

Academic Policies and Procedures Handbook

Molecular & Environmental Toxicology Center
(representing the Molecular & Environmental Toxicology MS & PHD Program)

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I. WELCOME TO THE PROGRAM!

Welcome to the Molecular & Environmental Toxicology Program!

On behalf of all the faculty and staff, congratulations on joining the Molecular & Environmental Toxicology Program. The Molecular & Environmental Toxicology Center (METC) traces its origins back to 1970, when a small group of faculty presented a proposal to the University for a “Toxicology Center.” It has maintained a National Institutes of Environmental Health training grant (T32-ES007015) since 1975 and housed the Molecular & Environmental Toxicology Graduate Training Program (METP) since 1978. The focus is to generate an interdisciplinary training program in environmental toxicology with emphasis on understanding problems related to biologically active substances and potentially hazardous synthetic chemicals in our environment. During the early 2000’s, the program transitioned from the College of Agriculture & Life Sciences (CALs), to the School of Pharmacy and then to the School of Medicine & Public Health (SMPH).

We trust that your participation in this program will be rewarding, in terms of your didactic learning, development of research skills, and the camaraderie that you will feel with your peers. Science is not a spectator sport, and this will require a lot of effort on your part; however, when you are complete, you will be ready to enter the world as one of the best and brightest future scientists.

Intention/Role of Handbook

This handbook is intended for graduate students who are pursuing PhD and MS degrees in Molecular & Environmental Toxicology. The UW-Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The Molecular & Environmental Toxicology Program is administered by the Molecular & Environmental Toxicology Center under the authority of the Graduate School. The Graduate School’s Academic Policies and Procedures provide essential information regarding general University requirements. Program authority to set degree requirements beyond the minimum required by the Graduate School lies with the Executive Steering Committee, which is made up of program faculty. The policies described in this handbook have been approved by said committee. Degrees and course requirements may change over time. However, students must meet the degree and course requirements in effect when they enter the program. In addition, administrative procedures and processes can change over time. Students are required to follow the procedures and processes listed in the current handbook. The information in this handbook should also be supplemented by individual consultation with your advisor and committee so that individual needs/interests and all degree requirements are met. Additional information is available [via the Molecular & Environmental Toxicology Program’s Web page](#). Students may also wish to consult the Graduate School’s Web page.

Key Individuals and Roles

Dr. Chad Vezina (Dept. of Comparative Biosciences)	Program Director
Dr. Wei Xu (Dept. of Oncology)	Associate Director
Dr. Robert Lipinski (Dept. of Comparative Biosciences)	Associate Director
Mr. Mark Marohl (Molecular & Environmental Tox)	Graduate Program Coordinator

Program Vision/Mission statements

The Molecular & Environmental Toxicology Center seeks to promote research at UW-Madison and the UW System that addresses fundamental mechanisms through which toxicants produce adverse effects, provide ways to assess or predict the impact of these agents on humans and other species, and develop biological and physicochemical processes that can control releases or deplete the environment of these harmful agents.

To that end, MET promotes research on suspected and known environmental toxicants, with an emphasis on multidisciplinary approaches. The graduate program has two broad areas: health-related

toxicology and toxicants in the environment. Graduates of this program have a solid foundation in both areas with a command of skills in one or the other.

Learning Outcomes (aka “Learning Goals” or “Training Goals”) and Assessments

The Molecular & Environmental Toxicology Program has developed learning outcomes to assure that the students in the program achieve core competencies before graduation. By identifying these outcomes and undergoing annual reviews of progress, we are able to best assess the progress that our students are making. The more successful students are during their time in the program, the more likely they will be successful in their future careers.

Program statistics/prospects

Our program typically has between 30-40 students in it at any given time.

Calibrated for expectations, our students typically . . .

Average 2 first author publications and 4 publications, total.

Average 5.5 years to degree (highest is 7 2/3 years, lowest is 4 years, since [class entering] Fall 2007.

47% supported by T32

Training and a degree in Molecular & Environmental Toxicology can prepare one for any type of position.

Over the past ten years, we have graduated ninety-two students (PhD & MS) and of those . . .

- Sixteen are currently Faculty Members
- Fifteen are in Academia (Postdocs, Scientists, et cetera)
- Thirty are in Industry (bench / research scientists to CO's)
- Ten are in Government (at local and national levels)
- Five are continuing in training
- Fifteen are in positions outside of the typical job tracks.

In short, our students find positions following degree completion.

Whatever your role in the program, we look forward to a mutually rewarding relationship over the course of our time together!

II. STUDENT HEALTH AND WELLNESS

Your health is of paramount importance to us.

If you have your health, everything else will fall in to place.

Maintaining good health is extremely important to student success, and our campus provides a wealth of resources to support not only physical health but also mental health. Be sure that your students know about these resources and take advantage of them before poor health affects their academic or research performance.

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 uwell.wisc.edu/

Students who pay segregated fees are eligible for University Health Services (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

Per UW-Policy, *program administrators are not able to provide advice for payroll and/or benefits.* The University’s Office of Human Resources holds both group and drop/walk-in hours for incoming graduate students throughout August and September to answer questions and inform students as to how to fill out their benefit forms. The office ***strongly*** recommends that students attend at least one of these events.

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. We strongly encourage students to have their insurance forms in before September 1st to assure proper start 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 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 mcburney.wisc.edu/students/howto.php

Additional [non-academic] disability campus resources (not found through the McBurney Center) can be found at mcburney.wisc.edu/services/nonmcburney/index.php

The UW-Madison Index for Campus Accessibility Resources can be found at 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 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.

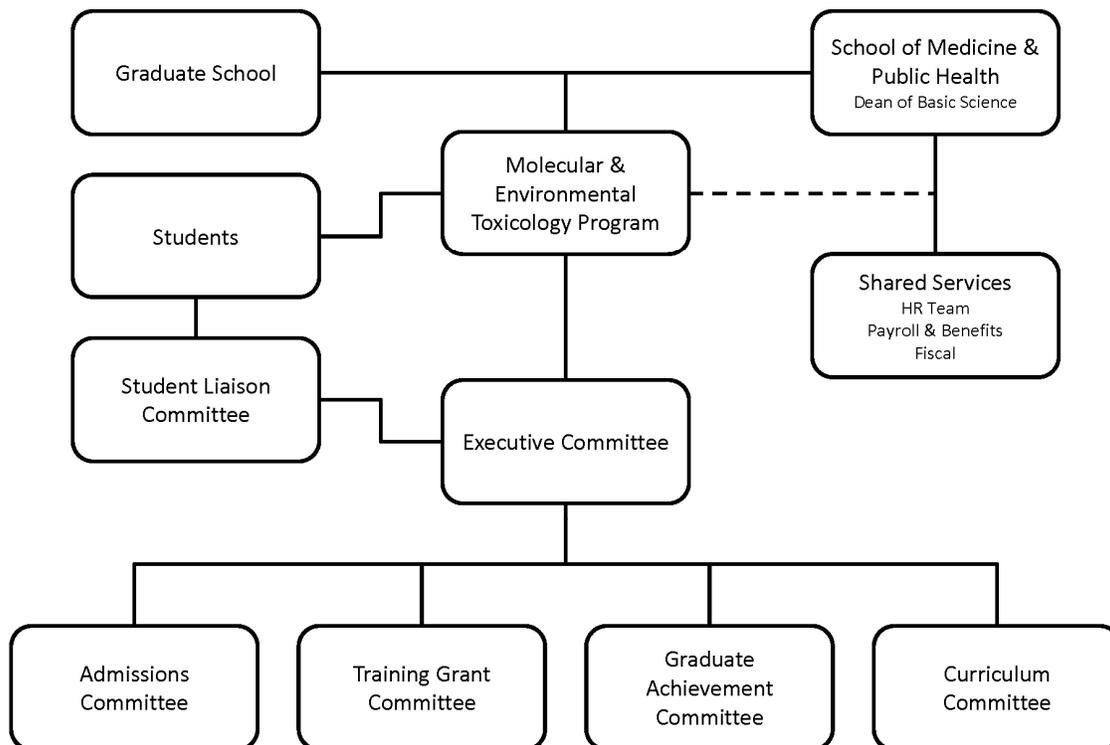
Bottom Line

Your health really is of paramount importance to us. If you are EVER having an issue that seems too big to handle alone, do not hesitate to visit any one of our staff (instructors, director, coordinator). We are happy to work with you to try to find the path to a solution.

III. PROGRAM STRUCTURE

Governance Model:

The Molecular & Environmental Toxicology Program is an interdisciplinary program housed in the School of Medicine & Public Health (SMPH). Its Director answers to the Dean of SMPH-Basic Research. The director “steers the ship” towards its goal of training the next generation of great scientists in toxicology, using the advice of committees. Through a combination of strong graduate students and the networks of faculty and alumni, the Program looks forward to continued growth and reputation in the field.



Executive Committee:

The Program’s Executive Steering Committee is the main decision making body of the program and designed to help guide the program, providing suggestions for strategic growth and improvement for the program. The committee members provide guidance on what they see as the major necessities of the program moving forward. They are also responsible for any decisions that need to be made that are outside of the scope of the existing committee structure. This committee meets annually.

Admissions Committee:

The Admissions Committee consists of the program director and two participating program trainers. The committee meets during admissions season (typically between 01 December and 15 April the following year) to review applications, identify students to interview, and uses input from faculty trainers to make admissions decisions.

Training Grant Committee:

The Program’s Training Grant Committee reviews applications to determine slot allocation and manages fund allotments for the METC Training Grant. This standing committee is determined during the submission of the competitive renewal and consists of the Principal Investigator and the two identified co-PIs. At times when the applicant pool for a slot requires the recusal of one (or more) of the members,

other trainers are requested to review applications on an ad hoc basis. This committee meets 2-3 times per year, depending on how often there are calls for training grant appointees.

Graduate Achievement Committee:

Another critical committee, which examines student body (general) and student (specific) issues is the Graduate Achievement Committee. This committee looks at student petitions for waivers to their curriculum, and examines and defines the program requirements. This committee tends to meet annually, but can meet more or less, depending on issues.

Curriculum Committee:

The program's Curriculum Committee reviews the course material and works to identify what changes are needed, what materials need to be included to assure the success of our students in their research and their careers, and work towards the development of new classes, as necessary. This committee tends to meet annually.

Equity Officer:

In 2020, the Molecular & Environmental Toxicology Program recognized the need for an Equity Officer to assure that all decisions made by the program represented all students of the program fairly. At this time, the charge is still being considered and a full description of the role will be articulated following its first year.

IV. ADVISING

Selection of Major Professor (also known as “research mentor” and / or “PI”)

Students conduct three one-month rotations during their first semester, funded by SMPH, to identify a major professor. The major professor assumes responsibility for the student’s funding for the duration of their time in graduate school. Most advisees (students) are given the title of “Research Assistant” and their stipend, tuition, and health care costs are paid by the major professor.

The major professor should be a faculty member whose experience, project / research interests, and mentor style match closely with those that the student intends to acquire. Students are encouraged to gather information from courses, faculty and student seminars, the program website, and publications to help identify potential major professors prior to or during orientation. While no faculty member is obliged to serve as major professor, invitations are usually accepted except in cases where the faculty member judges that a different individual would serve the student's needs better. For more information see the Advisor policy from the Graduate School, grad.wisc.edu/acadpolicy/#advisor.

A student who later decides that a different major professor would be preferable should discuss this with the current advisor, the program director, and the program coordinator. Following discussions, it will be determined whether a change in advisor would be warranted. Selection of a major professor, or a change of major professor, should be based on the faculty member's ability to guide the student expertly into the chosen area of interest/research. When a student has selected, or changed, major professor, this should be related to both the program director and program coordinator.

Responsibilities of Major Professor and Student Advisee

Major Professor:

The major professor teaching the student how to perform research in a responsible and rigorous fashion, tracks student progress towards degree, and prepares the student for the next career stage, no matter what direction that may be. The major professor will suggest potential thesis committee members, meet at least once annually with the student to ensure the student makes and updates the Individual Development Plans. The major professor has the most one-on-one contact with the student and will meet with the student at least once per week. No records of these routine meetings are required. The major professor should communicate regularly about progress and whether the student is meeting expectation. The major professor should contact the Molecular & Environmental Toxicology Graduate Program Coordinator or Director when progress is not satisfactory.

Thesis Advisory Committee:

The thesis committee’s role is to evaluate the student’s progress towards degree completion, assist with course selection and academic planning, evaluate student performance in the preliminary exam and dissertation defense. A thesis committee shall be formed within nine months of starting the degree. The thesis committee will consist of three or more faculty members, including the major professor and at least one other faculty member from the Molecular & Environmental Toxicology Graduate Program. The thesis committee members will select a committee chairperson at the first thesis committee. The chair or co-chair of the committee must be Graduate Faculty from the student’s program. The thesis committee will meet with the student at least once per year until the degree program is completed. The thesis committee should communicate with students regularly about progress and whether the student is meeting expectations. The thesis committee chair should contact the Molecular & Environmental Toxicology Graduate Program Coordinator or Director when progress is not satisfactory.

The link to this document can be found here: <https://metc.wisc.edu/06-forms/>

Student Advisee:

It is the student’s responsibility to seek and understand the major professor expectations. The student shall schedule meetings with the major professor thesis committee and seek progress evaluations from

all mentors. The student shall request and submit completed paperwork to the Molecular & Environmental Toxicology Graduate Program Coordinator.

Committee Meetings

There are many ways to monitor successful progress in the program. The student's advisor is the primary source for this information. The annual committee meeting with accompanying paperwork serves as an objective way to measure progress and offer interim milestones to facilitate progress to degree.

Committee meetings are a formalized opportunity for you to sit down with the four members of your advisory committee and discuss your project, your set-backs, and your progress; as well as an opportunity to gain advice on future directions and troubleshooting.

These meetings are **required** annually. Failure to do-so can result in a hold on your registration.

The "Checklist for METC Committee Meetings, Preliminary Exam, and Thesis Defense," which is appended to the end of this document, provides instructions for the preparation and execution of committee meetings. Each meeting has its own set of expectations and should follow particular guidelines, all of which are also documented in the "Checklist of METC Committee Meetings."

Please see, print, and use "Checklist for METC Committee Meetings, Preliminary Exam, and Thesis Defense." This form can be found here: <https://metc.wisc.edu/06-forms/>

First Committee Meeting

The first meeting is for the student to meet with the whole committee face-to-face and at the same time. This is also the opportunity for faculty members to meet and determine whether or not they are appropriate choices. The committee will remark on the courses the student plans to take, the project that the student will work on, and provide feedback on gaps in knowledge the student should work to fill.

Second (Preliminary Exam Part B) Meeting

This committee meeting is to achieve dissertator status.

Third (and Subsequent) Committee Meetings

These committee meetings provide the student and advisory committee the opportunity to review and remark on progress, set-up goals for the following year, and document what progress will need to be made before the student can defend his/her dissertation.

Defense

This committee meeting is to graduate.

Additional Advising Contacts within the Program

In addition to a student's PI, there are two other important advisors that they will have during their time in the program:

- 1) The Program Director serves as the initial advisor. The Director works with students during their first semester, recommending classes, providing insights on potential advisors, and addressing concerns that may arise. Students can always meet with the Director at weekly seminar and throughout their tenure in the program.
- 2) The Program Coordinator serves as the students' academic advisor, aiding students in the non-scientific aspects of the program, including course selections. The program coordinator monitors

progress, assures they achieve Graduate School goals and requirements, prods them towards milestones, and helps to act as an intermediary for them with problems, be them academic, laboratory, or life.

Further Advising Contacts

Students should always reference the program's website, this Handbook, the Graduate School's website (grad.wisc.edu), and the Graduate School's Academic Policies and Procedures (grad.wisc.edu/acadpolicy/) for answers on various program-related questions. However, when students need further clarification on any of these policies or procedures they should contact the Graduate Program Coordinator. The Graduate Program Coordinator may play a role with issues including satisfactory academic progress, academic deadlines, graduation completion, program-related forms, advising/course holds and permissions, and course offerings.

V. DOCTORAL DEGREE REQUIREMENTS

Program Basics

Students in Molecular & Environmental Toxicology have training in two broad areas: health-related (molecular) toxicology and the fates of toxicants (environmental) toxicology. All students graduating with a PhD will have a grasp of both molecular toxicology (e.g., biochemical & genetic toxicology, immunotoxicology, neurotoxicology) and environmental toxicology (e.g., ecotoxicology, physical/chemical behavior of toxicants, toxicant remediation). A specialization in one or the other is a product of a student's research and is determined by the focal area of the major professor / advisor / PI. There is no defined track or concentration.

Ours is a PHD-first program, meaning that if we admit you, we expect that you will complete a PhD. However, we realize that that is not always the case. It is possible to leave the program with a terminal masters, presuming, of course, that the requirements to that degree have been met. Should you be considering this option, please, please, PLEASE speak with the Program Director and Program Coordinator. They will want to work with you to determine if that is, in fact, the best option for you, or if there are other options that should be explored. Information about the Masters Degree Options is available in Chapter VI.

While we want to achieve 100% retention to doctorate degree, it is much more important to us that YOU achieve all that you want to and are in a position to be successful in your future career choices.

Credits and Courses

Per University Policy, you will take a minimum of 51 credits, of which, 26 will need to be "graduate school level." Many of our students pass that mark between the didactic and elective courses, seminars, and methodological 990 research credits, where a student is working on research project(s), writing papers, and developing a thesis for defense. The Program Coordinator will assure that you will come in well over that number, so you will not need to worry about that.

You should take 8-15cr as a predissertator (fall and spring) with at least 2cr during the summer. When you are a dissertator, you will take 3cr and 3cr ONLY every semester.

Grading is different than in undergraduate studies. You are required to hold a B (3.00) average. You are required to get a B or better in your core courses. Lower grades in your electives are able to be "balanced out" by higher marks. Failure to maintain a 3.00 average will get you placed on Academic Probation.

You are required to take 15 core didactic credits. You are required to take 7 elective didactic credits. Core courses will provide foundational knowledge in molecular & environmental toxicology. Electives will either fill in gaps in your learning or to give you a better background to your research. Electives are best selected in consultation with your mentor. Generally speaking, "molecular-focused" students take coursework in cancer biology and "environment-focused" students focus on cell signaling and soil sciences. We anticipate that your didactic courses (what is required to move towards dissertator status), will be done by the end of year two.

Doctoral Research in MET Outline

- Completion time varies; average is 5.5 years
- Advisor determined by rotation through three laboratories
- Is required research component that should lead to dissertation
- Funding guaranteed by program
- Coursework (Career)
 - MET 625 – Toxicology I – 3cr
 - MET 626 – Toxicology II – 3cr

- MET 631 – Toxicants in the Environment – 3cr
- MET 634 – Ecotoxicology – 1cr
- MET 801 – Scientific Communication – 2cr (formerly MET 699)
- OBGYN 955 – Responsible Conduct of Research – 2cr
- OBGYN 956 – Advanced Responsible Conduct of Research – 1cr
- MET 800 – Seminar – 1cr (Every Semester)
- MET 990 – Research – Credits Vary (Every Semester)
- (At least) Seven (7) Elective Credits
- TA Obligation, typically met in 2nd Year of Study
- Public defense of research & dissertation

Breadth Training:

Our main focus is to create the next generation of world-renowned scientists in environmental health, able to be leaders at all levels of academia, government, and industry. The quality of the students' research, their published manuscripts, and their public presentations are the biggest indicators of success at future levels. Accomplishment requires training from the PI, other mentors, practice in writing and presentation through courses and other activities, and professional development.

Breadth knowledge is emphasized and directed by the student's interests, from the mentor and advisory committee, and a plan and timeline for achieving the knowledge is facilitated by the Individual Development Plan. The committee watches a student's development and provides insights into opportunities for learning, research, and other intangibles, helping to ensure that a student's research focus is not pinpointed, but also open to broader scientific lines of inquiry.

Breadth requirements are more than adequate to help students as they are continuing on with their careers. Students will be judged primarily by the quality of their research and their ability to communicate ideas. Our students are not required to complete a minor, allowing us to emphasize core courses that adequately develop the ideas of "molecular toxicology" and "environmental toxicology" while, at the same time, not overburdening the students with further elective credits. Should a student think a minor would be suitable for future aspirations, s/he is encouraged to begin to participate in that coursework as early as the 2nd semester.

Doctoral Minor Requirement:

The program currently does not have a doctoral minor requirement. Should you be working on a minor, you will need to meet those requirements, as well. The requirements for the minor are able to serve as the MET program electives.

Milestones & Estimated Timeline:

Listed with descriptions are the ten major program milestones.

- Completion of course work: All course completed.
- Annual Thesis Committee Meeting: Annual meeting held with student and advisory committee. The link to this document can be found here: <https://metc.wisc.edu/06-forms/>
- Presentations: All students must give two formal scientific presentations to the METC program, These are typically given at METC 800 course and are reviewed by a subset of students and faculty with a written critique and survey.
- Teaching Symposia: As part of their training, students must attend one short course on teaching. Most of our students can take a one-day mini-course on the teaching experience given by our senior graduate students in the fall of each year, which covers the realities and day to day responsibilities of a course director and/or TA.
- Teaching: As part of their graduate training, students must serve as a formal TA or teaching preceptor in one course. This is monitored and assured by program administration. Students gain experience with designing and grading exams, lectures, and leading discussion sections. This is typically completed by year two.

- **Preliminary Exam:** This exam consists of a written proposal according to predoctoral fellowship requirements. The proposal consists of a research proposal and a career development plan and timeline that can be achieved in a 2-4 year period. The student's research advisory committee reviews the proposal, attends the student's presentation of the ideas, and examines the student about the topic. If satisfied, the committee signs the student's warrant and the student will move to candidacy (dissertator status). This is typically completed in year 2, no later than the end of year 3.
- **Six Month Meeting:** This is the next-to-last formal meeting that a student has with his/her committee prior to producing a dissertation. At this meeting, the student will present the thesis outline and gain input on what further experiments may need to be done to complete the degree.
- **Defense:** For a student to complete his/her degree in Molecular & Environmental Toxicology, s/he must write-up his/her research in the form of a dissertation, present it in an open seminar, and then defend it in a "closed door" session with the advisor and research advisory committee. The committee will discuss the student's work, consider whether the work represents a significant contribution to environmental health, and also whether or not any corrections and / or further experiments need to be done. Once the student has met these requirements, the student will be able to deposit the dissertation with the Graduate School. For the program, the defense typically happens between years five and seven, with the average at 5.5 years.

Sample Timeline:

Year	Accomplishments (Fall, Spring, Summer)		
First Year	Rotate & Find Lab Courses: 625, 634 (odd), 955, 800,801, 990 (director)	Start Research Courses: 626, 800, 990 (advisor), Electives Complete Paperwork	Continue Research Courses: 990, Electives? Meet with committee
Second Year	Continue Research Courses: 631, 634 (odd), 800, 990, Electives Preceptor in Core Course	Continue Research Courses: 800, 990, Electives Preceptor in Core Course	Continue Research Courses: 990 Prelim B
Third Year	Continue Research Courses: 800, 990, Electives?	Continue Research Courses: 800, 990	Continue Research Courses: 990
& Beyond	Continue Research Courses: 800, 990	Continue Research Courses: 800, 990	Continue Research Courses: 990
Schedule 6 month meeting with committee to approve body of work for thesis Inform coordinator ~1mo before Final Defense to request warrant			
<u>GRADUATE!!!</u>			

Preliminary Exam Document:

The committee meeting that must be completed to move to candidacy (dissertator status) is the Prelim Exam. This meeting requires that a proposal outlining the experiments, career development activities, and a timeline of milestones a student will complete over the next 2-4 years be created and presented to the committee. This meeting is typically had after didactic requirements are all completed. An outline of the Preliminary Exam Process can be found in "Checklist for METC Committee Meetings, Preliminary Exam, and Thesis Defense."

The Checklist for METC Committee Meetings, Preliminary Exam, and Thesis Defense can be found: <https://metc.wisc.edu/06-forms/>

For this meeting, you will need to have a prelim warrant requested. Please contact the Program Coordinator ~1month in advance to request the warrant from the Graduate School.

Learning Goals & Outcomes:

The Graduate School has completed a survey of program learning goals and a timeline for tracking the assessment of said goals. These can be found on the Graduate School website under “The Guide.”

Random Requirements & Opportunities:

Seminars:

- Required to present in MET 800 Annually
- Annual Retreats held in summer
- Professional and personal development opportunities led by students (see later chapters)
- Visiting speakers across campus – take advantage of this resource!

Internships:

The office will work with our networks and alumni to try to find you an internship, should you be interested in participating in one. (Note: While you may like to do one, your advisor may have different ideas; make sure to check with him/her, either during rotations or before applying)

Publishing:

It is expected that students will publish their research. Publications are a credible benchmark of a student’s research and laboratory aptitude.

Paperwork:

The major paperwork required by the office includes:

- Certification (due Spring 1st year): General information about your background and interests.
- Committee Form (due Spring 1st year): Allows office to know faculty and otherwise that make up your research advisory committee, those that will help guide you through graduate school and ultimately determine your completion.
- IDPs (due Spring 1st year): Requirement of NIH and the Grad School; only a receipt is needed from AAAS website. These are referenced further in Chapter XV / Professional Development and Career Planning.
- An IDP-like document that allows for student and advisor to have an honest and frank discussion about laboratory progress. Committee members will have the opportunity to comment, as well.

The link to these documents can be found here: <https://metc.wisc.edu/06-forms/>

Choosing Advisor, Committee, and Topic

It is hoped that, after the first semester of rotations, students will have a permanent mentor (PI) identified who will serve as their research advisor. When students arrive, they conduct three, one-month rotations in the laboratories of three potential advisors. The main criteria that faculty are selected on are a) interest the student has in the faculty member’s research b) the faculty member’s interest in mentoring that student and c) the faculty member’s availability of funding for the student. As the rotation period concludes, the student, the preferred advisor, and program director discuss the possibility of the student joining that faculty member’s lab. If there is a mutual interest, the student can join that lab and that mentor becomes the advisor. Ideally, the mentor is identified at the beginning of December / end of the student’s first semester. Should there not be an agreeable match following the first semester, a student may continue to rotate, provided adequate progress and availability of funding.

During the course of the student’s graduate career, should there be dissatisfaction by one or more parties, a change in laboratory may be prompted. The office will work to identify post-lab funding, so the student continues to be funded and without a break in benefits. A rotation in a potential new mentor’s lab is arranged. A new match is sought quickly, so as to minimally delay the student as s/he works towards degree. It is critical that, if a change in advisor needs to happen, that is resolved as quickly as possible.

As important as the advisor is the student’s thesis committee. This group will monitor the scientific growth of a student, provide assistance when there are difficulties, advice when things are going well,

and can serve as a “buffer” between the student and an advisor. A student selects his/her committee with the consultation / advice of the advisor and through other relations that the student has made on-campus. A committee consists of 4 members (one is the advisor), one from outside of METC and one from outside of the advisor’s home department (the outside of METC and the home department can be the same person). These rules are consistent with those of the Graduate School. Committees can be modified as needed and typically change based on new research directions. In addition to annual committee meetings, the student will have his/her milestone documents (Preliminary Exam B and final thesis) reviewed by the committee. We recommend that Prelim B is delivered to the committee at least two weeks before the exam and the defense delivered at least two weeks ahead of that date.

Dissertation and Oral Defense

You can’t get something for nothing; it is expected that you will write a dissertation to complete your PhD studies. These are generally five chapters – an introduction, a conclusion, and three middle chapters, which could be three papers from your research. (please note that you will need to check with the publishing agency about copying your papers and using them in your thesis)

A complete timeline and listing of guidelines can be outlined in the “Checklist for METC Committee Meetings, Preliminary Exam, and Thesis Defense.” The link to this document can be found here:

<https://metc.wisc.edu/06-forms/>

VI. MASTERS DEGREE (CURRICULAR) REQUIREMENTS

Program Basics

MET students receive training in two broad content areas: toxicant action (e.g., molecular toxicology, including biochemical & genetic toxicology, immunotoxicology, neurotoxicology) and toxicant fate (eg. environmental toxicology, including ecotoxicology, physical/chemical behavior of toxicants, toxicant remediation). There are two tracks; this section describes the one-year Curricular Master's Track.

The Curricular Masters track was initially designed to be utilized by employees in industry and government, who are able to conduct research with a Bachelors degree, but who require a higher degree to achieve promotion. The one year timeline was to limit the amount of time off the job and / or accommodate those with working schedules. Others who could be interested in this position would be those who need further didactic credentials to improve status for further academic applications or looking to undergo training during a "gap year" before professional school.

Students participating in the Curricular Master's Degree Track will not conduct laboratory research, but will have an extensive curricula designed to provide a didactic knowledge of molecular toxicology, environmental toxicology, and other fundamental scientific knowledge. The Curricular Master's Degree is designed to be completed in one year and is capped by a seminar presentation.

Funding is not guaranteed for students accepted into the Master's Degree Program. Especially with the Curricular MS, students should expect that they will need to pay their own way. Master's Degree students are eligible for Program Assistantships and Teaching Assistantships. The onus is on the student to identify these positions.

Credits and Courses

Master's Degree students shall complete a minimum of 30 credits, of which 16 must be "graduate school level." The curriculum for the Curricular MS provides breadth in toxicology that can be used to further careers in the field.

Master's Degree students shall complete 8-12cr in each of the Fall and Spring Semesters and work with the Program Coordinator to determine the number of Summer credits for the degree timeline.

Master's Degree students shall maintain a B (3.00) average and receive B or better grades in core courses. Lower grades in elective courses are "balanced out" by higher grades in core courses. Failure to maintain a 3.00 average will result in Academic Probation.

Depending on the student's background, certain "Competency" coursework may not be applicable; for example, a student coming from industry will not need to take CHEM 607: Laboratory Safety. Discussions should happen with the student's advisor and program coordinator during Orientation Week to review the student's background and discuss any deviations for the Curricular Masters. It is imperative that the plan that is discussed and created by the plan that is executed, in order to assure completion within the one-year window. This plan should be shared with and approved by the Admissions Committee.

Curricular Masters in MET Outline

- One Year Time to completion
- Program director serves as advisor, unless more suitable candidate identified
- Curricular work with a final presentation of toxicological relevancy
- Funding NOT guaranteed by program
- Coursework (Core – 15cr + Research Projects)
 - MET 625 – Toxicology I – 3cr (Fall)
 - MET 626 – Toxicology II – 3cr (Spring)

- MET 631 – Toxicants in the Environment – 3cr (Fall)
- MET 801 – Scientific Communication – 2cr (formerly MET 699) (Spring)
- OBGYN 955 – Responsible Conduct of Research – 2cr (Fall)
- MET 800 – Seminar – 1cr (Fall, Spring)
- MET 699 – Special Projects – 1cr
- MET 990 – Research – < 4cr
- Coursework (Competencies – 8cr)
 - Soft Skill Acquisition
 - CHEM 607 – Laboratory Safety – 1cr
 - INTEGSCI 660 – Mentor Training – 1cr
 - Statistical Comprehension (one of either)
 - MATH 609 – Math Methods for Systems Biology – 3cr
 - BMI 826 – Data Management in R – 1-3cr
 - Advanced Toxicology Training (one of either)
 - COMP BIOSCI 555 – Veterinary Toxicology – 3cr
 - POPHLTH 789 – Environmental Health – 3cr
- Coursework (Electives - < 8cr) (Possibilities)
 - ONC 703 or MET 632-3-4 Cancer Tumorigenesis or Ecotoxicology – 3cr
 - Selected in collaboration with advisory team
- Public defense of toxicological topic

Breadth Training:

The MET training goal is create the next generation of leaders and world-renowned scientists in environmental health and at all levels of academia, government, and industry. The Curricular Masters is specifically set-up for students who expect to go to industry or government settings, where the knowledge of toxicology is more valuable than bench research and publications. No matter the career direction, the quality of the students' research, their writing capabilities, and their public presentation will be the biggest indicators of success at future levels. Accomplishment requires training from the PI, other mentors, practice in writing and presentation through courses and other activities, and professional development.

In this track, breadth knowledge is emphasized and directed by the student's interests, with guidance from mentor and advisory committee as needed. A plan and timeline for achieving the knowledge is facilitated by the Individual Development Plan. The committee watches a student's development and provides insights into opportunities for learning, research, and other intangibles, helping to ensure that a student's research focus is not pinpointed, but also open to broader scientific lines of inquiry.

Masters Minor Requirement:

MS students are not required to complete a minor but may pursue one if it is helpful for future aspirations. The Curricular MS track does not provide the flexibility for a minor, should the student want to achieve the goals within one year.

Opportunities, Requirements, and Timeline:

- Complete Coursework: didactic coursework, not including MET 800 and 990 independent research, is typically completed by the end of year 2.
- Hold Annual Thesis Committee Meetings: Annual meeting held with student and advisory committee. See "Checklist for MET Thesis Committee Meetings, Preliminary Exam, and Thesis Defense."
- Attend and Participate in MET 800 Seminar Course: A seminar course that meets weekly during the academic year. Students are required to attend. Students participate by asking questions, seeking clarifications, formulating suggestions, and completing written critiques and surveys. Students also participate by giving at least one required formal scientific presentations during MET 800 course periods. Attendance/participation is required during the duration of the training period.

- Complete MET 801 course: Develop skills in oral presentation, scientific and grant writing. The final project is a grant section and scientific presentation. This 801 Course is typically done in Year 1.
- Attend and Participate in Annual Retreat: Required yearly.
- Complete Six Month Meeting: This is the next-to-last formal meeting that a student has with his/her committee prior to producing a thesis. The student presents the thesis outline and gains input on additional activities needed to complete the degree.
- Pass Thesis Defense: Students write the research in the form of a thesis, present it in an open seminar, and defend it in a “closed door” session with the advisor and thesis committee. The committee will discuss the student’s work, consider whether the work represents a significant contribution to environmental health, and also whether corrections and / or further experiments are needed. Students who pass the defense will be able to deposit the thesis document with the Graduate School. The MS defense will happen in the one year of study.

Sample Timeline:

Year	Accomplishments (Fall, Spring, Summer)		
First Year	Courses: 625, 631, 800, 955, 826	Courses: 626, 607, 789, 800, 801, 699, 990 Present at 800	Courses: 660, 990 (3cr)
Notes:	Schedule seminar with committee and program coordinator before Spring Term Schedule 6 month meeting with committee to approve body of work for thesis Coordinator will confirm committee ~1mo before Final Defense to request warrant		
<u>DEFEND THESIS TO YOUR COMMITTEE, PASS THE DEFENSE AND GRADUATE!!!</u>			

Learning Goals & Outcomes:

The Graduate School is completing a survey of program learning and assessment goals to clearly define what knowledge a student should attain during their time in a given program. Our learning goals were approved by the Graduate School.

Additional Requirements & Opportunities:

Seminars:

- Professional and personal development opportunities led by students (see later chapters)
- Visiting speakers across campus – take advantage of this resource!

Internships:

Students in the Curricular MS are unable to participate.

Publishing:

Students in the Curricular Master’s Degree track typically do not publish.

Paperwork:

Links in Chapter I link to all of the listed documents listed below. The major paperwork includes:

- Certification (due Spring 1st year): General information about your background and interests.
- Committee Form (due Spring 1st year): Allows office to know faculty and otherwise that make up your thesis committee, those that will help guide you through graduate school and ultimately determine your completion.
- IDPs (due Spring 1st year): Requirement of NIH and the Grad School; only a receipt is needed from AAAS website. These are referenced further in Chapter XV / Professional Development and Career Planning.
- Thesis Committee Form (due annually following committee meeting): Document that allows for student, advisor, and committee to evaluate progress and determine future directions for research and career planning.

Choosing Advisor, Committee, and Topic

Curricular MS students have two options for their research advisor: (1) The director can serve as the *de facto* advisor and serves as the chair of the thesis committee that will examine the student in the Literature Review Defense, (2) the student could seek out a faculty member whose research interests are more in-line with what their interests (and the topic of their literature review) will be. Curricular Masters students do not rotate.

If the advisor will be different from the director, s/he should be identified before the end of semester one.

A change in laboratory may be necessary. The MET office will work to identify possible options for the student to conclude his / her MS degree as quickly as possible.

The thesis committee will evaluate the student's knowledge and literature review following the final presentation. More formal guidance is not expected in the Curricular Masters track.

Oral Defense

To complete the Curricular MS, students must present a scientific talk at MET 800 seminar or a more formal defense setting, presenting on a toxicologically relevant topic. A warrant will be requested and signed by the advisor and two other members of a committee. There will need to be a written document created in the style of a literature review, but it will be up to the faculty advisor to determine whether or not this document will need be submitted to the Graduate School.

Following the presentation in MET 800, the advisor and committee will conduct a "closed door" session, consisting of the student and committee. The committee will ask questions of relevance to the topic, hoping to glean the knowledge that the student has learned. The committee will then deliverable and make their recommendation on passing the student.

A warrant is a document signed by the thesis committee to confirm MS requirements are successfully completed. Warrant will not be valid until the end of the Summer semester because coursework will not be completed until the close of the Summer term. Program coordinator will hold on to the signed warrant until the end of the Summer term, when it will be returned to the student for deposit. Students shall inform the Program Coordinator 1+ month prior to the thesis defense that a warrant is needed.

Movement Between Curricular MS and PhD

A student in the MS track is always allowed to apply for an upcoming year's admittance to the PhD program. The application's merits will be compared against other applicants in that year's pool.

It is not possible for a student in the **Curricular MS** to transfer from the Curricular MS track to the PhD track. In order to matriculate in the PhD track, one will be required to (re-) apply for the PhD program.

Students are highly recommended to speak with the program director and program coordinator before changing tracks.

VII. MASTERS DEGREE (RESEARCH) REQUIREMENTS

Program Basics

MET students receive training in two broad content areas: toxicant action (e.g., molecular toxicology, including biochemical & genetic toxicology, immunotoxicology, neurotoxicology) and toxicant fate (eg. environmental toxicology, including ecotoxicology, physical/chemical behavior of toxicants, toxicant remediation). There are two tracks; this section discusses the Research Master's Degree Track, which typically takes 1.5-3 years to complete.

Students participating in the Research Master's Degree Track will be in a laboratory, conducting (original) research and produce a document, either based upon that research or as a literature review-style assessment of the field.

Funding is not guaranteed for students accepted into the Master's Degree Program. While some students may be directly admitted to a laboratory with a project and funding, others will need to pay their own way. Master's Degree students are eligible for Program Assistantships and Teaching Assistantships. The onus is on the student to identify these positions.

Credits and Courses

Master's Degree students shall complete a minimum of 30 credits, of which 16 must be "graduate school level." The curriculum for the Research MS has provides for breadth in toxicology, as well as elective credits to solidify knowledge necessary to become proficient in the laboratory of the research mentor.

Master's Degree students shall complete 8-12cr in each of the Fall and Spring Semesters and work with the Program Coordinator to determine the number of Summer credits for the degree timeline.

Master's Degree students shall maintain a B (3.00) average and receive B or better grades in core courses. Lower grades in elective courses are "balanced out" by higher grades in core courses. Failure to maintain a 3.00 average will result in Academic Probation.

Research Masters in MET Outline

- One and one-half to 3.5 Year Time to completion
- Advisor determined through direct admit or unfunded laboratory rotations
- Research required and constitutes most of the thesis document
- Funding NOT guaranteed by program
- Coursework (Career)
 - MET 625 – Toxicology I – 3cr
 - MET 626 – Toxicology II – 3cr
 - MET 631 – Toxicants in the Environment – 3cr
 - MET 801 – Scientific Communication – 2cr (formerly MET 699)
 - OBGYN 955 – Responsible Conduct of Research – 2cr
 - Elective Course(s) – 7cr
 - MET 800 – Seminar – 1cr (Every Semester)
 - MET 990 – Research – varies (Every Semester)
- Public defense of toxicological research

Breadth Training:

The MET training goal is create the next generation of leaders and world-renowned scientists in environmental health and at all levels of academia, government, and industry. The quality of the students' research, their published manuscripts, and their public presentations are the biggest indicators of success at future levels. Accomplishment requires training from the PI, other mentors, practice in writing and presentation through courses and other activities, and professional development.

Breadth knowledge is emphasized and directed by the student's interests, from the mentor and advisory committee. A plan and timeline for achieving the knowledge is facilitated by the Individual Development Plan. The committee watches a student's development and provides insights into opportunities for learning, research, and other intangibles, helping to ensure that a student's research focus is not pinpointed, but also open to broader scientific lines of inquiry.

Research Masters Minor Requirement:

Research Masters students are not required to complete a minor but may pursue one if it is helpful for future aspirations. Students are encouraged to begin minor required coursework as early as the 2nd semester. Courses needed for the minor can also serve as MET program electives.

It should be noted that minor requirements far exceed those of the program and will add time to degree.

Opportunities, Requirements, and Timeline:

- Complete Coursework: didactic coursework, at the end of 1.5-2.5 years
- Hold Annual Thesis Committee Meetings: Annual meeting held with student and advisory committee. See "Checklist for MET Thesis Committee Meetings, Preliminary Exam, and Thesis Defense."
- Attend and Participate in MET 800 Seminar Course: A seminar course that meets weekly during the academic year. Students are required to attend. Students participate by asking questions, seeking clarifications, formulating suggestions, and completing written critiques and surveys. Students can fulfill their presentation requirement during one of the MET 800 course periods. Attendance/participation is required during the duration of the training period.
- Complete MET 801 course: Develop skills in oral presentation, scientific and grant writing. The final project is a grant section and scientific presentation.
- Attend and Participate in Annual Retreat: Required yearly.
- Pass Defense: Students will create what amounts to a literature review on a topic of toxicological relevance, present it in an open seminar, and defend it in a "closed door" session with the advisor and thesis committee. The committee will discuss the student's work, consider whether the work represents a significant contribution to environmental health, and also whether corrections and / or further experiments are needed. Students who pass the defense do not need to deposit the thesis document with the Graduate School, unless desired by student and advisor.

Sample Timeline:

Year	Accomplishments (Fall, Spring, Summer)		
First Year	Rotate or Direct Admit Courses: 625, 631, 955, 800, 801, 990	Being Research Courses: 626, 800, 990, Electives	Continue Research Courses: 990, Electives Meet with Committee
Second Year	Continue Research Courses: 800, 990, Electives	Continue Research Courses: 800, 990, Electives	Continue Research Courses: 990
& Beyond?	Continue Research Courses: 800, 990	Continue Research Courses: 800, 990	Continue Research Courses: 990
Notes	Schedule 6 month meeting with committee to approve body of work for thesis Inform coordinator ~1mo before Final Defense to request warrant		
DEFEND THESIS TO YOUR COMMITTEE, PASS THE DEFENSE AND GRADUATE!!!			

Learning Goals & Outcomes:

The Graduate School is completing a survey of program learning and assessment goals to clearly define what knowledge a student should attain during their time in a given program. Our learning goals were approved by the Graduate School.

Additional Requirements & Opportunities:

Seminars:

- Professional and personal development opportunities led by students (see later chapters)
- Visiting speakers across campus – take advantage of this resource!

Internships:

The office will work with our networks and alumni to try to find you an internship, should you be interested in participating in one. (Note: While you may like to do one, your advisor may have different ideas; make sure to check with him/her, either during rotations or before applying)

Publishing:

It is expected that students will publish their research. Publications are a credible benchmark of a student's research and laboratory aptitude and students typically complete at least two first author publications, though more will increase the likelihood of future success.

Paperwork:

Links in Chapter I link to all of the listed documents listed below. The major paperwork includes:

- Certification (due Spring 1st year): General information about your background and interests.
- Committee Form (due Spring 1st year): Allows office to know faculty and otherwise that make up your thesis committee, those that will help guide you through graduate school and ultimately determine your completion.
- IDPs (due Spring 1st year): Requirement of NIH and the Grad School; only a receipt is needed from AAAS website. These are referenced further in Chapter XV / Professional Development and Career Planning.
- Thesis Committee Form (due annually following committee meeting): Document that allows for student, advisor, and committee to evaluate progress and determine future directions for research and career planning.

Choosing Advisor, Committee, and Topic

Students in the Research Masters Track have two ways to identify an advisor. The first is to contact and work with a faculty member before the start of Graduate School and immediately begin work in that laboratory when the semester starts. The other means is to conduct (unfunded) rotations in the laboratories of faculty members who are seeking students. The student's advisor should be identified on the basis of: a) interest in the faculty member's research b) the faculty member's interest in mentoring the student and c) the faculty member's availability of funding for the student. When the rotation period concludes, the student, the preferred advisor, and program director discuss the possibility of the student joining that faculty member's lab. If there is a mutual interest, the student can join that lab and that mentor becomes the advisor. Students are expected to identify a permanent mentor (PI) who will serve as their research advisor by the end of the first semester of rotations. If there is not an agreeable match following the first semester, a student may continue to rotate, provided progress has been satisfactory.

A change in laboratory may be necessary. The office will work to identify potential other laboratory mentors, so the student could work with those faculty members and join a new lab as quickly as possible. The student will quickly seek a new faculty member for a research rotation to minimize a delay towards degree completion.

The thesis committee will monitor the scientific growth of a student, provide assistance when there are difficulties, advice when things are going well, can serve as a "buffer" between the student and an advisor, and will examine the students during the final thesis defense. A student selects his/her committee with the consultation / advice of the advisor and through other relations that the student has made on-campus. A committee consists of three members (one is the advisor). These rules are consistent with those of the Graduate School. Committees can be modified as needed and typically change based on changes in research direction. The thesis committee will also review the student's

Thesis Exam. The thesis document shall be delivered to the committee at least two weeks before the scheduled exam dates.

Thesis and Oral Defense

Students will complete and defend a thesis. The thesis document is typically 3+ chapters and begins with an introduction chapter and ends with a conclusion chapter. Middle chapters represent the majority of the document and could be research manuscripts. It is highly recommended that manuscripts are written, submitted and accepted for publication prior to the thesis exam. Please note that students should check with the publishing agency about copying research manuscripts and using them in a thesis document. Thesis committee members will be provided with a thesis committee document 2+ weeks prior to the scheduled defense date.

The Graduate School Website provides a list of mandatory formatting guidelines. You also have access to copies of previous theses in the MET Office.

A complete timeline and listing of guidelines can be outlined in the “Checklist for MET Thesis Committee Meetings, Preliminary Exam, and Thesis Defense” document.

A warrant is a document signed by the thesis committee to confirm MS requirements are successfully completed. Students shall inform the Program Coordinator 1+ month prior to the thesis defense that a warrant is needed.

Movement Between Research MS and PhD

A student in the MS track is always allowed to apply for an upcoming year’s admittance to the PhD program. The application’s merits will be compared against other applicants in that year’s pool.

It is possible for a student in the **Research MS** track to move from that to the PhD track without the need to reapply to the graduate program. The student should inform the program director and program coordinator as soon as possible upon entry that s/he would like to be considered for PhD track considerations.

Following the student’s first full year, the Admissions Committee (minus student member) will consider the body of progress that the student has made in both the classroom and laboratory settings. It will be important for the student to have had his/her first committee meeting, so the Admissions Committee can use comments from the student’s advisory committee for consideration. In addition to the report from the committee meeting, the Admissions Committee will further consider academic progress (grades in core and elective courses), and the student’s NIH-style biosketch (which is a requirement from the first committee meeting).

The Admissions Committee will vote for one of three options: (1) Approve immediate transfer to the PhD track; (2) Approve transfer to the PhD track following successful completion of MS defense; (3) Denial of request, with the opportunity to reapply the next year.

Student may appeal the decision that is made. The appeal committee will include the program director, MET 625 coordinator, and MET 631 coordinator.

VIII. DOCTORAL MINOR (Taken by students outside of the program)

Are you in the Molecular & Environmental Toxicology Program, either PHD or MS track? Then this section is NOT for you. This section is for doctoral students in other programs completing their minor using Option A.

The name of the minor is “Molecular & Environmental Toxicology.”

This program allows students, typically in the biological sciences, to compliment their research by focusing on how xenobiotics affect either human health systems or environmental systems. Students who have recently completed this minor majored in Molecular & Cellular Pharmacology, Forest & Wildlife Ecology, and Civil & Environmental Engineering.

This Option A minor requires 10 credits, per Graduate School policy. The credits are as follows:

Core MET requirements (5cr)

MET 625 (Toxicology I, Fall, 3cr)

OBGYN 955 (Responsible Conduct of Research, Fall, 2cr)

MET “specialty” requirement (select 1, 3cr)

MET 626 (Toxicology II, Spring, 3cr, human health focus)

MET 631 (Toxicants in the Environment, 3cr, environmental focus)

At least 2 credits of electives

MET 606 (Colloquium in Molecular & Environmental Toxicology, Fall & Spring, 1cr)

POPHLTH 789 (Environmental Health, Spring, 3cr)

MET 800 (Seminar, Fall & Spring, 1cr)

There is an internal form that will need to be filled out by a student who is interested in participating in the minor. This requires proposed coursework, as well as approval from the major professor.

In addition, a minor professor will need to be identified and sit on the student’s committee. This faculty member must be a current member of the Molecular & Environmental Toxicology Program. If the major professor is a current affiliate, a second member will need to be identified.

Further questions should be posed to the Program Coordinator.

IX. ENROLLMENT

Enrollment Requirements

The Graduate School has minimum requirements for enrollment each semester. The program recommends that you take the maximum amount of credits each semester in order to ensure that there are no “surprises” with having too few of credits for you when a degree warrant is requested. For both MS and PHD students, minimum Fall / Spring credits are 8. Maximum credit numbers include:

MS: 12 credits (Fall / Spring); 2 credits (minimum, Summer)

PHD: 15 credits (Fall / Spring); 2 credits (minimum, Summer)

Dissertators: 3 credits (any and all semesters; NO EXCEPTIONS!!!)

There may be certain appointments that will allow you to vary those credit amounts. These are listed on the Graduate School website regarding enrollment. This is posted at:

grad.wisc.edu/acadpolicy/#EnrollmentRequirements.

Auditing Courses

Graduate School policy on Auditing Courses may be found at

grad.wisc.edu/acadpolicy/#auditingcourses. While this is an option, the Program Coordinator STRONGLY recommends not doing this. It becomes complicated . . . very complicated. In other words, just don't do it.

Continuous Enrollment

Graduate School policy on Continuous Enrollment may be found at

grad.wisc.edu/acadpolicy/#continuousenrollmentrequirement. After you have reached dissertator status, if you do not have continuous enrollment, you WILL be charged a lot the following semester. Heed your Program Coordinator's advice when s/he tells you to enroll.

Transfer of Graduate Work from Other Institutions

The Graduate School has transfer guidelines available here:

grad.wisc.edu/acadpolicy/#transferofgraduateworkfromotherinstitutions

Additionally, the Program can determine whether or not courses (credits) can be transferred for use towards degree requirements. These guidelines are in accordance with the Higher Learning Commission updates, adopted in 2014.

If there is a desire to have credits transfer, both you and your advisor should contact the Program Director to discuss the appropriateness of such a transfer and, should it be deemed appropriate, the Program Director will bring the request up to the Graduate Achievement Committee for consideration.

X. SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS

In 2014, the Higher Learning Commission required all graduate programs to codify baseline requirements. This chapter provides a summary of what can be found there. In brief:

- Students will need to complete 30 (MS) or 51 (PHD) credits minimum
- At least half of these credits will need to be designated as “graduate level”
- A minimal number of courses will be allowed to transfer; typically as electives
- Maximum credits in Fall / Spring terms are 12 (MS) or 15 (PHD)
- A PHD student must complete the following core course successfully
 - MET 625 (Toxicology I)
 - MET 626 (Toxicology II)
 - MET 631 (Toxicants in the Environment)
 - MET 634 (Ecotoxicology)
 - MET 801 (Scientific Communication / Prelim A)
 - OBGYN 955 (Responsible Conduct in Research)
 - OBGYN 956 (Advanced Responsible Conduct in Research)(MS core requirements are MET 625, MET 626, MET 631, MET 801, and OBGYN 955, minimum; variance depends on whether the student is in the Curricular or Research-based MS track)
- Successful completion of a core course means finishing with a B or better (discussions about how to remedy lower grades will be had on an *ad hoc* basis)
- A student must maintain an overall 3.0 (B Average) GPA
- Students must present and attend MET 800 seminar
- Program milestones are listed in the degree-specific chapters previous.

Your program coordinator works with you, your advisor, and the Graduate School to assure that you will be able to accomplish all of these requirements before completing program milestones.

Continuation in the Graduate School is at the discretion of a student's program, the Graduate School, and a student's faculty advisor. A student's failure to comply with the above mentioned expectations for satisfactory progress may result in disciplinary action or dismissal.

The Graduate School sets minimum standards that all graduate students in the University must meet. Many departments and programs have additional requirements that exceed these Graduate School minimum requirements. The definition of satisfactory progress varies by program. The *Graduate School Catalog*, <https://grad.wisc.edu/graduate-program-resources/>, includes the Graduate School's minimum degree requirements and each program's minimum criteria for satisfactory progress.

The Graduate School requires that students maintain a minimum graduate GPA of 3.00 in all graduate-level work (300 or above, excluding research, audit, credit/no credit, and pass/fail courses) taken as a graduate student unless probationary admission conditions require higher grades. The Graduate School also considers Incomplete (I) grades to be unsatisfactory if they are not removed during the subsequent semester of enrollment; however, the instructor may impose an earlier deadline.

A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion. (grad.wisc.edu/acadpolicy/#probation) In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor. Most programs require satisfactory progress to continue guaranteed funding support. This is especially true if you are on program funding. grad.wisc.edu/acadpolicy/#satisfactoryprogress

XI. SATISFACTORY PROGRESS – CONDUCT EXPECTATIONS

Please note: Lack of knowledge of this information does not excuse any infraction.

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, a graduate program representative 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.

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 challenging 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 HIPAA 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.

5. **Professional Appearance:** Students shall convey a positive, professional appearance in order to represent the program in a dignified manner. Appearance includes a person's dress, hygiene, and appropriate etiquette/protocols for the environment (including safety protocols and protective clothing in environments that require them).

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;
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 & Procedure: Misconduct, Academic:

grad.wisc.edu/acadpolicy/#misconductacademic

Dean of Students Office: Information for Students: How to Avoid Academic Misconduct? What Happens If I engage in Academic Misconduct? What Should I do If I know a Classmate is Cheating?

students.wisc.edu/doso/students.html

Dean of Students Office: Academic Misconduct Flowchart:
students.wisc.edu/doso/misconductflowchart.html

University of Wisconsin System: Chapter UWS 14: Student Academic Disciplinary Procedures:
students.wisc.edu/doso/docs/uws_chapter_14.pdf

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 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 Academic Policies & Procedures: Misconduct, Non-Academic:
grad.wisc.edu/acadpolicy/#misconductnonacademic

Dean of Students Office: Non-Academic Misconduct Standards Statement:
students.wisc.edu/doso/nonacadmisconduct-statement.html

Dean of Students Office: Non-Academic Misconduct Process
students.wisc.edu/doso/nonacadmisconduct.html

University of Wisconsin System: Chapter UWS 17: Student Non-Academic Disciplinary Procedures:
students.wisc.edu/doso/docs/NewUWS%2017.pdf

University of Wisconsin System: Chapter UWS 18: Conduct on University Lands:
students.wisc.edu/doso/docs/NewUWS%2018.pdf

Research Misconduct

Per NIH Guidelines, students are to have responsible conduct in research training at least twice during their graduate careers. The Molecular & Environmental Toxicology Program, in collaboration with its partners (Endocrinology & Reproductive Physiology, Molecular & Cellular Pharmacology, and Physiology) offers two courses in Responsible Conduct of Research – OBGYN 955 (Responsible Conduct in Research, to be taken in one's first year) and OBGYN 956 (to be taken when one achieves dissertator status). These courses cover the nine topics of responsible conduct that NIH has emphasized as points of training for all trainees, with 955 providing an elementary overview and 956 providing more in-depth analysis of problems that students will face in their own labs and as they move towards independence. While these courses will provide the *foundation* for ethical practices, they are no substitute for *actually following-through* on ethical practices.

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 and Responsible Conduct:

Graduate School Policies & Procedures: Responsible Conduct of Research
grad.wisc.edu/acadpolicy/#responsibleconductofresearch

Office of the Vice Chancellor for Research and Graduate Education's - Office of Research Policy: Introduction & Guide to Resources on Research Ethics:
research.wisc.edu/respolcomp/resethics/

Office of the Vice Chancellor for Research and Graduate Education's Office of Research Policy: Policies, Responsibilities, and Procedures: Reporting Misconduct
kb.wisc.edu/gsadminkb/page.php?id=34486

Office of the Vice Chancellor for Research and Graduate Education's Office of Research Policy: Policies, Responsibilities, and Procedures: Responsible Conduct of Research Resources
kb.wisc.edu/gsadminkb/search.php?cat=2907

XII. DISCIPLINARY ACTION & DISMISSAL

This section is meant to provide a general overview of potential consequences that could be faced if Program and / or University academic or conduct expectations are not met. Consequences could range from something as simple as a written reprimand to as extreme as University expulsion.

All students will fall into one of three categories during their academic terms:

- Good standing (progressing according to standards; any funding guarantee remains in place).
- 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)
- Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

Satisfactory progress can range from maintaining a 3.0 (cumulative) GPA to laboratory work to taking the high road during questionable situations. In some instances, the judgement will be left to the student's advisor; others, the student's advisory committee. If necessary, the program director will intervene. Oftentimes, the program director will consult with the student's PI to identify the most appropriate course of action to benefit the student and program.

The program will work with a student who is experiencing disciplinary difficulties to the best of its ability to assure that no student is left behind. If the situation requires extra coursework or tutoring, the program will assist in identifying the proper resources. In the cases of a sub-B in a program core course, the program director and course coordinator will work to identify the means to make up that grade. In some cases, it will be a repetition of the course, but there may be other options available for all parties and those will be explored on a case-by-case basis. See the Graduate School Academic Policies & Procedures: grad.wisc.edu/acadpolicy/#repeatingcourses

Some punishments are outside the realm of the program; for example, a sub-3.0 GPA will result in the Graduate School placing a student 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. See the Graduate School Academic Policies & Procedures: Probation grad.wisc.edu/acadpolicy/#probation and Grade Point Average (GPA) Requirement grad.wisc.edu/acadpolicy/#gparequirement .

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.

Disciplinary Actions

The Program and University have an array of possible sanctions that they can impose. A comprehensive list includes the following:

- 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: grad.wisc.edu/acadpolicy/#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:

grad.wisc.edu/acadpolicy/#misconductacademic
students.wisc.edu/doso/students.html
students.wisc.edu/doso/misconductflowchart.html
students.wisc.edu/doso/docs/uws_chapter_14.pdf

Links for additional information regarding Non-Academic Misconduct:

grad.wisc.edu/acadpolicy/#misconductnonacademic
students.wisc.edu/doso/nonacadmisconduct.html
students.wisc.edu/doso/docs/NewUWS%2017.pdf
students.wisc.edu/doso/docs/NewUWS%2018.pdf

Links for additional information regarding Research Misconduct and Responsible Conduct:

grad.wisc.edu/acadpolicy/#responsibleconductofresearch
kb.wisc.edu/qsadminkb/page.php?id=34486
kb.wisc.edu/qsadminkb/search.php?cat=2907

Ultimately, the program seeks to achieve 100% retention to some degree; however, the program will not have its mission or reputation compromised to obtain that goal.

XIII. GRIEVANCE PROCEDURES AND REPORTING MISCONDUCT & CRIME

Grievance Procedures

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance. Students' concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.). Many departments and schools/colleges have established specific procedures for handling such situations; check their web pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first. For more information see the Graduate School Academic Policies & Procedures: Grievances & Appeals: grad.wisc.edu/acadpolicy/#grievancesandappeals

Procedures for proper accounting of student grievances:

1. The student is encouraged to speak first with the person toward whom the grievance is directed to see if a situation can be resolved at this level.
2. Should a satisfactory resolution not be achieved, the student should contact the program's Director of Graduate Study to discuss the grievance. The Director of Graduate Study will facilitate problem resolution through informal channels and facilitate any complaints or issues of students. The first attempt is to help students informally address the grievance prior to any formal complaint. Students are also encouraged to talk with their faculty advisors regarding concerns or difficulties if necessary. University resources for sexual harassment, discrimination, disability accommodations, and other related concerns can be found on the UW Office of Equity and Diversity website: oed.wisc.edu/index.html.
3. Other campus resources include
 - o The Graduate School - grad.wisc.edu
 - o McBurney Disability Resource Center - mcburney.wisc.edu
 - o Employee Assistance Office - eao.wisc.edu
 - o Ombuds Office - ombuds.wisc.edu
 - o University Health Services – uhs.wisc.edu
 - o UW Office of Equity and Diversity - oed.wisc.edu/index.html
4. If the issue is not resolved to the student's satisfaction the student can submit the grievance to the Grievance Advisor in writing, within 60 calendar days of the alleged unfair treatment.
5. On receipt of a written complaint, a faculty committee will be convened by the Director of Graduate Study to manage the grievance. The program faculty committee will obtain a written response from the person toward whom the complaint is directed. This response will be shared with the person filing the grievance.
6. The faculty committee will determine a decision regarding the grievance. The Director of Graduate Study will report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received.
7. At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the faculty committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to the School/College.
8. Documentation of the grievance will be stored for at least 7 years. Significant grievances that set a precedent will be stored indefinitely.

The Graduate School has procedures for students wishing to appeal a grievance decision made at the school/college level. These policies are described in the Graduate School's Academic Policies and Procedures: grad.wisc.edu/acadpolicy/#grievancesandappeals

In the event of a grievance is directed against the Director of Graduate Program, the student will work with a party not affiliated directly with the graduate program. In this event, the grievance will be forwarded to the Graduate Program Director of one of MET's partner programs; specifically, the

Endocrinology & Reproductive Physiology Program. Should the student not find this solution suitable, the program will work with the director of the Biomedical Graduate Program Consortium, with which the program is affiliated, to directly handle the matter.

Reporting Misconduct & 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, or other campus resources (such as the [UW Office of Equity and Diversity](#), [Graduate School](#), [Mc Burney 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 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

UW-Madison prohibits sexual harassment, sexual assault, dating violence, domestic violence, and stalking. These offenses violate UW-Madison policies and are subject to disciplinary action. Sanctions can range from reprimand to expulsion from UW-Madison. In many cases, these offenses also violate Wisconsin criminal law and could lead to arrest and criminal prosecution.

Students who experience sexual harassment, sexual assault, domestic violence, dating violence, and/or stalking have many options and services available to them on and off campus, including mental health counseling, victim advocacy and access to the criminal and campus disciplinary systems. For a list a confidential support and reporting options, please visit uhs.wisc.edu/assault/sa-resources.shtml.

Faculty, staff, teaching assistants, and others who work directly with students at UW-Madison are required by law to report first-hand knowledge or disclosures of sexual assault to university officials for statistical purposes. In addition, disclosures made to certain university employees, such as academic advisors or university administrators, may be forwarded to the campus Title IX coordinator for a response. For more information, please visit students.wisc.edu/doso/reporting-allegations-of-sexual-assault-datingdomestic-violence-and-stalking/.

Child Abuse Reporting

As a UW-Madison employee (under [Wisconsin Executive Order #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 oed.wisc.edu/child-abuse-and-neglect.htm

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 students.wisc.edu/doso/biasreporting.html and students.wisc.edu/rights/what-if-i-witness-or-experience-a-bias-related-incident/

XIV. ACADEMIC EXCEPTION PETITION

Petitions Submitted through the Admissions Committee

Academic exceptions are considered on an individual case by case basis and should not be considered a precedent. Deviations from normal progress are highly discouraged, but the program recognizes that there are in some cases extenuating academic and personal circumstances.

The student may petition the Director to appeal to the Admissions Committee for a waiver of any required course. The basis for such a waiver shall be evidence of previous work of the same level and content to be determined by the committee in consultation with the faculty member currently responsible for the course concerned. A requirement which is completed by waiver carries no credit toward the Graduate School's credit requirements nor toward the program's credit requirement for the degree.

The Admissions Committee will review due to their familiarity both with program requirements and their knowledge of the student's background because of the application process. Its procedures are designed to encourage a student to work closely with an advisor and other faculty, who will be aware of the student's work and personal circumstances. A student petitioning for a deadline extension or waiver of any type must obtain an endorsement from his or her advisor, and/or members of the graduate committee. Advisors may petition the Admissions Committee on behalf of their advisees. The Committee may ask the advisor for further information beyond that written on the petition.

Students may ask the Director of Graduate Studies or other faculty members to advise them, to speak to the Admissions Committee on their behalf, or to endorse their petitions. Students may consult with the chair of the Admissions Committee or with the graduate advisor about procedures and standards, but the Admissions Committee cannot substitute for an advising relationship.

XV. FUNDING AND FINANCIAL INFORMATION

Overview: Funding Landscape

We assume that all students entering the program will need financial assistance and guarantee funding for all PhD students who enter the program, whether they are foreign or domestic. Our recommended stipend levels are subject to change; effective 07/01/2019, the program recommends that students be paid a \$29,000 annual stipend. Through the School of Medicine & Public Health's Deans Office, funding is provided to support new student rotations during their first semester.

Following the rotations, when a lab is identified, the lab assumes responsibility for the student's funding for the duration of their time in graduate school. This approach helps ensure a stronger match between student and mentor. Once joining a lab, the majority of students are funded by Research Assistantships (RA's). These appointments cover student stipend, tuition, and health care costs and are paid by the mentor. A mechanism available for our URM students is for the PI to identify an R01 supplement, allowing for the PI to fund his/her student in addition to any other personnel that are on the grant.

Native or naturalized students who study in a molecular / human health toxicology lab are eligible for the METC-NIEHS T32 Training Grant. This grant covers stipend, tuition, and seg fees for students. Trainers nominate students and are awarded slot(s) based on the decisions of the Training Grant Committee. Students are typically funded for 1-3 years on this mechanism. Because of our size, we have been able to fund a majority of our domestic students in molecular labs. This mechanism is crucial to our continued success.

The Program offers 25% Teaching Assistant appointments for students serving in MET core courses. In addition to this mechanism, students can also serve as TA's for other departments / programs. Popular programs include Pharmacy, Zoology / Biocore, and Forest & Wildlife Ecology courses.

In addition to these means, the program has developed a strong connection with the SciMed-GRS Program. The SciMed-GRS group provides URM students with two years of funding (the student's first year and then one after s/he moves to candidacy), as well as developing a community through speakers, support groups, and other activities.

Students are also encouraged to find their own funding by applying for fellowships. Based on their research, students may be eligible for individual fellowships through NIH, NSF, AHA, DOD, EPA or a host of other organizations. These funded, competitive fellowships are excellent for students to earn as they move towards independence. Our students have had some successes in obtaining these grants in recent years.

Students should be aware that fellowships and awards from external sources will each have unique terms and conditions that you should take time to understand. Questions on external fellowships can be directed to the Office of Diversity, Inclusion and Funding. grad.wisc.edu/studentfunding/types

Fellowships and scholarships are tangible measures of student success and will help students distinguish themselves as they compete for jobs following graduation. Many fellowships use objective measures of student outcomes to identify the best candidates, and these included published manuscripts and strong academic performance. If you want to compete for fellowships and scholarships, it is highly recommended that you prioritize your coursework and the publication of your research.

A student's Preliminary Exam Document will be created, following the guidelines of either an F31 (NIH) fellowship application or another appropriate funding mechanism, as identified by you and your advisor. The thesis committee will review the document test you on structure, content and background knowledge, thereby providing essential feedback will improve the fellowship application in advance of its submission.

The following are some sources of information on external funding:

1. Major external fellowships: kb.wisc.edu/gsadminkb/page.php?id=34769.
2. The Grants Information Collection (GIC) on the 2nd Floor of Memorial Library grants.library.wisc.edu/
The GIC is a great collection of print and on-line resources to help students find external fellowships and scholarships. You can learn how to set up a personalized profile on several on-line funding databases, and get regular notices of relevant funding opportunities. PLEASE REMEMBER: the timetable for identifying, applying for and receiving such external funding is generally quite long; plan on 9-12 months between the time you start your search and the time you may receive funding. Once you find a fellowship, scholarship, or award to which you want to apply, consider contacting the Writing Center (writing.wisc.edu/Individual/index.html). The Writing Center staff can provide valuable advice on crafting your application.

Should there be funding difficulties, METC will do what it can to help identify funding sources so that a student does not have to go without a paycheck.

We do not provide funding for MS students. However, through their own means, these students are able to find funding by working directly with faculty mentors or participating in other assistantships.

Bottom line: If we take you in as a PhD student, we will take care of you.

Responsibilities

Responsibilities vary from lab-to-lab. It is important to have a frank discussion with your lab mentor to assure that, when appointed as an RA, you are aware of his/her expectations when joining.

When the student serves as a TA, the course coordinator will enumerate the expectations and responsibilities to assure active participation by the TA.

TA and PA Collective Bargaining

The contract between the state and the Teaching Assistant's Association covering TAs and PAs (oser.state.wi.us/docview.asp?docid=7113) is no longer in force; however, the university is continuing to use the terms of the contract until final university policies are adopted. Since the TAA no longer represents TAs and PAs, sections of the contract referring to "union" rights and responsibilities are no longer in effect. TAs and PAs can find policies in the contract related to: grievance procedures; appointments; orientation, training, and evaluation; non-discrimination; termination; health and safety; and benefits, including sick leave, vacation, and leave of absence.

Stipend Levels and Paychecks

Stipend rates for graduate assistantships are set by the University. Current rates for TAs, PAs, RAs and LSAs can be found on the website for the Office of Human Resources: <https://www.ohr.wisc.edu/polproced/UTG/StuAsstApptT.html>. Rates for RA-ships and TA-ships are reevaluated by the programs and the University every year.

Graduate assistants are paid on a monthly basis and stipends are usually deposited directly into student's bank accounts. You can authorize direct deposit by filling out the Authorization for Direct Deposit of Payroll form (uwservice.wisc.edu/docs/forms/pay-direct-deposit.pdf) and returning it to the Benefits team during Orientation.

Tuition Remission and Payment of Segregated Fees

TAs, PAs, RA, and Lecturers (Students Assistants) with appointments of 33.3% or higher (approximately 13 hrs/week) receive remission of their full tuition (in- and out-of-state, as applicable). Students with these appointments are still responsible for paying segregated fees.

Health Insurance Benefits

TAs, PAs, RA, and Lecturers (Student Assistants) with appointments of 33.3% or higher (approximately 13 hrs/week) for at least the length of a semester are eligible to enroll in a health insurance program. Information about health insurance options can be found at ohr.wisc.edu/benefits/new-emp/grad.aspx. Current monthly premiums can be found at <https://www.wisconsin.edu/ohrwd/benefits/premiums/>. Questions about health insurance can be directed to the SMPH Payroll and Benefits Specialist.

Maximum Appointment Levels

The Graduate School sets the maximum levels of graduate assistantship appointments. International students should be especially aware of maximum levels of employment. For more information on these policies, please visit <https://grad.wisc.edu/acadpolicy/#maximumlevelsofappointments>.

Enrollment Requirements for Graduate Assistants

Students with graduate assistantships must be enrolled appropriately. Detailed information about enrollment requirements can be found in the Graduate School's academic policies at <https://grad.wisc.edu/acadpolicy/#enrollmentrequirements>.

Fellowships

There are many different kinds of fellowships on campus. Some are awarded by the program, some are awarded by the school/college, and still others are awarded by the Graduate School. In addition, a number of students have applied for and won fellowships from federal agencies, professional organizations, and private foundations. The terms and conditions of fellowships across campus vary widely. If you have a fellowship, make sure you understand the obligations and benefits of that fellowship, including stipend, health insurance eligibility, eligibility for tuition remission, pay schedule, etc.

Graduate School Fellowships

The Graduate School administers a number of different fellowships on campus, including: the University Fellowships, Chancellor's Fellowships, Mellon-Wisconsin Fellowships, the Dickie Fellowships, and a variety of external fellowships (<https://kb.wisc.edu/gsadminkb/page.php?id=34761>.) If you have questions about these fellowships, please contact the Office of Fellowships and Funding Resources, <http://grad.wisc.edu/studentfunding/currentstudents>.

Fellows with Concurrent Appointments

Students with fellowships pay rolled through the university may hold concurrent graduate assistantships and/or student hourly appointments up to a total maximum combined annual stipend of \$28,000 (2018-2019 maximum). Concurrent appointment policies will vary across external agencies, so please be sure to review the terms and conditions for your award. If you have any questions about concurrent work along with your fellowship, please feel free to contact the Office of Fellowships and Funding Resources.

Funding for Conference/Research Travel

Please see Chapter XIV for information regarding Conference / Research Travel.

Loans

The Office of Student Financial Aid (OSFA) (finaid.wisc.edu/graduate-students.htm) assists graduate students whose personal and family resources are not adequate to cover the expenses involved in attending the University of Wisconsin-Madison. The office also provides counseling to help students manage their money effectively, information on other potential sources of financial assistance (such as employment), debt management counseling, and small short-term loans for emergency situations.

Our goal, however, as a program, is that you will never need to make use of this office.

XVI. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING

Both the University and the program promote professional activities to help students enhance their skills, refine other talents, and generally contribute towards professional self-improvement. Beyond the mentorship of the PI's, students are encouraged to attend conferences, network when attending conferences, as well as present research, attend lectures, and participate in workshops.

Starting your very first year on campus, it is expected that you will take full advantage of the career and professional development resources that best fit your needs and support your 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.

The Graduate School has begun holding workshops and other tutorials on professional development, so students have access opportunities on-campus. Our program website has a page devoted to professional development, which we hope will gain more momentum and attention. Students should pay attention to these opportunities to set themselves apart from their peers as they move forward towards their post-graduate careers.

Individual Development Plans (IDP): Individual Development Plans are to help the user identify what future career possibilities, utilizing interests and knowledge-base and then providing suggestions about how to fill in gaps in knowledge to help a student better succeed in a given career.

All students, following the completion of their rotations, are required to fill out the IDP created by American Association for the Advancement of Science (AAAS). This will provide an electronic profile where students can set goal and monitor their progress in various areas. Additionally, it provides a "receipt" output for record to be kept in the MET Office.

Additionally, with each annual Committee Meeting, the MET Thesis Committee Meeting Report form enables students to track progress, do a self-evaluation, and allow the PI to provide insights and guidance. This is so both the student and the office can monitor progress and help assure stable, steady progress towards degree completion. We are confident that these means of evaluation, exploration, and engagement are what will assist in helping a student set his/herself apart from others seeking a given position.

Fellowship and/or Grant Writing:

The program offers some information on grant writing. The required Responsible Conduct in Research (955) course has a lecture that is devoted to fellowship and grant writing. This talks students through various techniques, as well as giving an overview for the grant writing and receipt process. There are also other scientific writing courses available on-campus that are highly recommended. Further training occurs in the required MET 801 course, which has been described prior and serves to provide training in skills that can separate MET students from peers in other programs or at other institutions.

MET encourages students to use the document from his/her Preliminary Exam proposal, following comments from the student's committee, to be used to obtain extramural funding. This experience is invaluable as they begin to branch away and conduct their own future research as postdoctoral fellows and, eventually, faculty members.

Responsible Conduct:

Our collaborative RCR course (955) is described earlier in the document. It is required of 1st years. In addition, there is an advanced RCR course (956) that students are required to take following their

achievement of dissertator status. This meets upcoming NIH guidelines for continued, stage-appropriate instruction on responsible conduct in a laboratory setting.

There are other opportunities for students to attend research ethics discussion, including through the Graduate School, departmental lectures, and through the Professional Development website.

Local Resources for Professional Development and Career Planning

Many of the professional societies that our students join and participate in provide professional development opportunities at regional and national conferences. In Chapter XVI: Opportunities for Student Involvement is a listing of these groups, which can be explored to see which best fit your needs as a developing scientist.

In addition to the formal MET 801 Scientific Writing Course that is offered, there are two other student-run developmental activities that are available through METC:

TA-Training: Developed by one of our alumna as her DELTA Project, this half-day tutorial has students who are going to serve as preceptors for the upcoming academic year learn tricks, tips, and otherwise from the students who served as preceptors the year before. This course has ways to keep students engaged, teaches students how to interact with the various faculty personalities involved with the courses, and highlights what the overall expectations are. This is a valuable tool for all students.

Personal & Professional Development: This series, sponsored by the Student Liaison Committee (SLC, further information in upcoming chapter), brings in lecturers to talk on an array of topics. From developing a poster or CV to relaxation techniques and financial planning, no topic is off-limits. Leadership of this series lasts for one year and is a wonderful point to add to one's resume.

Professional Meetings:

An important part of the professional development of graduate student is the participation in professional meetings and conferences. There are opportunities and funding available for graduate students to present at professional meetings. These opportunities are optimal for student development and (future) career advancement. The most likely source for a student to find funding is through their research mentor's grant, which should have travel funds available. Also, the Graduate School has funds available for the Student Research Grants Competition (formerly "Vilas Travel and Research Grants"), which provides students with up to \$1600 for their travel. Many conferences offer travel awards for students who are presenting abstracts or who demonstrate a need. Students are encouraged to look for those. Students on our T32 Training Grant have access to \$300/year for travel. The program has some funding available to support conference travel. Consult your advisor about appropriate venues for you to attend.

Before you travel, check to figure who will be helping with your reimbursement. Will you be doing it on your own? Will an administrator in your advisor's department submit the e-work? Will it be done through METC? This is an important aspect to check, especially as different departments (administrators) have different expectations of what is(not) required before and after.

There are many and ever-changing policies, some of which can be found at <https://businessservices.wisc.edu/travel-reimbursement/>. As of this writing, the quick basics are:

- If you're driving, make sure that you are a "registered driver"
- Use FoxWorld Travel / Concur to book your flight
- DON'T use expedia / Travelocity / anything of that nature for flights, hotels, et cetera
- If driving and using your car, you need to do a sort of safety training to be authorized
- Keep. Your. Receipts.

The word to the wise on this –

You don't have to follow any of these pieces of advice . . . you just won't be reimbursed.

Campus-wide Resources for Professional Development

In addition to opportunities at the local level, the **Graduate School Office of Professional Development** 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 OPD, **GradConnections Weekly**, and to visit the webpage grad.wisc.edu/pd/events for an up-to-date list of events. Typical topics covered include IDP's; Planning for academic success; Dissertation writing support; Communication (writing, speaking, otherwise) skills; Career exploration; and Research ethics.

In addition to those offered by the Graduate School, there are a variety of offices that offer trainings and student professional support on campus. Just a few are listed below. If you think that there is another training that would be helpful, as the Program Coordinator; it may be out there and s/he'll know how to find it!

- Writing Center writing.wisc.edu/
The UW-Writing Center helps graduate students in all disciplines become more effective, more confident writers. They provide writing assistance either by appointment or via walk-in hours.
- Delta Program delta.wisc.edu
The Delta Program promotes the development of a future national faculty that is committed to implementing and advancing effective teaching practices for diverse student audiences as part of their professional careers. This can be a big time commitment, but students find that it can be worth it!
- Wisconsin Entrepreneurial Bootcamp bus.wisc.edu/degrees-programs/non-business-majors/wisconsin-entrepreneurial-bootcamp
Offered through the Business School, this one-week intensive training in technology entrepreneurship for graduate students focuses on case analyses, lectures, expert panels, and exercises in market assessment and other events.

Individual Development Plans

The Graduate School webpage 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.

The university recommends the use of IDPs for all postdoctoral researchers and graduate students, and requires their use for all postdoctoral researchers and graduate students supported by National Institutes of Health (NIH) funding.

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 you may be encouraged and supported by other to do 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.

MET strongly recommends that students complete the IDP through AAAS by the end of their first year, submitting the receipt to the Program Coordinator. In addition to this, all students will do an IDP each year before committee meetings, using the MET Thesis Committee Meeting Report form developed by the Office. This will allow the student to have a frank conversation with his/her advisor and committee to determine the true status of their progress.

XVII. 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.

Our program has an active student leadership group, the Student Liaison Committee (SLC). This group, comprised of anywhere between five and seven students, serves as the “eyes and ears” of the program to the administration, as well as a voice to the director. Roles in this group include the President, New Student Reps (whom are heavily relied upon during recruitment and orientation), Personal and Professional Development Officer(s) (who invite speakers for small-group tutorials on a myriad of topics), and Social Chair. Elections are typically held over the summer. This group plays a crucial role to the program and for the administration and serves as an involved, yet low-key way to demonstrate leadership and involvement on one’s CV.

Outside of Campus Groups

Society of Toxicology (SOT)

One of the major groups that the program is involved with is the Society of Toxicology, which is a professional and scholarly organization of scientists from academic institutions, government, and industry representing the great variety of scientists who practice toxicology in the US and abroad. The Society’s mission is to create a safer and healthier world by advancing the science and increasing the impact of toxicology. At both the national levels and the regional (Midwest Regional Chapter (MRC)) levels are opportunities for students to become involved in a variety of committees. Again, many of these committees require a minimal amount of effort, but are well worth the opportunity to increase one’s interest in a specialty session, network, or otherwise improve one’s resume. We have alumni throughout the years that are heavily involved in this society and the “pay it forward” mentality runs deep. It is an asset of a group to be involved with.

Midwest Regional Chapter of the Society of Toxicology (MRC-SOT)

The MRC-SOT fosters scientific exchange at the local level, serving as a focal point for toxicological interest in the area and encouraging interactions among toxicologists in the region. This chapter provides regional funding and awards for up-and-coming scientists. MET (and the UW) has a good representation within this group. Additionally, MET will provide transportation to / from the event. Because of the local-level nature of the group, the opportunities are abundant and helpful for any resume-building you want to do. In addition to travel awards, MET students have been very successful in recent years in being named the “Young Investigator of the Year.”

Society of Environmental Toxicology and Chemistry (SETAC)

A group that is a little more environment-first is SETAC. SETAC is a non-profit, worldwide professional society comprised of individuals and institutions engaged in the study, analysis, and solution of environmental problems; the management and regulation of natural resources; environmental education; and research & development. The mission is to support the development of principles and practices for protection, enhancement, and management of sustainable environmental quality and ecosystem integrity. This group has a “students-first” mentality, with annual student planned, student participating meetings. Seeking involvement, this group provides the opportunity to present and gain other valuable professional development skills that may get lost in other, larger societies.

Other Societies

Other groups that students tend to join are determined by the mentor of the lab they ultimately join. Common groups include: American Chemical Society (ACS); Society of Investigative Dermatology; American Urological Association; and the American Cancer Society.

Within Campus Groups

Student Representation in Governance

All of these student groups play an essential role in how the University works for students. While many of our students do not become involved with these groups, there is always the opportunity to join them, should the passion and interest be there.

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: 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: taa-madison.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, cfl.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 in which you are involved, you must register at cfl.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 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 morgridge.wisc.edu/.

Engagement with the Graduate School

The Graduate School facilitates opportunities by which graduate students can interact with and provide feedback to leadership on important graduate education topics. Email graduateschooldean@grad.wisc.edu to find out more.

XVIII. LITERAL CHECKLIST FOR NEW STUDENTS

Before Arrival in Madison

- Activate your NetID through the My UW-Madison portal at my.wisc.edu.
- Enroll in classes
- Contact faculty whose research interests you to set-up rotations for the Fall semester
- Take on-line Bio-safety courses.
- Complete Part I of I-9 process through HR.

Upon Arrival in Madison, but before classes start

- Check in with International Student Services (ISS) (international students only)
- Attend MET Orientation, typically the final Monday in August
 - Provide I-9 information to verify payroll to HR Team Member
 - Get your UW Photo ID (WiscCard) in room 149 Union South
 - Pick up your FREE Madison Metro Bus Pass
- Take in-person Chemical-safety course
- Attend a Payroll & Benefits Drop-in session
- Complete Benefits paperwork and turn in to Payroll & Benefits Services
- Attend New Student Welcome, hosted by Grad School, typically final Wednesday in August
- Familiarize yourself with some of the program resources that are available to you
 - MET Office, 6152E Medical Sciences Center (MSC), 1300 University Ave
 - Student study area, 6140 MSC
 - Access to scanner and copier (limited), 6152C MSC
 - Small conference space, 6153 MSC
 - Projector equipment and computer, limited to use for presentations
 - Limited travel funds

XIX. 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 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 [International Student Services](#) (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.

Visas are **NOT** a matter to be trifled with. Make sure to check in with them if ever you travel abroad and return. Also, when you are approaching your defense, check in with them then, too. As soon as you deposit, as an international student, your enrollment is concluded and you may be in violation of your visa. We do not want you to experience any difficulties on the basis of overlooking something that could have been covered earlier.

Documents required of new international students

Many students are admitted with a condition that they submit their final academic documents after arrival on campus. You will be asked by the Graduate Program Coordinator to submit those to him / her as soon as the degree is posted. The documents will be taken to the Graduate School to complete your enrollment. The admissions requirements page 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) english.wisc.edu/esl/eslat-exam.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 (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, iss.wisc.edu/employment/itin).