edu/documents/misconduct-nonacademic/>

## Office of Student Conduct and Community Standards: Non-Academic Misconduct

Who is involved in the misconduct process?

Why do we have nonacademic misconduct policies?

Why do we have an established procedure?

What are the differences from the legal system?

What are my responsibilities as a student?

What are my rights if I'm involved in misconduct?

What can I expect from a disciplinary conference?

What outcomes can I expect if I'm responsible for misconduct?

<https://conduct.students.wisc.edu/nonacademic-misconduct/>

Report a Nonacademic misconduct incident:

<https://conduct.students.wisc.edu/nonacademic-misconduct/report-a-nonacademic-incident/>

Nonacademic Misconduct Outcomes:

<https://conduct.students.wisc.edu/nonacademic-misconduct/outcomes/>

### **Research Misconduct**

Much of graduate education is carried out not in classrooms, but in laboratories and other research venues, often supported by federal or other external funding sources. Indeed, it is often difficult to distinguish between academic misconduct and cases of research misconduct. Graduate students are held to the same standards of responsible conduct of research as faculty and staff. The Graduate School is responsible for investigating allegations of research misconduct. This is often done in consultation with the Division of Student Life as well as with federal and state agencies to monitor, investigate, determine sanctions, and train about the responsible conduct of research. For more information, contact the Associate Vice Chancellor for Research Policy, 333 Bascom Hall, (608) 262-1044.

Please see section on “Grievance Procedures and Misconduct Reporting” for further information on reporting research misconduct of others. Here are links for additional information regarding Research Misconduct.

Graduate School Policies & Procedures: Responsible Conduct of Research

<https://grad.wisc.edu/documents/responsible-conduct-of-research/>

Office of Vice Chancellor for Research and Graduate Education's—Office of Research Policy:

Whistleblower Policy:

[https://research.wisc.edu/wp-content/uploads/sites/2/2018/03/Whistleblower-Policy-03\\_16\\_2018.pdf](https://research.wisc.edu/wp-content/uploads/sites/2/2018/03/Whistleblower-Policy-03_16_2018.pdf)

Office of Vice Chancellor for Research and Graduate Education's—Office of Research Policy: Research Ethics:

<https://research.wisc.edu/compliance-policy/research-ethics/>

\*As of 2020, IGPNS no longer requires Emphasis groups. Current students admitted prior to 2020 must contact the Graduate Coordinator to opt into this curriculum change.

## **Disciplinary Action and Dismissal**

- Failure to meet the program's academic or conduct expectations can result in disciplinary action including immediate dismissal from the program. If a student is not making satisfactory progress in regards to academic or conduct expectations, the advisor will consult with the student's committee to determine if disciplinary action or dismissal is recommended.
- Student progress will be reviewed through coursework or annual meetings at Annual Progress Meetings. If the advisor and graduate committee find that at the Yearly Meeting or at any other time that a student has failed to achieve satisfactory progress with academic or conduct expectations the student may be dismissed from the program. Students placed on probation will be placed on probation for one semester and will be reviewed by the Steering Committee following the probationary semester. Students placed on probation may be dismissed or allowed to continue based upon review of progress during the probationary semester.

The status of a student can be one of three options:

1. *Good standing* (progressing according to standards; any funding guarantee remains in place).
2. *Probation* (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status).
3. *Unsatisfactory progress* (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

A semester GPA below 3.0 will result in the student being placed on academic probation. If a semester GPA of 3.0 is not attained during the subsequent semester of full time enrollment (or 12 credits of enrollment if enrolled part-time) the student may be dismissed from the program or allowed to continue for 1 additional semester based on advisor appeal to the Graduate School. A cumulative GPA of 3.0 is required to graduate.

Graduate School Academic Policies and Procedures: Probation:

<https://grad.wisc.edu/documents/probation/>

Graduate School Policy on Grade Point Average (GPA) Requirement:

<https://grad.wisc.edu/documents/gpa-requirement/>

- Students may be disciplined or dismissed from the graduate program for any type of misconduct (academic, non-academic, professional, or research) or failure to meet program expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Concerns about infractions of the Professional Conduct may be effectively handled informally between the student and the advisor/faculty member. However, if a resolution is not achieved, the issue may be advanced for further review by the program.

## **Process / Committee / Possible Sanctions**

The IGPNS Executive Committee will evaluate disciplinary actions and/ or dismissal cases when required. Within boundaries set by the faculty, the IGPNS executive committee is authorized to take account of individual circumstances and problems, and to grant extensions of deadlines and waivers of requirements.

### **Disciplinary Actions**

- Written reprimand
- Denial of specified privilege(s)
- Imposition of reasonable terms and conditions on continued student status
- Removal of funding
- Probation
- Restitution
- Removal of the student from the course(s) in progress
- Failure to promote
- Withdrawal of an offer of admission
- Placement on Leave of Absence for a determined amount of time
- Suspension from the program for up to one year with the stipulation that remedial activities may be prescribed as a condition of later readmission. Students who meet the readmission condition must apply for readmission and the student will be admitted only on a space available basis. See the Graduate School Academic Policies & Procedures: Readmission to Graduate School: <https://grad.wisc.edu/documents/readmission/>
- Suspension from the program. The suspensions may range from one semester to four years.
- Dismissal from the program
- Denial of a degree

Depending on the type and nature of the misconduct, the Division of Student Life may also have grounds to do one or more of the following:

- Reprimand
- Probation
- Suspension
- Expulsion
- Restitution
- A zero or failing grade on an assignment on an assignment/exam
- A lower grade or failure in the course
- Removal from course
- Enrollment restrictions in a course/program
- Conditions/terms of continuing as a student

### **Additional Information**

Links for additional information regarding Academic Misconduct:

<https://grad.wisc.edu/documents/misconduct-academic/>  
<https://grad.wisc.edu/documents/responsible-conduct-of-research/>  
<https://conduct.students.wisc.edu/>  
<https://conduct.students.wisc.edu/academic-integrity/>

Links for additional information regarding Non-Academic Misconduct:

<https://conduct.students.wisc.edu/nonacademic-misconduct/>  
<https://grad.wisc.edu/documents/misconduct-nonacademic/>

Links for additional information regarding Non-Academic Misconduct (cont.):

<https://conduct.students.wisc.edu/academic-integrity/student-resources/>

Links for additional information regarding Research Misconduct and Responsible Conduct:

<https://research.wisc.edu/integrity-and-other-requirements/>  
<https://research.wisc.edu/kb-article/?id=34483>  
<https://research.wisc.edu/kb-article/?id=34484>  
<https://research.wisc.edu/kb-article/?id=34485>  
<https://research.wisc.edu/kb-article/?id=84924>

# **Grievance Procedures and Reporting Misconduct and Crime**

## **Student Grievance Procedure**

Show changes

This document explains the CALS student grievance procedure for unfair treatment.

*by Equity and Diversity Committee (updated January 01, 1997)*

In the College of Agricultural and Life Sciences any student who feels unfairly treated by a member of the College of Ag & Life Sciences (CALS) faculty or staff has the right to complain about the treatment and to receive a prompt hearing. Some complaints may arise from misunderstandings or communication breakdowns and be easily resolved; others may require formal action.

Complaints may concern any matter of perceived unfairness.

To ensure a prompt and fair hearing of any complaint, and to protect the rights of both the person complaining and the person at whom the complaint is directed, the following procedures are used in the College of Agricultural and Life Sciences. Any student, undergraduate or graduate, may use these procedures, except employees whose complaints are covered under other campus policies.

1. The student should first talk with the person at whom the complaint is directed. Most issues can be settled at this level. Others may be resolved by established departmental procedures.
2. If the student is unsatisfied, and the complaint involves any unit outside CALS, the student should seek the advice of the dean or director of that unit to determine how to proceed.
  - a. If the complaint involves an academic department in CALS the student should proceed in accordance with item 3 below.
  - b. If the grievance involves a unit in CALS that is not an academic Department, the student should proceed in accordance with item 4 below.
3. The student should contact the department's grievance advisor within 120 calendar days of the alleged unfair treatment. The departmental administrator can provide this person's name. The grievance advisor will attempt to resolve the problem informally within 10 working days of receiving the complaint, in discussions with the student and the person at whom the complaint is directed.
  - a. If informal mediation fails, the student can submit the grievance in writing to the grievance advisor within 10 working days of the date the student is informed of the failure of the mediation attempt by the grievance advisor. The grievance advisor will provide a copy to the person at whom the grievance is directed.
  - b. The grievance advisor will refer the complaint to a department committee that will obtain a written response from the person at whom the complaint is directed, providing a copy to the student. Either party may request a hearing before the committee. The grievance advisor will provide both parties a written decision within 20 working days from the date of receipt of the written complaint.

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\*As of 2020, IGPNS no longer requires Emphasis groups. Current students admitted prior to 2020 must contact the Graduate Coordinator to opt into this curriculum change.

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- c. If the grievance involves the department chairperson, the grievance advisor or a member of the grievance committee, these persons may not participate in the review.
  - d. If not satisfied with departmental action, either party has 10 working days from the date of notification of the departmental committee action to file a written appeal to the CALS Equity and Diversity Committee (Room 116 Agriculture Hall). A subcommittee of this committee will make a preliminary judgement as to whether the case merits further investigation and review. If the subcommittee unanimously determines that the case does not merit further investigation and review, its decision is final. If one or more members of the subcommittee determine that the case does merit further investigation and review, the subcommittee will investigate and seek to resolve the dispute through mediation. If this mediation attempt fails, the subcommittee will bring the case to the full committee. The committee may seek additional information from the parties or hold a hearing. The committee will present a written recommendation to the dean who will provide a final decision within 20 working days of receipt of the committee recommendation.
4. If the alleged unfair treatment occurs in a CALS unit that is not an academic department, the student should, within 120 calendar days of the alleged incident, take his/her grievance directly to the associate dean of academic and student affairs. The dean will attempt to resolve the problem informally within 10 working days of receiving the complaint. If this mediation attempt does not succeed the student may file a written complaint with the dean who will refer it to the CALS Equity and Diversity Committee. The committee will seek a written response from the person at whom the complaint is directed, subsequently following other steps delineated in item 3d above.
- Matters of interpretation of academic requirements not primarily involving questions of fairness should come via the student's advisor to the college's Scholastic Policies and Actions Committee.

### **Reporting Misconduct and Crime**

The campus has established policies governing student conduct, academic dishonesty, discrimination, and harassment/abuse as well as specific reporting requirements in certain cases. If you have a grievance regarding unfair treatment towards yourself, please reference the procedures and resources identified above. If you learn about, observe, or witness misconduct or other wrongdoing you may be required to report that misconduct or abuse. Depending on the situation, it may be appropriate to consult with your advisor, Graduate Program Coordinator, Director of Graduate Studies, or other campus resources (such as the [UW Office of Equity and Diversity](#), [Division of Student Life](#), [Graduate School](#), [McBurney Disability Resource Center](#), [Employee Assistance Office](#), [Ombuds Office](#), and [University Health Services](#)).

### **Research Misconduct Reporting**

The University of Wisconsin-Madison strives to foster the highest scholarly and ethical standards among its students, faculty, and staff. Graduate students and research associates are among the

most vulnerable groups when reporting misconduct because their source of financial support and the progress in their careers may be at risk by raising questions of wrongdoing. They are also often the closest witnesses to wrongdoing when it occurs and therefore must be appropriately protected from the consequences of reporting wrongdoing and be informed of their rights. Please find full details at <https://research.wisc.edu/respolcomp/resethics/>

### **Academic Misconduct Reporting**

If you know a classmate is cheating on an exam or other academic exercise, notify your professor, teaching assistant or proctor of the exam. As a part of the university community, you are expected to uphold the standards of the university. Also, consider how your classmate's dishonesty may affect the overall grading curve and integrity of the program.

### **Sexual Assault Reporting**

Faculty, staff, teaching assistants, and others who work direct with students at UW-Madison are required by law to report first-hand knowledge or disclosures of sexual assault to university officials, specifically the Office for Equity & Diversity or the Division of Student Life. This effort is not the same as filing a criminal report. Disclosing the victim's name is not required as part of this report.

#### **The Department's Contact for Sexual Harassment is: David Eide, Department Chair**

Please find full details at [Title IX: Reporting What Happened](#); [UW-Madison Police Department](#); [Dean of Students Office](#); [University Health Services: Violence Prevention and Survivor Services](#)

### **Child Abuse Reporting**

As a UW-Madison employee (under [Executive #54](#)) you are required to immediately report child abuse or neglect to Child Protective Services (CPS) or law enforcement if, in the course of employment, the employee observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. Volunteers working for UW-Madison sponsored programs or activities are also expected to report suspected abuse or neglect. Please find full details at [https://oed.wiscweb.wisc.edu/wp-content/uploads/sites/343/2017/09/UW-Madison\\_Policy\\_on\\_Child\\_Abuse\\_and\\_Neglect.pdf](https://oed.wiscweb.wisc.edu/wp-content/uploads/sites/343/2017/09/UW-Madison_Policy_on_Child_Abuse_and_Neglect.pdf).



## **Reporting and Response to Incidents of Bias/Hate**

The University of Wisconsin-Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of Bias/Hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW-Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias/hate. Please find full details at the [Dean of Students Office](#), [Multicultural Student Center](#), [Campus Climate](#)

### **Report an incident online:**

[https://publicdocs.maxient.com/reportingform.php?UnivofWisconsinMadison&layout\\_id=1](https://publicdocs.maxient.com/reportingform.php?UnivofWisconsinMadison&layout_id=1)

The University has a reporting system for incidents of bias or hate. An act of bias is defined as single or multiple acts towards an individual, property or their team that has a negative impact and that one could reasonably conclude is based upon their perceived or actual targeted identity categories. Bias Incidents can include slurs, degrading language, microaggressions, graffiti, vandalism, intimidation, symbols and harassment

**Unconscious (Implicit) Bias-** The attitudes, beliefs or stereotypes that affect our understanding, actions, and decisions about a person or group in an unconscious manner.

- Example: When you automatically exclude certain neighborhoods of where you might live

**Conscious (Explicit) Bias-** The attitudes, beliefs or stereotypes that affect our understanding, actions and decisions about a person or group on a conscious level.

- Example: Hate Speech

**Microaggressions-** a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group

- Example: Raising your voice or speaking slowly when speaking to a student who identifies as visually impaired

**Microinsults-** A form of a microaggression that is characterized by words that convey rudeness or insensitivity and demeans a person's identity

- Example: Mocking a persons form of speech or their accent

**Microinvalidation-** A form of a microaggression where words or actions convey exclusion, negation or which nullify the thoughts, feelings or experiential reality of a person's identity

- Example: Not calling someone by their preferred gender pronouns

**Microassault-** A form of a microaggression where there is an explicit attack on an identity category, either verbal or nonverbal, intended to harm

- Example: Someone shouts a racial slur;

**Macroaggression-** Large scale, structural or overt aggression towards people with marginalized identities

- Physical assaults targeting an identity category; [microaggressions in the classroom](#)

**Discrimination-** The treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which the person is perceived to belong rather than on individual attributes.

- Example: Firing someone because of injury, but they need time to heal; firing someone because they are pregnant

### **When You Need Help**

If in doubt about any IGPNS regulations, ask your major professor, or the IGPNS Graduate Program Coordinator. They can help you obtain the needed forms, or direct you to the appropriate person to handle your problem. Your route to appeal any decisions of Graduate Program Coordinator or IGPNS committee is through the Director of the IGPNS. Communication is key during your graduate training and for your future career as a scientist. When problems arise between graduate students and their research mentors, inadequate communication is often the cause. Ongoing discussion with your major professor where you mutually agree to short-term objectives and longer range goals for your research program is essential to a successful graduate student experience. In addition, you are required to meet with your Ph.D. Advisory Committee at least once each year after you achieve dissertator status. For M.S. students, annual meetings with your committee are also important. These meetings will help define your research progress and establish a timetable for expected completion of your degree.

## **Changing Your Major Professor**

There may come a time when a student and their major professor find that their relationship is no longer productive. Every effort should be made to resolve issues before any decision is made to have the student change their major professor. It is the best for the students and major professor to speak directly to one another to manage any concerns. The student is also encouraged to meet with their advisory committee (with or without the major professor if the student prefers) to help mediate a resolution. If needed, additional resources that can help include the program director, the program coordinator, and campus resources.

(<http://grad.wisc.edu/acadpolicy/?policy=grievancesandappeals>). Because changing labs during MS or PhD training may increase the length of graduate study, every effort should be made to resolve issues before a final decision to change labs is made. If the student and major professor exhaust all options for resolution and it is in their best interest for the student to move to another major professor, the student should contact the IGPNS program director for guidance. The IGPNS program director and Orientation Committee chair will assist the student in finding a new major professor. IGPNS trainers will be queried to determine which faculty have space and funding available and the student can then, contact those individuals to discuss a new assignment. Note that is the decision to change labs occurs during the process of lab rotations be first year students in the fall semester, no agreements should be made between the transferring student and individual faculty without prior consultation with the Orientation Committee chair.

## **Professional Development and Career Planning**

UW-Madison offers a wealth of resources intended to enrich your graduate studies and enhance your professional skills. It is expected that you will take full advantage of the resources that best fit your needs and support your career goals. Since our alumni thrive not only in academia but also in industry, corporate, government, and non-profit arenas, we strive to be in-tune, holistic, and innovative our approach to meeting the diverse professional development needs of our students. By actively participating in these professional development opportunities, you will build the skills needed to succeed academically at UW-Madison and to thrive professionally in your chosen career.

### **Travel to Meetings and Conferences**

An important part of the professional development of graduate student is the participation in professional meetings and conferences. Consult your advisor about the appropriate venues for you to attend. Some advisors may have access to funds to help support travel costs. Students should also explore volunteer opportunities at conferences to offset registration costs. Students who have reached dissertator status are eligible to apply for Conference Presentation Funds from the Graduate School here: <https://grad.wisc.edu/funding/grants-competition/>

When traveling, please make sure to adhere to the UW-Madison policies.

Be sure to save all receipts!

You can find information on the Accounting Services Website:

<http://www.bussvc.wisc.edu/acct/travel/tabtripplanning.html>

If you have questions, please contact the Nutritional Sciences Office:

Financial Specialist

Graduate Coordinator

Administrative Programs Manager

### **Campus-Wide Resources for Professional Development**

In addition to opportunities at the local level, the Graduate School Office of Professional Development and Communications (OPDC) provides direct programming in the areas of career development and skill building, and also serves as a clearing house for professional development resources across campus. The best way to stay informed is to watch for the weekly newsletter from OPDC, GradConnections Weekly, and to visit the webpage <http://grad.wisc.edu/pd/events> for an up-to-date list of events. For example, typical topics covered throughout the year are:

- Individual Development Plans ([IDPs](#))
- Planning for Academic Success
- Dissertation Writing Support
- Communication Skills
- Grant Writing
- Teaching
- Mentoring
- Research Ethics
- Community Engagement
- Entrepreneurship
- Career Exploration: Academic, Non-profit, Industry, Government, etc.
- Job Search
- Pursuing Postdoctoral training

Be sure to keep monitoring programs offered by the following campus services as well.

- Writing Center: <https://writing.wisc.edu/>
- Grants Information Collection: <https://www.library.wisc.edu/memorial/collections/grants-information-collection/>
- Student Technology Training: <https://at.doit.wisc.edu/training/software-training-for-students/>
- Delta Program: <https://delta.wisc.edu/>
- UW Teaching Academy: <https://teachingacademy.wisc.edu/>
- UW Center for the Humanities: <http://humanities.wisc.edu/>
- Wisconsin Entrepreneurial Bootcamp: <https://bus.wisc.edu/degrees-programs/non-business-majors/morgridge-entrepreneurial-bootcamp>

### Individual Development Plans

The Graduate School webpage <http://grad.wisc.edu/pd/idp> offers a collection of IDP resources to support graduate students, postdoctoral researchers, mentors, PIs, grants administrators, and graduate program coordinators. As you begin your Graduate School career, an Individual Development Plan (IDP) is an essential tool to help you:

1. Assess your current skills and strengths
2. Make a plan for developing skills that will help you meet your academic and professional goals
3. Communicate with your advisors and mentors about your evolving goals and related skills.

The IDP you create is a document you will want to revisit again and again, to update and refine as your goals change and/or come into focus, and to record your progress and accomplishments. It also serves to start – and maintain – the conversation with your faculty advisor about your career goals and professional development needs.

The onus to engage in the IDP process is on you, although your mentor, PI, or others may encourage and support you in doing so. The IDP itself remains private to you, and you choose which parts to share with which mentors. Through the IDP process, you may decide to identify various mentors to whom you can go for expertise and advice.

We recommend using one of the following two IDP tools, or a more specific IDP tool that your program or training grant has developed. Each tool will include a self-assessment of skills, interests, and values; goal-setting guidelines; and reference to skill building and career exploration resources.

#### *IDP tool for all graduate students and postdocs*

UW-Madison IDP template, which includes instructions and examples, is flexible and appropriate for all disciplines. <http://grad.wisc.edu/pd/idp#mentees>

#### *IDP tool for sciences and engineering*

For graduate students in the natural sciences and engineering, the American Association for the Advancement of Science (AAAS) online tool “myIDP” provides a comprehensive set of materials and exercises that will guide you through the process of self-assessment, career exploration, goalsetting, and implementation of your plan. Set up a free account and create and monitor your IDP at <http://myidp.sciencecareers.org>

## **Opportunities for Student Involvement**

As a graduate student at UW-Madison, you have a multitude of opportunities to become involved on campus and in your academic discipline. This involvement enhances your academic, professional, and social development.

### **Student Representation in Governance**

**Associated Students of Madison (ASM):** The Associated Students of Madison (ASM) is the campus wide student governance organization at UW-Madison. Graduate and undergraduate representatives are elected to the 33-member ASM Student Council based on their respective college or school. The student council has regular biweekly meetings open to all students. Learn more here: <http://www.asm.wisc.edu/>

**Teaching Assistants' Association (TAA):** The Teaching Assistants' Association (AFT Local 3220) is the labor union for TAs and PAs at UW-Madison. As a result of decades of organizing and by working together as a union, graduate students at UW-Madison have achieved good health benefits, tuition remission, and many other gains. The TAA is a democratic union run by the members. All key policy decisions are made at monthly membership meetings. Learn more here: <http://taamadison.org/>

### **Registered Student Organizations**

There are more than 750 student organizations on campus. The best way to seek out current organizations is to visit the Center for Leadership and Involvement (CFLI) website, [www.cfli.wisc.edu](http://www.cfli.wisc.edu), and visit the Registered Student Organization directory. This list will not include unregistered student organizations, and you may find that there are groups in your department that you would like to get involved with as well. If you are interested in officially registering an organization you are involved in, you must register at [www.cfli.wisc.edu](http://www.cfli.wisc.edu). Once registered through CFLI, your organization is eligible for funding from ASM, and your group can reserve rooms in the Union and access other resources.

### **Outreach and Community Connections**

The Wisconsin Idea is the principle that education should influence and improve people's lives beyond the university classroom. For more than 100 years, this idea has guided the university's work. Learn how you can get involved at <http://www.wisc.edu/public-service/>.

The Morgridge Center for Public Service connects campus with community through service, active civic engagement, community-based learning and research, and more. Explore opportunities at <http://www.morgridge.wisc.edu/>

## **Student Health and Wellness**

UW-Madison has a holistic resource for all things wellness called “UWell”. The site includes information and opportunities for wellness for your work/school, financial, environmental, physical, emotional, spiritual, and community. Go to <http://uwell.wisc.edu/>

Students who pay segregated fees are eligible for University Health Services (<http://www.uhs.wisc.edu/services/counseling/>). There is no charge to students for many basic services including counseling sessions, because services are paid through tuition and fees. Personal health and wellness services are also available in addition to medical services.

### **Securing Health Insurance Coverage**

Graduate students who hold an appointment as an assistant of 33.33% or more or who have a fellowship may be eligible for health insurance and other benefits beyond University Health Services. Contact the staff benefits and payroll coordinator in the unit where you have been hired to select one of several health care plans within 30 days of your hire date.

Graduate students without an assistantship or fellowship who are currently enrolled can use the services of University Health Services (UHS), the campus health clinic. Many services are provided at no extra cost, including outpatient medical care during regular business hours, Monday through Friday. UHS is located in the Student Services Tower at 333 East Campus Mall, 608-265-5000. For more info, visit the UHS web site at [www.uhs.wisc.edu](http://www.uhs.wisc.edu).

Prescription medications, emergency room visits and hospitalization are not included in UHS benefits. Therefore, supplemental insurance covering these drugs and services is recommended for all students and is required for international students. The UHS Student Health Insurance Plan (SHIP) is an excellent option for many students. Contact the SHIP office at 608-265-5600 for more information.

### **Disability Information**

Students with disabilities have access to disability resources through UW-Madison’s McBurney Disability Resource Center. As an admitted student, you should first go through the steps to “Become a McBurney Client” at <http://www.mcburney.wisc.edu/students/howto.php>

The UW-Madison Index for Campus Accessibility Resources can be found at: <https://www.wisc.edu/accessibility/index.php>

### **Mental Health Resources On and Off Campus**

University Health Services (UHS) is the primary mental health provider for students on campus. UHS Counseling and Consultation Services offers a wide range of services to the diverse student population of UW-Madison. They offer immediate crisis counseling, same day appointments and ongoing treatment. Go to <http://www.uhs.wisc.edu/services/counseling/> or call 608-265-5600. UHS service costs are covered for students through tuition and fees.

There are many mental health resources throughout the Madison community, but UHS Counseling and Consultation Services is the best resource for referrals to off-campus providers. Call 608-265-5600 for assistance in finding an off-campus provider.

## **Additional Information for International Students**

### **International Student Services (ISS)**

International Student Services (ISS) is your main resource on campus and has advisors who can assist you with visa, social and employment issues. Visit their website for more information at <http://www.iss.wisc.edu> or to schedule an appointment

### **Student Visas**

Graduate Admissions issues the federal I-20 form for initial F-1 Visa procurement. Initial J-1 Visa document (DS-2019) is handled by ISS. The Graduate Admissions office sometimes must collect financial information for the DS-2019, which is then forwarded to ISS. After the student is enrolled, all Visa matters are handled by ISS.

### **Documents Required of New International Students**

Many students are admitted with a condition that they submit their final academic documents after arrival on campus. Please submit your documents to the admissions office at 228 Bascom Hall. The admissions requirements page <http://grad.wisc.edu/admissions/requirements/> has a drop down menu under “degrees” which lists the documents required for each country.

### **Students with ESL Requirements**

Any student who was admitted with a TOEFL score below 92, or an IELTS score below 6.5 will be required to take the English as a Second Language Assessment Test (ESLAT) <http://www.english.wisc.edu/esl/eslatexam.html> and any required English course during their first semester.

### **Funding for International Students**

International students are eligible for Teaching, Project, and Research Assistantships on campus as well as university fellowships through the Graduate School. They may not be employed more than 20 hours per week on campus while enrolled full-time.

New international students with assistantships should work with International Students Services to obtain a social security number (<http://www.iss.wisc.edu/employment/social-security>). New students with fellowships and no other appointment types are not considered employees and are not eligible for social security numbers. These students should work with ISS to obtain an International Taxpayer Identification Number (ITIN, <http://www.iss.wisc.edu/employment/itin>).



# **Forms**

## **Certification Forms**

[Animal Nutrition PhD Certification Form](#)

[Biochemical and Molecular PhD Certification Form](#)

[Human Nutrition PhD Certification Form](#)

[Biochemical and Molecular MS Certification Form](#)

[Human Nutrition MS Certification Form](#)

## **Advising Forms**

[Mentor Mentee Guidelines](#)

[Mentorship Map](#)

[First Year Advisory Committee Meeting Report Form](#)

[Annual Progress Meeting Report Form](#)

## **Teaching Experience Form**

[Certification of Teaching Experience Form](#)

## **Minor Form**

[PhD Minor Agreement Form](#)

## **Preliminary Exam Forms**

[Evaluation of Research Exam Form](#) (copy required for each committee member)

[Research Exam Overall Summary Form](#) (only 1 copy for your mentor needed)

## **Defense/Thesis Presentation Forms**

[Evaluation of MS/PhD Thesis/ Dissertation Defense](#) Form (copy required for each committee member)



**IGPNS CERTIFICATION FORM- PhD  
Animal Nutrition Emphasis Group\***

**Student Name**

**Date entered program**

**Advisory Committee:**

- 1) \_\_\_\_\_  
Major Professor
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_  
Outside IGPNS/Minor Member
- 6) \_\_\_\_\_  
Extra Member (not required)

**I. Prerequisite Courses for Emphasis Group**

	√ if admiss. com. entrance deficiency	List <u>deficiencies</u> completed and grade.	
		Course Number	Grade
<b>A. General chemistry - 2 semesters</b>			
<b>B. Biological Sciences – 2 semesters</b>			
<b>Course Name</b>			
<b>Course Name</b>			
<b>C. Organic Chemistry – 1 semester</b>			
<b>D. Biochemistry with an organic chemistry prerequisite</b>			
<b>E. Calculus or statistics – 1 semester</b>			
<b>F. Physiology – 1 semester</b>			

\*As of 2020, IGPNS no longer requires Emphasis groups. Current students admitted prior to 2020 must contact the Graduate Coordinator to opt into this curriculum change.

**II. IGPNS Core Course Requirements**

	<b>Grade</b>	<b>Semester/Year Taken</b>
Example:	A	Spring, 2009
<b>A. Nutritional Sciences 619 – 3 credits</b>		
<b>Nutritional Sciences 621 – 1 credits</b>		
<b>Nutritional Sciences 623 – 1 credits</b>		
<b>Nutritional Sciences 625 – 1 credit</b>		
<b>Nutritional Sciences 626 – 1 credit</b>		
<b>Nutritional Sciences 627 – 1 credit</b>		
<b>C. Nutritional Sciences 600 – 1 credit</b>		
Nutritional Sciences 931 – 1 credit for final presentation, but must attend each time it is offered.		
<b>Animal Sciences 931 – 3 credits (one credit may be from a seminar course outside IGPNS)</b>		
<b>D. Nutritional Sciences 799 – 1-3 credits</b>		
<b>Course:</b>		
<b>Instructor:</b>		

**III. Animal Nutrition Emphasis Group Requirements**

	<b>Grade</b>	<b>Credits</b>	<b>Semester/Year Taken</b>
<b>A. Statistics 571, 572 - 8 credits</b>			
<b>B. Laboratory course, 2 credits</b>			
<b>C. Animal nutrition course, 400+ level</b>			
<b>Optional: Minor Track A</b>			
<b>Department:</b>			
<b>Credits required =</b>			
<b>(list courses below)</b>			

<b>Optional: Minor Track B Distributed – 10 credits (list courses below)</b>			

**IV. Title of Research Proposal**

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**Major Professor: I approve the proposed committee members and coursework plan.**

\_\_\_\_\_  
**Graduate Coordinator Signature                      Date**

\_\_\_\_\_  
**Major Professor's Signature                      Date**

\_\_\_\_\_  
 Minimum Graduate Degree Credit  
 Required: 51 Minimum Graduate  
 Residence Credit Required: 32

\*As of 2020, IGPNS no longer requires Emphasis groups. Current students admitted prior to 2020 must contact the Graduate Coordinator to opt into this curriculum change.

**IGPNS CERTIFICATION FORM-PhD  
Biochemical & Molecular Nutrition\* Emphasis Group**

**Student Name**

**Date entered program**

**Advisory Committee:**

- 1) \_\_\_\_\_  
Major Professor
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_  
Outside IGPNS/Minor Member
- 6) \_\_\_\_\_  
Extra Member (not required)

**I. Prerequisite Courses for Admission**

	√ if admiss. com. entrance deficiency	List <u>deficiencies</u> completed and grade.	
		Course Number	Grade
<b>A. General chemistry -2 semesters</b>			
<b>B. Biological Sciences – 2 semesters</b>			
Course Name			
Course Name			
<b>C. Organic Chemistry – 1 semester</b>			
<b>D. Biochemistry with an organic chemistry prerequisite</b>			
<b>E. Calculus or statistics – 1 semester</b>			

\*As of 2020, IGPNS no longer requires Emphasis groups. Current students admitted prior to 2020 must contact the Graduate Coordinator to opt into this curriculum change.





**IGPNS CERTIFICATION FORM-PhD  
Human Nutrition Emphasis\* Group**

**Student Name**

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**Date entered program**

**Advisory Committee:**

1) \_\_\_\_\_  
Major Professor

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_  
Outside IGPNS/Minor Member

6) \_\_\_\_\_  
Extra Member (not required)

**NOTE: One committee member must be from an emphasis group other than the student's group.**

**I. Prerequisite Courses for Emphasis Group**

	√ if admiss. com. entrance deficiency	List <u>deficiencies</u> completed and grade.	
		Course Number	Grade
<b>A. General chemistry - 2 semesters</b>			
<b>B. Biological Sciences – 2 semesters</b>			
Course Name			
Course Name			
<b>C. Organic Chemistry – 1 semester</b>			
<b>D. Biochemistry with an organic chemistry prerequisite</b>			
<b>E. Calculus or statistics – 1 semester</b>			
<b>F. Physiology – 1 semester</b>			

\*As of 2020, IGPNS no longer requires Emphasis groups. Current students admitted prior to 2020 must contact the Graduate Coordinator to opt into this curriculum change.

Graduate Coordinator Signature

Date

**II. IGPNS Core Course Requirements**

	<b>Grade</b>	<b>Semester/Year Taken</b>
Example:	A	Spring, 2009
<b>A. Nutritional Sciences 619 – 3 credits</b>		
Nutritional Sciences 621 – 1 credits		
Nutritional Sciences 623 – 1 credits		
Nutritional Sciences 625 – 1 credit		
Nutritional Sciences 626 – 1 credit		
Nutritional Sciences 627 – 1 credit		
<b>C. Nutritional Sciences 600 – 1 credit</b>		
Nutritional Sciences 931 – 1 credit for final presentation, but must attend each time it is offered.		
<b>Nutritional Sciences 881 – 3 credits</b>		
(one credit may be from a seminar course outside IGPNS)		
<b>D. Nutritional Sciences 799 – 1-3 credits</b>		
Course:		
Instructor:		

**III. Human Nutrition Emphasis Group Requirements**

	<b>Grade</b>	<b>Credits</b>	<b>Semester/Year Taken</b>
<b>A. Laboratory or an advanced-level quantitative methods course <math>\geq 2cr</math></b>			
<b>B. Statistics</b>			

\*As of 2020, IGPNS no longer requires Emphasis groups. Current students admitted prior to 2020 must contact the Graduate Coordinator to opt into this curriculum change.



<b>Optional: Minor Track A</b>			
<b>Department:</b>			
<b>Credits required =</b>			
<b>(list courses below)</b>			
<b>Optional: Minor Track B</b>			
<b>Distributed – 10 credits</b>			
<b>(list courses below)</b>			

IV. Title of Research Proposal

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**Major Professor: I approve the proposed committee members and coursework plan.**

\_\_\_\_\_  
**Graduate Coordinator Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Major Professor's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
 Minimum Graduate Degree Credit  
 Required: 51 Minimum Graduate  
 Residence Credit Required: 32

**IGPNS CERTIFICATION FORM- MS  
Biochemical & Molecular Nutrition\* Emphasis Group**

**Student Name**

Date entered program

**Final Exam Committee:**

- 1) \_\_\_\_\_  
Major Professor
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**Prerequisite Courses for Emphasis Group**

	√ if admiss. com. entrance deficiency	List <u>deficiencies</u> completed and grade.	
		Course Number	Grade
<b>A. General chemistry -2 semesters</b>			
<b>B. Biological Sciences – 2 semesters</b>			
Course Name			
Course Name			
<b>C. Organic Chemistry – 1 semester</b>			
<b>D. Biochemistry with an organic chemistry prerequisite</b>			
<b>E. Calculus or statistics – 1 semester</b>			
<b>F. Physiology – 1 semester</b>			

\_\_\_\_\_  
Graduate Coordinator

\_\_\_\_\_  
Date

### IGPNS Core Course Requirements

	<b>Grade</b>	<b>Semester/Year Taken</b>
Example:	A	Spring, 2009
<b>Nutritional Sciences 619 – 3 credits</b>		
<b>Nutritional Sciences 621 – 1 credit</b>		
<b>Nutritional Sciences 623 – 1 credit</b>		
<b>Nutritional Sciences 625 – 1 credit</b>		
<b>Nutritional Sciences 626 – 1 credit</b>		
<b>Nutritional Sciences 627 – 1 credit</b>		
<b>Seminars:</b>		
<b>Nutritional Sciences 600 – 1 credit</b>		
<b>Nutritional Sciences 901 – 1 credit</b>		

### Biochemical & Molecular Nutrition Emphasis Group Requirements

	<b>Grade</b>	<b>Credits</b>	<b>Semester/Year Taken</b>
<b>Biochemistry 601, 603, 612 - 4 credits</b>			
<b>A quantitative methods course &gt;2 credits</b>			

### Major Thesis Title

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Major Professor: I approve the proposed committee members and coursework plan.

\_\_\_\_\_  
Graduate Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Major Professor's Signature

\_\_\_\_\_  
Date

**IGPNS CERTIFICATION FORM-MS  
Human Nutrition\* Emphasis Group**

**Student Name**

---

**Date entered program**

**Final Exam Committee:**

- 1) \_\_\_\_\_  
Major Professor
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**Prerequisite Courses for Emphasis Group**

	√ if admiss. com. entrance deficiency	List <u>deficiencies</u> completed and grade. Course Number	Grade
<b>A. General chemistry -2 semesters</b>			
<b>B. Biological Sciences – 2 semesters</b>			
<b>Course Name</b>			
<b>Course Name</b>			
<b>C. Organic Chemistry – 1 semester</b>			
<b>D. Biochemistry with an organic chemistry prerequisite</b>			
<b>E. Calculus or statistics – 1 semester</b>			
<b>F. Physiology – 1 semester</b>			

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**Graduate Coordinator Signature**

**Date**

\*As of 2020, IGPNS no longer requires Emphasis groups. Current students admitted prior to 2020 must contact the Graduate Coordinator to opt into this curriculum change.

**I. IGPNS Core Course Requirements**

	<b>Grade</b>	<b>Semester/Year Taken</b>
Example:	A	Spring, 2002
<b>Nutritional Sciences 619 – 3 credits</b>		
<b>Nutritional Sciences 621 – 1 credit</b>		
<b>Nutritional Sciences 623 – 1 credit</b>		
<b>Nutritional Sciences 625 – 1 credit</b>		
<b>Nutritional Sciences 626 – 1 credit</b>		
<b>Nutritional Sciences 627 – 1 credit</b>		
<b>Seminars:</b>		
<b>Nutritional Sciences 600 – 1 credit</b>		
<b>Nutritional Sciences 881 – 1 credit</b>		

**Human Nutrition Emphasis Group Requirements**

	<b>Grade</b>	<b>Credits</b>	<b>Semester/Year Taken</b>
<b>Research methods or data analysis course <math>\geq 2</math> credits</b>			
<b>Additional credits of research and/or courses from Nutritional Sciences or disciplines related to research <math>\geq 4</math> credits</b>			

**II. Master Thesis or Research Report Title**

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**Major Professor: I approve the proposed committee members and coursework plan**

\_\_\_\_\_  
Graduate Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Major Professor's Signature

\_\_\_\_\_  
Date

## **IGPNS Mentor-Mentee Guidelines**

Effective PhD training in the Interdepartmental Graduate Program in Nutritional Sciences (IGPNS) relies on a strong relationship between the faculty mentor and the PhD student. Both the mentor and the student enter this relationship with expectations of each other and it is important to ensure that there is a shared understanding and agreement of those expectations. This document lays out some common commitments that we expect faculty members and students to make to each other. It is a fluid document in that we expect some changes in expectations to occur as a student progresses through their PhD training. If adopted, this document should be reviewed by the student and mentor at least once a year to ensure that they are working together effectively.

### **Expectations of the PhD student**

- I acknowledge that I have the primary responsibility for the successful attainment of my degree. This includes my commitment to focus my time and efforts on classes and in the laboratory. I will maintain a high level of professionalism, self-motivation, engagement, scientific curiosity, and ethical standards.
- I recognize that I have the primary responsibility for my professional development and commitment to life-long learning. I will stay abreast of the latest developments in my area of research through reading the literature and attending relevant seminars and scientific meetings. I will actively seek out opportunities outside of the classroom (e.g. professional development seminars, workshops in scientific writing or grant writing, oral communication skills, teaching, etc.) to help meet my career goals.
- I will develop a timeline to achieve my educational and research goals and review it annually with my mentor.
- I will maintain detailed, organized, and accurate laboratory records and in the format requested by my mentor. I will regularly backup computer files to avoid loss of valuable data.
- I will be honest and respect all ethical standards when I conduct my research and engage in scholarly activity. This includes compliance with all institutional and federal regulations for human and animal research as well as those regarding copyright infringement, permissions, plagiarism, etc.
- I will strive to be increasingly independent in my training activities including designing and conducting experiments, writing grant applications and publications, and mentoring undergraduate or less experienced graduate students.
- I will seek regular feedback on my performance and challenges I face through open and timely discussions with my mentor. I will be accepting of advice and constructive criticism and recognize that this feedback is intended to improve my professional skills.
- I will be knowledgeable and responsible for complying with the policies, deadlines, and requirements of the IGPNS, the graduate school, and the university.
- I will treat others with respect and foster a positive workplace climate in my research lab, program, and department.

### Expectations of the Faculty Mentor(s)

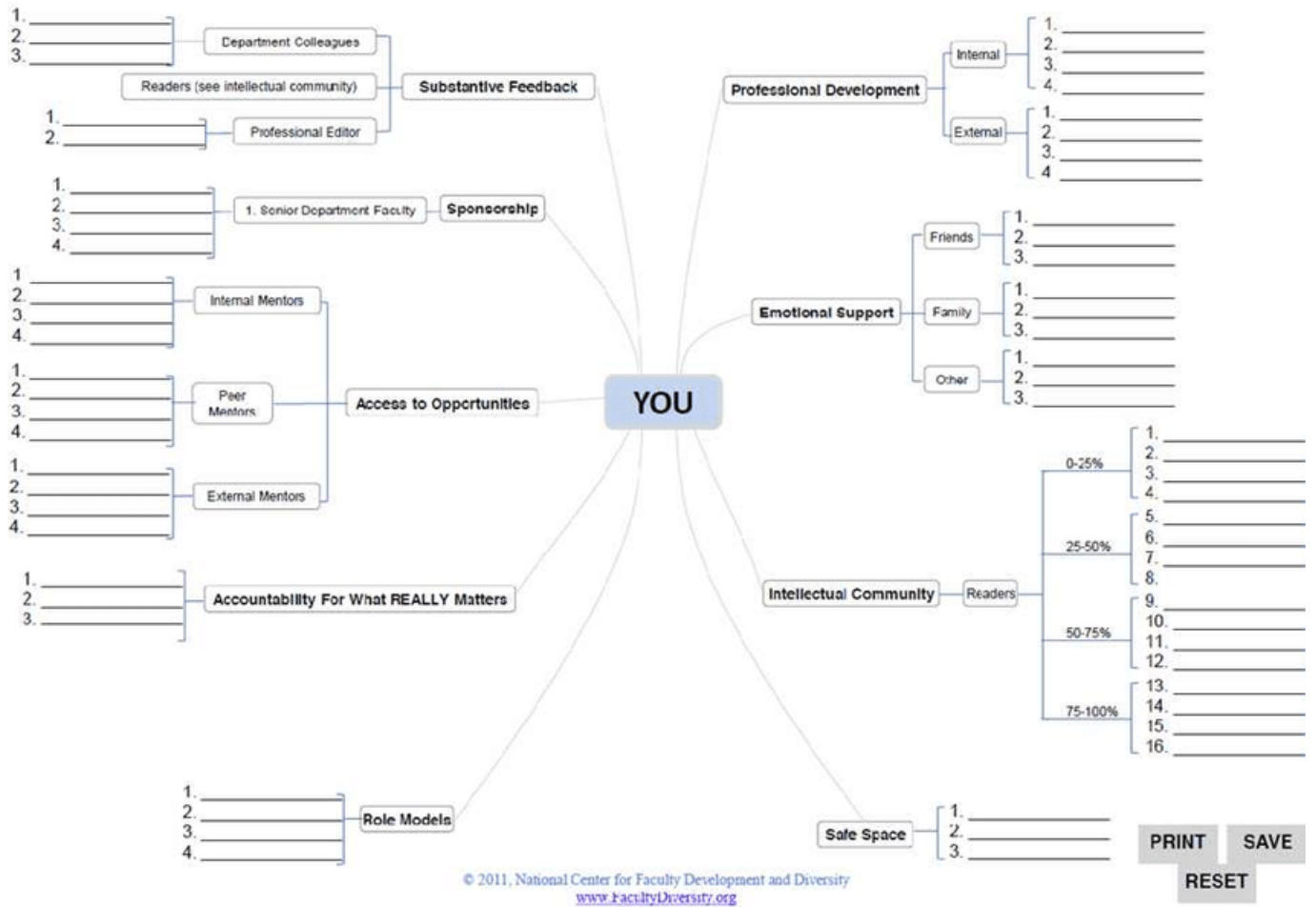
- I acknowledge that it is my responsibility to facilitate the training and professional development of the PhD student to the best of my abilities. I will work closely with this student to develop a program plan that best prepares them to achieve their PhD training goals.
- I will maintain a relationship with the student that is based on trust and mutual respect.
- I recognize that open communication and periodic formal performance reviews will ensure that the expectations of both parties are met.
- I will foster an increasing level of independence and responsibility as the student progresses through their PhD training.
- I will promote all ethical standards for conducting research and engaging in scholarly activity. This includes compliance with all institutional and federal regulations for human and animal research as well as responsibility for copyright, permissions, plagiarism, etc.
- I will clearly define expectations of conduct within my research team and make myself available to discuss climate or ethical concerns as they arise.
- I will commit to be a supportive colleague as the student transitions to the next stage in their career and, to the extent possible, throughout their professional life. I recognize that the role of mentor continues after formal training ends.
- I will encourage participation in professional development and networking opportunities.
- I will treat others with respect and foster a positive workplace climate in my research lab, program, and department.

### Items for Discussion

The mentor and student should discuss the items below and any other issues in order to reach a shared understanding of their relationship. The mentee should then summarize the final decisions and have the agreement signed and dated by the parties listed.

- How often will we meet? When and where will our meetings take place? Who will be responsible for establishing the agenda?
- What is the preferred method of communication between meetings? How quickly can a response to questions be expected?
- How much lead time do the participants need to review materials prior to discussion?
- What are the policies for work hours, sick time, and vacations?
- What are the policies for manuscript authorship, research presentations, and ownership of data?
- What format and content is expected in lab notebooks and other data archiving systems?
- What additional expectations does the mentor have of the student?
- What additional expectations does the student have of the mentor?

# Mentorship Map





## First Year Advisory Committee Meeting Summary Report

Candidate: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Research Advisor: \_\_\_\_\_

Tentative Committee Members (3 of 5 must participate for Ph.D., 2 of 3 for M.S.)

\_\_\_\_\_  
\_\_\_\_\_

Tentative Research Area:

\_\_\_\_\_  
\_\_\_\_\_

Suggested Courses and/or Minor Area for Candidate:

IDP Completed? Y/N

Entrance Deficiencies (if any):

\_\_\_\_\_  
\_\_\_\_\_

Summary of Discussion:

## IGPNS Annual Progress Meeting Report Form

Student: \_\_\_\_\_

Major Professor: \_\_\_\_\_

Committee Members:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Projected Dissertation Topic:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is the student making satisfactory progress? Y/N

Are there any adjustments to the student's project or approach that should be made to enhance progress?

Summarize the work that will be required to complete the thesis project (use back of sheet if necessary):

### **Signatures:**

Committee members:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student: \_\_\_\_\_ Major Professor: \_\_\_\_\_

Date: \_\_\_\_\_

**CERTIFICATION OF TEACHING EXPERIENCE**

**Interdepartmental Graduate Program in Nutritional Sciences**

**Section 1** is to be completed in duplicate by the instructor and the student when the arrangements are made prior to the course offering. One copy will be attached to the candidate's certification form. The second copy will remain in the department's file with the candidate's letters of recommendation. After the assigned duties are fulfilled, the instructor will complete section 2 of this form. This will be made available to professors as they write letters of recommendation for the student.

**Section 1:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Course: \_\_\_\_\_ Year: \_\_\_\_\_  
Semester: \_\_\_\_\_

**Signatures:**

Candidate: \_\_\_\_\_  
Instructor: \_\_\_\_\_

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**Section 2: Instructor's Evaluation:**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_



**Interdepartmental Graduate Program in Nutritional Sciences**  
**Ph.D. Qualifying Examinations:**  
**Evaluation of Preliminary Exam Performance**

Candidate: \_\_\_\_\_

Committee member completing this form: \_\_\_\_\_

**TO THE COMMITTEE MEMBERS:** Please complete this form *on your own* and pass on to the student's mentor at the completion of the exam and before there is discussion of the student's performance. **This form will be given to the student after the mentor completes the IGPNS summary (overall evaluation form).**

**Overall Evaluation of the Written and Oral Defense:** Circle the score that you feel accurately reflects the overall quality of the written proposal and its oral defense. Equal weight is to be given to sections A and B. Depending on the number of committee members the student must have a total score of 12 out of 20 possible points (4 members) or 15 out of 25 possible points (5 members).

Excellent = 5    Very Good = 4                      Satisfactory = 3                      Marginal = 2                      Inadequate = 1

**A. Quality of Written Proposal (Complete Prior to Exam):**

1. Knowledge and Presentation of Background Material	Excellent	Very Good	Satisfactory	Marginal	Inadequate
2. Statement and Purpose of Hypotheses	Excellent	Very Good	Satisfactory	Marginal	Inadequate
3. Experimental Design and Planned Analysis of Data	Excellent	Very Good	Satisfactory	Marginal	Inadequate
4. Research Protocol and Methodology	Excellent	Very Good	Satisfactory	Marginal	Inadequate

**B. Defense of Proposed Research:**

5. Clarity of Oral Presentation	Excellent	Very Good	Satisfactory	Marginal	Inadequate
6. Ability to Answer Questions	Excellent	Very Good	Satisfactory	Marginal	Inadequate

**C. Likelihood of Completion in 4 years:** Please use the space below to comment on this as well as issues related to the student's performance on this exam.

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Additional Comments:

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Interdepartmental Graduate Program in Nutritional Sciences  
Ph.D. Preliminary Exam  
Overall Evaluation of Preliminary Exam Performance  
(only 1 copy needed for the student's mentor)**

**TO THE MENTOR:** Please add up scores from Evaluation of Preliminary Exam Performance sheet and place total below. Then, you should have a great discussion with members on student's performance.

**Student Name:**

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**1. Total Score for Research Exam: \_\_\_\_\_**

A minimum of 12 points is required to pass when there are 4 committee members and a score of 15 points is required to pass when there are 5 committee members.

**2. Overall Evaluation of Student Performance:**

A. \_\_\_\_\_ Pass

B. \_\_\_\_\_ Pass with Deficiencies

C. \_\_\_\_\_ Fail

**3. Conditions that must be met to eliminate any deficiencies:**

(This section must be filled out if 2B or 2C where check).

**Signature(s)**

Mentor(s): \_\_\_\_\_  
Date: \_\_\_\_\_

**Interdepartmental Graduate Program in Nutritional Sciences**  
**Evaluation of MS/PhD Thesis/Dissertation Defense Performance**

**Student:** \_\_\_\_\_

**Committee Member completing this form:** \_\_\_\_\_

**TO THE COMMITTEE MEMBERS: Please complete this form after completion of the exam. This form will be used in assessing the strengths and weaknesses of the graduate program and should be returned directly to the Graduate Program Coordinator. (1=best, 3=least)**

1. Knowledge and Critical Assessment of the Field	1	2	3
2. Use of the Scientific Method	1	2	3
3. Experimental Design and Data Analysis	1	2	3
4. Clarity of the Writing	1	2	3
5. Ability to Answer Questions	1	2	3
6. Quantity of Research Completed	1	2	3
7. Novelty and Contribution to the Field	1	2	3
8. Overall Committee Performance in promoting Student Development	1	2	3

Additional Comments:

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