



MOLECULAR & ENVIRONMENTAL TOXICOLOGY

Program Handbook

2023-2024

Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for graduate students in the Molecular & Environmental Toxicology Program.

Welcome

On behalf of our faculty, staff, current students, and alumni, welcome to the Molecular & Environmental Toxicology Graduate Program (MET)! We are a diverse group of scientists examining the effects of toxicants on human health (molecular) and the natural world (environmental). Approximately sixty faculty and thirty graduate students are current members of our graduate program.

Our History: A collection of faculty created an “environmental toxicology center” in 1969-70 in response to concerns over potentially hazardous chemicals that were disposed of in natural systems. The center’s original mission was to provide specialized instruction and research training in toxicology. The graduate program (Environmental Toxicology) started in 1976 and granted its first degree in 1978. Support for this program has included a long-standing National Institutes for Environmental Health Science Training Grant (T32 ES007015) from 1975 to the present, and an undergraduate summer research opportunities program for underrepresented individuals (T35 ES007295, 1995-2009; R25 ES020270, 2011-present).

The program’s academic home has changed over the years. It began in the College of Agriculture & Life Sciences, transitioned to the School of Pharmacy, and now resides in the School of Medicine & Public Health. Yet, the focus has remained the same – to facilitate an interdisciplinary training program in toxicology with emphasis on understanding problems related to biologically active substances and potentially hazardous synthetic chemicals in the environment. A 50-year history of our training program is described here:

https://www.toxicology.org/about/history/docs/FAST_ToxTrainCenters.pdf

MET steadfastly believes science is for all. No matter how you identify, we are confident in your ability to contribute to our program’s research and teaching and are honored you have entrusted our program to provide you with your graduate education and training. Welcome to the Molecular & Environmental Toxicology Program!

Your Health

Academic and non-academic factors can interfere with your learning. Our campus and community have abundant resources for students and their families, most of which are free of charge.

The McBurney Disability Resource Center is the office for students with disabilities and classroom and laboratory accommodations on the UW-Madison campus. As part of the student accommodation process, the center works collaboratively with students, classroom instructors and research advisors to provide and support effective student accommodations. As a part of the Division of Student Affairs, the McBurney Center creates an inclusive campus environment allowing students to engage, explore, and participate in the Wisconsin Idea. Please contact the McBurney center upon your arrival on campus, or at any time thereafter, to explore accommodations to maximize your learning: <https://mcburney.wisc.edu/>

Mental and emotional health and well-being are critical for happy, healthy, and successful training experiences. Your health is important to us. If you are struggling, for whatever reason, please schedule a time to chat. We are here to listen and provide resources: <https://metc.wisc.edu/contact/>

Healthcare Options through the University of Wisconsin:

University Health Services

333 East Campus Mall

608-265-5600 (option 1, after-hours nurse; option 9, 24-hour mental health crisis line)

<https://www.uhs.wisc.edu/>

All enrolled students who have paid segregated fees are eligible for University Health Services (UHS), which includes personal health and wellness services and medical services. There is no charge to students for many basic services including counseling sessions.

Prescription medications, emergency room visits, and hospitalization are not included in UHS benefits and supplemental insurance 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.

UW-Madison offers a holistic resource for wellness called “UWell”. The resource includes information and opportunities for holistic wellness including work / school, financial, environmental, physical, emotional, spiritual, and community. The resource is available at: <https://uwell.wisc.edu/>

Securing Health Insurance Coverage:

Graduate students who hold an appointment as an assistant of 33.33% or more or who have a fellowship may be eligible for health insurance and other benefits beyond

University Health Services. Contact the staff benefits and payroll coordinator in the unit where you have been hired to select one of several health care plans within 30 days of your hire date. Note: the enrollment window is strictly enforced, and options for adding health care after 30 days of the hire date are very limited. Please act in a timely fashion.

The University's Office of Human Resources holds group and drop/walk-in hours for incoming graduate students throughout August and September. Benefits coordinators can meet at any time to discuss benefits questions and instruct students on how to complete benefit forms. Per UW-Policy, only benefits coordinators are able to provide advice on payroll and/or benefits.

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Navigating Policy and Resources at UW-Madison

This handbook is one of many sources to consult as you become familiar with the policies, procedures, requirements, resources, and norms of graduate education at UW-Madison:



How to Use This Handbook

This handbook was created for you, a trainee of the Molecular and Environmental Toxicology Graduate Program. The handbook's purpose is to centralize and advertise resources that will contribute to your success during graduate training. One goal of the handbook is to provide you with information about how the graduate program is structured and to define people who can provide information as you navigate through your degree process. The handbook will also serve as a reference for procedures related to graduate education, milestones and requirements for MS and PhD degrees and program expectations.

EXPECTATIONS: MET students are expected to read this handbook and be familiar with procedures, requirements and expectations listed within the handbook. Students, not advisors, are expected to initiate certain activities, like the formation of the advising compact. Students are expected to know program expectations as listed in this handbook and seek assistance to increase clarity when needed.

Who to Contact for Questions

The policies, procedures, requirements, resources, and norms listed within this handbook describe how to meet expectations and thrive as a graduate student. MET staff and leadership are available to answer questions:

Graduate Program Coordinator / Manager

Each graduate program has at least one staff person who carries the title of Graduate Program Coordinator / Manager and who functions as the primary contact for program policy and procedures. The Graduate Program Coordinator / Manager will likely be your first stop for questions related to anything in this handbook.

Director of Graduate Studies

Each graduate program has one faculty member designated to direct its educational vision and structure.

Names and contact information of the MET Graduate Program Coordinator / Manager and Director of Graduate Studies are listed on the MET program page in the *Graduate Guide* (guide.wisc.edu/graduate). Navigate to the "Major/Degree" tab and click on the MET program name to find contact information.

MET Program Leadership are also listed at: <https://metc.wisc.edu/contact/>

Faculty Advisor

Every student is assigned a faculty advisor. The faculty advisor is defined here: policy.wisc.edu/library/UW-1232. The faculty advisor(s) is a key source of academic guidance. Guidelines for finding, changing, and working with the faculty advisor are described in the Advising & Mentoring section below.

The name and contact information of your faculty advisor is listed in the Student Center on MyUW (my.wisc.edu) under “Academic Progress” and then “Advisors.”

Graduate School Services

For general inquiries and graduate student services from the Graduate School, see the operations and front desk contact information on this contact page: grad.wisc.edu/contacts.

Department & Program Overview

Diversity, Equity, and Inclusion

Mission Statement:

MET steadfastly believes **science is for all**.

We know that **it takes all kinds of kinds to make a world**, and the more inclusion and diversity in age, background, gender identity, race, sexual orientation, physical or mental ability, ethnicity, and perspective, the better.

In our graduate program, **equity is not just an initiative** – it is our culture. We approach our commitment to an enlightening and empowering learning environment with the same rigor as we do our professional studies: We persistently listen, learn, and improve.

One or two students within the Molecular & Environmental Toxicology Program serve(s) as an Equity Ambassador. The position was founded in Summer 2020 to advance equity initiatives within our program and beyond. The goal of equity is persistent and enduring. The Equity Ambassador webpage is found here: <https://metc.wisc.edu/met-equity-ambassador-position/>

Science is for all. **Science is for you.**

Land Acknowledgement to Indigenous Populations:

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial.

In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when the federal and state governments repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin.

UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

History informs individual feelings. Our shared future is built upon the strength of our collaborations and innovations. The MET Program is strengthened by its shared collaborations and innovation and respects the ideas, cultures, and opinions of its members because of their history and upbringing.

How to Get Involved

As a UW-Madison graduate student, you have many opportunities to engage within the campus and within your academic discipline. Your involvement enhances your academic, professional, and personal growth by developing advanced leadership, communication, and collaboration skills and building your professional network.

In Our Discipline

The MET program is interdisciplinary.

Below are some of the societies and groups that MET students tend to join.

Society of Toxicology (SOT)

A professional organization of scientists from academia, government, and industry representing the diversity of scientists who practice toxicology throughout the world. The Society's mission is to create a safer and healthier world by advancing the science and increasing the impact of toxicology. The society offers student leadership positions and networking opportunities at the national and regional (Midwest Regional Chapter (MRC)) levels. Many MET program alumni are SOT members. The annual SOT meeting (typically the third week in March) draws together current students and alumni.

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 representing Wisconsin, Iowa, and Illinois. This chapter offers student leadership opportunities and several student awards. The local-level nature of the group affords abundant opportunities for professional training, scientific presentations, and networking. Several MET students have been named the “Young Investigator of the Year” by the MRC SOT.

Society of Environmental Toxicology and Chemistry (SETAC)

SETAC is a non-profit, worldwide professional society 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

MET students frequently join additional groups related to specialized research areas, which may include: the American Chemical Society (ACS); Society of Investigative Dermatology; American Urological Association; and the American Cancer Society. You should speak with your advisor about societies in which you should participate, when the annual meetings take place, when research abstracts are typically due, and the lab’s policy on paying for student travel, housing, and attendance of meetings.

The MET Program

The MET program belongs to our students; as such, your insights and opinions are sought and considered critical to its success. Your participation is encouraged.

Standing Committees:

Executive Committee:

The Program's Executive Steering Committee, which includes student members, is the main decision-making body and guides the program and its strategic growth. Committee members provide guidance on current and future program needs.

Admissions Committee:

The Admissions Committee, which includes student members, reviews graduate program applications, identifies students to interview, conducts interviews, and uses input from interviews to make admissions decisions.

Student Liaison Committee:

The Student Liaison Committee is a student-run group with the mission to enhance the student experience. The group and its membership are described here: <https://metc.wisc.edu/student-liaison-committee/>

Equity Ambassador:

A description is here: <https://metc.wisc.edu/met-equity-ambassador-position/>

Ad-hoc Committees:

Ad-hoc committees are arranged by the program director as appropriate and typically involve awards and other considerations.

On Campus & In the Community

For more than 100 years, the Wisconsin Idea has served as our guiding principle. The education you receive, the research knowledge you gain, and the activities in which you engage should influence and improve people's lives beyond the physical bounds of the University.

The Student Liaison Committee works to organize outreach and community engagement / service events throughout the year, and you do not need to be a member of the SLC to participate.

You will find a list of ways to engage in campus and local community life at:

The Graduate School's Current Student Page

grad.wisc.edu/current-students

If you are a student actively involved in leadership and service activities, consider nominating yourself for membership in the following honor society:

Edward Alexander Bouchet Graduate Honor Society
grad.wisc.edu/diversity/bouchet

Getting Started as a Graduate Student

This section guides you through important steps to take as you begin your journey as a graduate student at UW-Madison.

New Graduate Student Checklist

Review all steps for new graduate students:
The Graduate School's New Student Page
grad.wisc.edu/new-students

In addition to a checklist for all new graduate students, that webpage includes instructions for new international students, students with disabilities, student veterans, students with children, and students with internal/external scholarships and fellowships.

In Our Program

The Molecular & Environmental Toxicology Program website describes useful steps for new students, including tips for selecting labs for research rotations:
<https://metc.wisc.edu/wp-content/uploads/sites/397/2019/09/IncomingStudentChecklist.docx>

Advising & Mentoring

Advisor-advisee relationships are central to your training.

The Graduate School's definition of an advisor (also known as a primary mentor (PI) or thesis advisor) is listed here: policy.wisc.edu/library/UW-1232. Your advisor has committed to the MET program, and to graduate training in general, through a formal application and review process involving the MET executive committee. Your advisor's main role is to assist you in acquiring the highest possible level of knowledge and competence in your field. Your advisor will also serve on your thesis / dissertation committee, which will determine whether you have performed at an acceptable level in each of your degree milestones (see "Degree Requirements" section below for further information on building your committee). Your advisor will also track your progress in completing degree requirements (note: this may include use of the Graduate Student Tracking System at gsts.grad.wisc.edu), assist with course selection, plan your academic path, and help you identify additional research mentors, committee members, and research opportunities.

After you complete your research rotations (applicable to PhD students), the advisor will assume responsibility for funding. You will likely be paid on your advisor's research grants or other funds available to your advisor, and you will assume the title of "Research Assistant," reflecting your primary role of conducting research for your laboratory, with your advisor as your research supervisor. Your advisor may also help you identify teaching assistantship and other opportunities, nominate you for training grants and other fellowships, and / or work with you to write, submit, and secure a fellowship.

You and your advisor should discuss and establish clear expectations about your working relationship. You are strongly encouraged to initiate an "Advising Compact," as listed below, to formalize the expectations of your mutually beneficial relationship as soon as you begin in your advisor's lab.

Finding & Selecting an Advisor

The program director will serve as your temporary program advisor when you enter the program. Following a rotation period (applicable to PhD students), you will select a new advisor, a faculty member in the program whose expertise and project / research interests match closely with those that you intend to acquire. To learn more about the faculty in your program, consider consulting the following sources:

- Courses and seminars you attend
- Our program website (<https://metc.wisc.edu/affiliate-faculty/>)
- Faculty publications (Pubmed: <https://pubmed.ncbi.nlm.nih.gov/>)
- Federally funded human health research (<https://reporter.nih.gov/>)
 - * Does not apply to all faculty, especially those doing environmental research
- Students currently in a prospective advisor's group/lab
- Rotation Process (applicable to PhD students)
 - You will conduct three, one-month rotations beginning in September to:
 - learn about the lab's culture by working with current personnel
 - Learn about existing and future research projects and assess whether those projects match your interests
 - In late November, you will be matched to an advisor based on mutual interests of you (rank order of faculty with whom you rotated) and the faculty member (rank order of students who rotated with the faculty member).
 - If no suitable match found, you may be eligible for one or more additional rotations, based on your academic progress and availability of funding
 - Following the rotation process, your new advisor will assume responsibility for your funding for the duration of your graduate study.

Many people have found that identifying a compatible mentor is more important to Graduate School success than finding a compatible research project – in the right environment, you can enjoy almost any research project.

Questions to Ask of Prospective Advisors

The MET Incoming Student Checklist,

<https://metc.wisc.edu/wp-content/uploads/sites/397/2019/09/IncomingStudentChecklist.docx>, provides further information about rotations, including potential questions to ask and ideas to be mindful of when in a laboratory conducting a rotation.

No faculty member is obligated to accept your request to rotate with them or your request that they serve as your primary advisor.

Rotation matches are finalized through the program office with consultation between the student and the faculty member. The development of a Mentor/Mentee contract is encouraged to set expectations and define working goals. Examples of such a contract will be made throughout your first year, including in your Responsible Conduct of Research course and in the Scientific Writing course. Some mentors have developed their own contracts, which they use with their mentees.

Changing Your Advisor

The advisor-student relationship is one of mutual agreement, it may be terminated by either party. If you decide that you would prefer working with a different advisor, discuss this with the program director, the program advisor, and your prospective advisor to seek the change.

You must notify your Graduate Program Coordinator and follow any related procedures if you change your advisor. MET staff and leadership will work to identify a source of funding to prevent a break in your benefits while you identify a new advisor. You should conduct research to identify new potential advisors before terminating your current advising relationship, and then approach those advisors and complete abbreviated rotations to land a new advisor quickly and minimize delays in your time to degree.

UW-Madison Graduate School requires every graduate student to have an advisor. Follow procedures to re-select a new advisor (described above) prior to finalizing the termination of your current advising relationship. Confirm your new advisor has been updated in the official record in the Student Center on MyUW (my.wisc.edu) under “Academic Progress” and then “Advisors.”

Advising Compact

Clearly defined expectations for you and your advisor are crucial to a strong relationship. You are encouraged to form an “Advising Compacts” with your advisor that clarifies and documents mutually agreed upon expectations. Information about advising compacts is here: kb.wisc.edu/grad/page.php?id=35489. You and your advisor should

review your Advising Compact at least once annually and adjust expectations as needed.

MET also requires that you form and follow an Individual Development Plan (IDP). The IDP will establish concrete activities and a timeline to complete them that enable you to explore employment opportunities and build professional competencies to enhance your qualifications for future career opportunities. You will build an IDP as part of the MET 801 course in the second semester of your first year. You are encouraged to integrate elements of your individual development plan into your Advising Compact so that your advisor is aware of your professional goals and can thereby support your academic, research and professional development. Further information about IDPs can be found at: grad.wisc.edu/professional-development/individual-development-plan

Mentoring Networks

In addition to a formal advisor, you are encouraged to develop a broad network of individuals who can provide academic and professional mentorship during and beyond your time as a graduate student.

Your thesis committee is a critical component of your professional network and is typically formed in the second semester of the first year for PhD students and as early as the first semester of the first year for MS students. This thesis committee monitors your scientific growth, provides assistance when there are difficulties, advises when things are going well, and can serve as a “buffer” between you and your advisor, should conflicts arise. You will select your committee with the consultation / advice of your advisor and through other relations you make. The Graduate School has established rules for the composition of the thesis committee. A thesis committee consists of 4 faculty members: one member is your advisor, another member is from outside MET (a non-affiliated faculty member), and one member is from outside your advisor’s home department (the outside of MET and the home department can be the same person). Committees can be modified as needed and typically change based on changes in your research directions. Your thesis committee will evaluate your progress at annual committee meetings and serve as your evaluators at the Preliminary Exam and Thesis Defense.

We expect you to connect with the strong MET alumni network during your graduate training and beyond, especially in your first and second years. You are encouraged to contact MET alumni and lead ‘informational interviews’ to learn about the day-to-day details of various career paths in toxicology. These interviews can help you identify an exciting career path. Informational interviews can also help you identify a professional skills inventory needed for your selected career path. You can integrate activities into your IDP to ensure you gain these skills during your graduate training.

Colleagues in your laboratory, your graduate school cohort and other classmates will also serve as a network, a support team, and friends.

Giving & Receiving Feedback (optional)

Students are required to hold annual committee meetings with their advisor and advisory committee, beginning the summer after your first year for PhD students and as early as the first semester for MS students. The goals and expectations of these meetings change according to your stage of graduate training

(<https://metc.wisc.edu/wp-content/uploads/sites/397/2023/09/Meeting-checklists-for-ME-T-students-and-committee-members-revised-9-6-23.docx>). You will formally document each thesis committee meeting, including your preliminary exam meeting, using the “MET Thesis Committee Report Form,”

<https://metc.wisc.edu/wp-content/uploads/sites/397/2020/08/MET-Thesis-Committee-Meeting-Report-Form-revised-7-31-20.docx>. This report form serves as a report on your progress in academic, research and professional development. The goal of the form is to provide both you and your committee documentation about expectations, and your actions to achieve these expectations.

You are required to schedule and reserve rooms for your annual thesis committee meetings. Failure to hold your committee meeting annually will result in a hold on your registration.

You are invited and encouraged to meet regularly and informally with your thesis committee, beyond the annual formal meetings, to achieve your goals.

Degree Requirements

Master's Degree – Curricular

All students in the Molecular & Environmental Toxicology MS (Curricular) Program are responsible for understanding and following our program's degree requirements.

Requirements

For all current requirements to complete your degree (e.g., credits, courses, milestones, learning outcomes/goals, etc.) see your program's page in the *Graduate Guide*. Navigate to guide.wisc.edu/graduate, then select "Degrees/Majors," your program's name, the "Named Option" of your program (if applicable; found near the bottom of the Requirements tab), and then "Requirements" from the navigation bar on the right side. You will be taken to a subsection of your program's *Guide* page that contains all official requirements for your degree. Similarly, see "Policies" from the navigation bar of your program's page to learn about policies affecting these requirements (e.g., prior coursework, probation, credits per term allowed, time constraints, grievances and appeals, etc.).

For prior catalog year policies that may be applicable to you, see the *Guide* Archive at guide.wisc.edu/archive.

A more detailed view of the Curricular MS Requirements can be found on the MET webpage, <https://metc.wisc.edu/masters-in-molecular-environmental-toxicology/>.

Capstone Presentation

To complete the Curricular MS, you must prepare a written document in the style of a literature review, focused on a toxicologically relevant topic identified by you and approved by your faculty advisor. Your faculty advisor will determine whether this document will need to be submitted to the Graduate School as a formal thesis. You must schedule your thesis at an MET 800 seminar (contact the MET Graduate Program Coordinator / Manager to reserve a date) or a more formal defense setting. You must request a warrant from the MET Graduate Program Coordinator / Manager at least one month before your scheduled thesis defense.

At your thesis defense, you will begin by delivering an oral presentation followed by questions and comments from your audience. You will then proceed to a "closed door" session with your thesis committee. The committee will ask questions relevant to the topic to evaluate your knowledge and development. The committee will convene without you to discuss your defense and render a decision. The addition of your thesis

committee member signatures to the warrant document signifies their acknowledgement you met the requirements of the degree. You are considered to have successfully defended your thesis if your warrant is signed by all thesis committee members, or all members minus one.

The 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. The program coordinator will hold the signed warrant until the end of the summer term, when it will be returned to the student for deposit.

Committee & Topic

Master's committees advise and evaluate satisfactory progress, evaluate a thesis, and/or sign a degree warrant. For general guidance from the Graduate School on the role and composition of committees as well as an online tool to determine if your committee meets minimum requirements, see the following policy page: policy.wisc.edu/library/UW-1201.

If you are in the Curricular MS, you have two options for your 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) you can seek out a faculty member whose research interests are more in-line with your interests (and the topic of their literature review). Curricular Masters students do not rotate. Your advisor will provide individualized guidance on how to select committee members. The thesis committee will evaluate your knowledge and literature review following the final presentation/defense. Your committee will consist of your advisor and two other faculty. You can change the composition of your committee up to the time you request your warrant. After that period, your committee members will serve as such through your final defense

Your advisor can also provide guidance on selecting your topic. If you find that your topic and/or mentoring needs no longer align with your advisor, see the "Advising & Mentoring" section on how to change advisors. Note that your committee composition may or may not need to change as well in this scenario, depending upon your new advisor's guidance.

Form & Content

Rules for creating the literature review should be based upon standards set by a journal that your advisor could or will potentially submit your article. Should there be a need to have the document deposited with the Memorial Library, standard formatting guidelines will apply, <https://grad.wisc.edu/current-students/masters-guide/>

Procedures

- Eligibility requirements
You are eligible to complete your degree when all coursework has been successfully completed with B or better grades.
- Conditions for taking or re-taking exams / Limits to number of attempts to pass
If you are unsuccessful in your final presentation/defense, you will be able to re-present in the Summer term. Should you be unsuccessful in your second attempt, the advisory committee will speak with the program director to determine next steps.
- Scheduling
You should request your warrant one month before your presentation. Your literature review draft, upon which you will present, should be to your committee two weeks before the presentation date.

Sample Course Schedule

First Year

Toxicology I

Responsible Conduct of Research

Toxicology II

Scientific Communication in Molecular & Environmental Toxicology

Environmental Chemical Kinetics

Laboratory Practices

Statistical Programming

Special Topics to promote understanding for literature review topic

Master's Degree Checklist: Timeline & Deadlines

The Graduate School maintains a list of steps to complete your master's degree, including deadlines and important things to know as you progress toward graduation: grad.wisc.edu/current-students/masters-guide. In addition to what is posted on this webpage from the Graduate School, you must meet all required steps of the program (outlined below).

- Curricular requirements
You will be required to fulfill 30 credits to complete your degree, per Graduate School requirements. The course work will be outlined for you.
- Exams, proposals, defenses, thesis, capstones, or final papers/projects
You will research on a topic of toxicological significance to work towards the development of a document that could serve as a literature review. To this end, you will have (1) a formal presentation to discuss your findings and answer inquiries on that topic and (2) finalize the document in the style of a literature review, which could be sent to an appropriate journal.

- Requesting warrants
Your warrant should be requested one month before your presentation. You will work with the program administrator to finalize this request.
- Transition from master's to doctoral education (when applicable)
You are allowed to apply for an upcoming year's admittance to the PhD program. Your merits will be compared against those of the other applicants in that year's pool. It is not possible for you to transition from the Curricular MS to the PhD track. In order to matriculate in the PhD track, you will be required to (re-) apply for the PhD program.
- Required, typical, or ideal deadlines/timelines for completion
This track is expected to be completed in one academic year, with coursework taken in the Fall, Spring, and Summer. A presentation in the Spring term will serve as the defense and the final document should be completed by the end of the Summer term. Credits are required in all three terms to meet the 30 credit minimum required by the Graduate School.
- Associated procedures and/or forms (hyperlinks are helpful)
All student-related forms can be accessed on the Forms page of the MET website, <https://metc.wisc.edu/06-forms/>

Master's Degree – Research Based

All students in the Molecular & Environmental Toxicology Research-Based Master's Degree are responsible for keeping aware of the following requirements to complete the degree.

Requirements

For all current requirements to complete your degree (e.g., credits, courses, milestones, learning outcomes/goals, etc.) see your program's page in the *Graduate Guide*. Navigate to guide.wisc.edu/graduate, then select "Degrees/Majors," your program's name, the "Named Option" of your program (if applicable; found near the bottom of the Requirements tab), and then "Requirements" from the navigation bar on the right side. You will be taken to a subsection of your program's *Guide* page that contains all official requirements for your degree. Similarly, see "Policies" from the navigation bar of your program's page to learn about policies affecting these requirements (e.g., prior coursework, probation, credits per term allowed, time constraints, grievances and appeals, etc.).

For prior catalog year policies that may be applicable to you, see the *Guide Archive* at guide.wisc.edu/archive.

A more detailed view of the Research-Based MS Requirements can be found on the MET webpage, <https://metc.wisc.edu/masters-in-molecular-environmental-toxicology/>.

Thesis

You are required to complete and defend a thesis. The thesis document is typically 3+ chapters and begins with an introduction chapter and ends with a conclusion chapter. The middle chapter(s) represent most of the document and could be a research manuscript. It is highly recommended that manuscripts are written, submitted, and accepted for publication prior to the thesis defense. Please note that you should check with the publishing agency about copying research manuscripts and using them in your thesis document. You must provide thesis committee members with your thesis document 2+ weeks prior to your scheduled thesis defense date.

The Graduate School Website provides a list of mandatory formatting guidelines on this site; <https://grad.wisc.edu/current-students/masters-guide/> You also have access to copies of previous theses in the MET Office.

A complete timeline and listing of guidelines are outlined in the “Checklist for MET Thesis Committee Meetings, Preliminary Exam, and Thesis Defense” document on the MET website:
<https://metc.wisc.edu/wp-content/uploads/sites/397/2023/09/Meeting-checklists-for-MET-students-and-committee-members-revised-9-6-23.docx>

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

Committee & Topic

Master’s committees advise and evaluate satisfactory progress, evaluate a thesis, and/or sign a degree warrant. For general guidance from The Graduate School on the role and composition of committees as well as an online tool to determine if your committee meets minimum requirements, see the following policy page:
policy.wisc.edu/library/UW-1201.

Your advisor provides individualized guidance on how to select committee members. The thesis committee will evaluate your knowledge and thesis document following the final presentation. Your committee is made up of two other members of the Graduate School faculty. You can change the composition of your committee up to the time you request your warrant. After that period, your committee members will serve as such through your final defense.

Your advisor can also provide guidance on selecting your topic. The topic will be related to the research specialty of the advisor and the work that is being funded. If you find that your topic and/or mentoring needs no longer align with your advisor, see the “Advising & Mentoring” section on how to change advisors. Note that your committee composition may or may not need to change as well in this scenario, depending upon your new advisor’s guidance.

Form & Content

The rules for creating your thesis document are based upon those required by the Graduate School, <https://grad.wisc.edu/current-students/masters-guide/>

Procedures

- Eligibility requirements
You are eligible to defend your thesis after you have successfully completed the required coursework and have generated sufficient research results to present in the form of a thesis and / or first author publication.
- Scheduling
You should request your warrant one month before your presentation / final defense. You should share your thesis document, upon which you will present, with your committee at least two weeks before the presentation date.
- Research requirements (e.g., IRB)
Your thesis should be based upon original research conducted in the laboratory of your advisor. The data in your thesis should be the equivalent of a first-author publication.

Sample Course Schedule

First Year

Toxicology I

Responsible Conduct of Research

Toxicology II

Scientific Communication in Molecular & Environmental Toxicology

Environmental Chemical Kinetics

Second Year

Elective, emphasizing human health or remediation

Master's Degree Checklist: Timeline & Deadlines

The Graduate School maintains a list of steps to complete your master's degree, including deadlines and important things to know as you progress toward graduation: grad.wisc.edu/current-students/masters-guide/.

- Curricular requirements
You will be required to fulfill at least 30 credits to complete your degree, per Graduate School requirements. This will include core and elective coursework, as well as research credits.
- Processes related to committees
Your committee will be made up of at least three members. One will be your advisor. The other two, selected by you with consultation from your advisor,

should be able to provide guidance to you, as it relates to both research and career aspirations. They should be identified by the conclusion of your first year and can change as appropriate.

- Research requirements and scheduling protocols (e.g., IRB)
The research conducted in the laboratory of your mentor should equate to the amount of data necessary to write, submit, and publish a first author manuscript.
- Exams, proposals, defenses, thesis, capstones, or final papers/projects
You will conduct research in concert with the research goals of your laboratory mentor's work. Your final thesis defense will require (1) you to create (and finalize) a thesis document in the style required by the Graduate School, (2) deliver a formal presentation to discuss your findings and answer inquiries on that topic, and (3) respond to further inquiries about the topic to your advisory committee within a closed-door session.
- Requesting warrants
Your warrant should be requested one month before your presentation. You will work with the program administrator to finalize this request.
- Transition from master's to doctoral education (when applicable)
It is possible for you to request a transition from the Research MS to the PhD track. You must provide a copy of your NIH biosketch, the report from your first committee meeting to the program coordinator, and a letter of support from your advisor. You will provide these documents to the Admissions Committee who will vote on whether to approve the transition. If approved, you will be able to move to the PhD track as a direct admit into your current thesis advisor's laboratory. Funding is not guaranteed for research rotations if you seek a new advisor. If you are unsuccessful in making the immediate transition to PhD, you are allowed to apply for an upcoming year's admittance to the PHD program. Your merits will be compared against those of the other applicants in that year's pool.
- Required, typical, or ideal deadlines/timelines for completion
You should expect to have your degree completed in two-and-a-half years.
- Eligibility requirements (as applicable)
You are eligible to complete your degree when all coursework has been successfully passed and your research data is to the point that it could serve as a first-author publication.
- Associated procedures and/or forms
All student-related forms can be accessed on the Forms page of the MET website, <https://metc.wisc.edu/06-forms/>

Doctoral Degree

All students in the Molecular & Environmental Toxicology Program are responsible for understanding the following degree completion requirements.

Requirements

For all current requirements to complete your degree (e.g., credits, courses, milestones, and learning outcomes/goals) see your program's page in the *Graduate Guide*.

Navigate to guide.wisc.edu/graduate, then select “Degrees/Majors,” your program’s name, the “Named Option” of your program (if applicable; found near the bottom of the Requirements tab), and then “Requirements” from the navigation bar on the right side. You will be taken to a subsection of your program’s *Guide* page that contains all official requirements for your degree. Similarly, see “Policies” from the navigation bar of your program’s page to learn about policies affecting these requirements (e.g., prior coursework, probation, credits per term allowed, time constraints, grievances and appeals, etc.).

You are responsible for meeting the degree requirements at the time that you enter the graduate program, unless otherwise indicated. For prior year policies that may be applicable to you, see guide.wisc.edu/archive.

Recommendations

- Recommended electives
Electives that best suit your research project should be decided with input from your advisor and advisory committee.
- Internships
Internships are not required as part of the program.
- Minors or Graduate/Professional Certificates most relevant to the field/profession
Minors are not required as part of the program, but you may identify and participate in one if it fits your aspirational goals. You should consult with your advisor and advisory committee if you are considering a Minor or Professional Certificate

Committee

Doctoral committees advise and evaluate satisfactory progress, administer preliminary and final oral examinations, evaluate a thesis or dissertation, and/or sign a degree warrant. For general guidance from the Graduate School on the role and composition of committees as well as an online tool to determine if your committee meets minimum requirements, see this policy page: policy.wisc.edu/library/UW-1201.

Your advisor provides individualized guidance on how to select committee members. The thesis committee will evaluate your knowledge and dissertation document following the final presentation. Your committee is made up of at least four members. One is your research advisor. One will need to be outside of MET and one will need to be outside of your advisor’s home department (this person can be one and the same). If you have a doctoral minor, one of the members of your committee will need to be from the minor’s department / program. This thesis committee member cannot also be your advisor.

Your advisor can also provide guidance on selecting your topic. Your topic will be related to the research specialty of the advisor and the work that is being funded. If you find that your topic and/or mentoring needs no longer align with your advisor, see the “Advising & Mentoring” section on how to change advisors. Note that your committee

composition may or may not need to change as well in this scenario, depending upon your new advisor's guidance.

Preliminary Exam

- Eligibility requirements
You may take your preliminary exam at any time; however, you will not move to dissertator status (candidacy) until all your didactic program requirements have been completed.
- Conditions for taking or re-taking exams
If you are unsuccessful in completing your preliminary exam, discussion will be held between your advisor and the program director to determine the causes and best ways forward.
- Limits to the number of attempts to pass
Depending on advisor approval, you will have two attempts to pass your preliminary exam.
- Scheduling
You should request your warrant one month before your preliminary exam. You should transmit your preliminary exam document, upon which you will present, to your committee at least two weeks before the presentation date.
- Research requirements (e.g., IRB)
You should generate sufficient preliminary research results to build the preliminary exam document. The document will be formatted as a fellowship proposal to NIH or other appropriate agency.

Dissertation & Final Oral Exam/Defense

Topic

Your advisor can provide guidance on selecting your dissertation topic. The topic will be related to the research specialty of the advisor and the work that is being funded. If you find that your topic and/or mentoring needs no longer align with your advisor, see the "Advising & Mentoring" section on how to change advisors. Note that your committee composition may or may not need to change as well in this scenario, depending upon your new advisor's guidance.

Form & Content

The rules for creating your thesis document are based upon those required by the Graduate School, <https://grad.wisc.edu/current-students/doctoral-guide/>

Procedures

Describe the following procedural elements, as applicable:

- Eligibility requirements
You are eligible to defend your dissertation after you have successfully completed the required coursework and have generated sufficient data to present a full body of scientific work.
- Scheduling (including when drafts should be circulated to the committee)
You should request your warrant one month before your presentation. You should transmit your dissertation document, upon which you will present to your committee at least two weeks before the presentation date.
- Final oral exam/defense conditions
Your final defense will consist of two parts. The first is a public, oral defense to be conducted with your advisory committee in attendance. The second is a closed-door session, where your committee will question you on your knowledge of the topic, understanding of the literature, and other pertinent issues relevant to your degree.
- Access to sample dissertations, defense presentations, etc.
Sample dissertations can be accessed through the MET Office.
- Research requirements (e.g., IRB)
Your dissertation should be based upon original research conducted in the laboratory of your advisor and should contribute significantly to the body of science in your field.

Sample Course Schedule

First Year

Toxicology I

Responsible Conduct of Research

Toxicology II

Scientific Communication in Molecular & Environmental Toxicology

Environmental Chemical Kinetics

Second Year

Electives to enhance laboratory research

Fourth Year

Advanced Responsible Conduct of Research

Doctoral Degree Checklist: Timeline & Deadlines

The Graduate School maintains a list of steps to complete your degree, including deadlines and important things to know as you progress toward graduation:

grad.wisc.edu/current-students/doctoral-guide.

- Curricular requirements
You will be required to fulfill 51 credits to complete your degree, per Graduate School requirements. This will include core and elective coursework, as well as research credits.

- Processes related to committees
Your committee will be made up of at least four members. One will be your advisor. The other three, selected by you with consultation from your advisor, should be able to provide guidance to you, as it relates to both research and career aspirations. They should be identified by the conclusion of your first year and can change as appropriate.
- Research requirements and scheduling protocols (e.g., IRB)
The research conducted in the laboratory of your mentor should equate to the amount of data necessary to substantially contribute to the scientific body of work within your field.
- Exams, proposals, defenses, thesis, capstones, or final papers/projects
You will conduct research in concert with the research goals of your laboratory mentor's work. Your final dissertation defense will require (1) you to create (and finalize) a dissertation document in the style required by the Graduate School, (2) deliver a formal thesis defense to discuss your findings and answer inquiries on that topic, and (3) respond to further inquiries about the topic to your advisory committee within a closed-door session.
- Requesting warrants
Your warrant should be requested one month before your presentation. You will work with the program administrator to finalize this request.
- Required, typical, or ideal deadlines/timelines for completion
You can anticipate that your preliminary exam will be completed by your second year and your defense will be completed following five-and-a-half years in the program. These are guidelines and, depending on your research progress, may vary between you and your classmates.
- Time limits (as applicable)
There are no time limits; though you have five years after moving to candidacy to complete your degree, per Graduate School policy.
- Eligibility requirements (as applicable)
You are eligible to complete your degree when all coursework has been successfully passed and your research data is to the point that it can substantially contribute to the body of work in the scientific field.
- Associated procedures and/or forms (hyperlinks are helpful)
All student-related forms can be accessed on the Forms page of the MET website, <https://metc.wisc.edu/06-forms/>

Enrollment Requirements

You are responsible for following Graduate School policies related to course enrollment requirements and limitations:

Adding / Dropping Courses

grad.wisc.edu/documents/add-drop

Auditing Courses

policy.wisc.edu/library/UW-1224

Canceling Enrollment

grad.wisc.edu/documents/canceling-enrollment

Continuous Enrollment Requirement for Dissertators

policy.wisc.edu/library/UW-1204

Enrollment Accountability

grad.wisc.edu/documents/enrollment-accountability

Minimum Enrollment Requirements

policy.wisc.edu/library/UW-1208

Academic Exception Petitions

MET has a local process for handling academic exceptions for program requirements/expectations. All appeals will be done through the Executive Committee and with them alone will decisions be made.

Keep in mind that some academic exceptions may need to be approved by the Graduate School. For further information about this, contact the Director of Academic Services and see the following webpage: grad.wisc.edu/documents/exceptions

Review by Director of Graduate Studies/Advisor

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 MET program recognizes that there are in some cases extenuating academic and personal circumstances. Petitions for course exceptions/substitutions or exceptions to the Satisfactory Progress Expectations (academic or conduct) shall be directed to the Director of Graduate Studies or Executive Committee. The following procedures apply to all petitions:

1. The specific requirement/rule/expectation pertinent to the petition must be identified.
2. Your academic advisor must provide written support for the petition.
3. All coursework substitutions and equivalencies will be decided by appropriate area-group faculty or executive committee.

More generally, the Director of Graduate Studies, in consultation with the student's advisor, may grant extensions to normal progress requirements for students who face circumstances (similar to tenure extensions) as noted in university regulations, this includes childbirth, adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond one's personal control. Where warranted, the petition should provide good evidence of plans and ability to return to conformance with the standard and to acceptably complete the program. The normal extension will be one semester; anything beyond this will be granted only in the event of highly

extraordinary circumstances. Extensions will be granted formally with a note of explanation to be placed in the student's file.

Preliminary Exam Failure

If you fail the Qualifying Examination, you may be offered a second opportunity to pass the qualifying examination or may be dismissed from the program. Petitions of a decision by the Thesis/Dissertation Committee must be made to the Director of Graduate Study or Executive Committee within two weeks or they will be final. They will make the final decision regarding a petition.

A student who has not satisfied the qualifying examination requirement within 36 months of entering the program will be dropped from the program, except by appeal in writing to the Director of Graduate Study or Executive Committee, which will make the final decision.

Extension Requests

Students who have not completed the degree on schedule may request extensions. Requests for a one-semester/year extension can be made to the Director of Graduate Study or the Executive Committee. They are authorized to approve these requests upon written justification from the student and their advisor. The student must describe the reasons for the request and provide a proposed timetable for completing all program requirements. The major professor must sign the request form and write comments endorsing the request. The request should be made as soon as the need for an extension becomes apparent. They may request additional documentation as needed. Appeals or requests for additional extensions must be approved by the full program faculty.

Satisfactory Academic Progress

Your continuation as a graduate student at UW-Madison is at the discretion of your program, the Graduate School, and your faculty advisor. Any student may be placed on probation or dismissed from the Graduate School for not maintaining satisfactory academic progress, and this can impact your academic standing (detailed below), financial aid (see this policy page: policy.wisc.edu/library/UW-1040), or funding (consult your sources of funding, as applicable). Our program has its own definition of satisfactory academic progress and related procedures that supplement Graduate School policy, as described in this section.

Definition

Information about how the Graduate School determines satisfactory academic progress can be found at this policy page: policy.wisc.edu/library/UW-1218. In addition to the

Graduate School's monitoring of satisfactory academic progress, this program regularly reviews the satisfactory academic progress of its students, defined as the following:

- Expected timeline for course progression
The expected timeline for course progression is:
Doctoral students: Not more than two years
Research Masters students: Not more than two years
Curricular Masters students: Not more than one year
You may find yourself taking more or less time, depending on when course offerings are made and other factors, such as completion of minor coursework and leave of absence or completion of elective internships. While those are expected timelines, you will not be penalized if you take longer to achieve course completion.
- Annual reviews (strongly recommended by the Graduate School) which may or may not include revisiting advising compacts, IDPs, and academic progress reports/assessments Include details such as frequency, form, content, and participants of reviews, as well as examples, whenever possible.
You must meet annually with your committee and have the Thesis Meeting Report form submitted to the program office. Failure to do-so will result in the placement of a hold on your enrollment for the following term. Failure to enroll will cause issues with your payroll and funding. The Thesis Meeting Report form can be found here: <https://metc.wisc.edu/06-forms/>
- Expectations for quality scholarship and research
You are expected to hold a "B" average overall and obtain "B" or better marks in your core curricular coursework.

The program administrator monitors the progress of you and your classmates regularly, with grade reports and GPA summaries monitored after every semester and reviews of committee meetings approximately once per semester.

Not Meeting Academic Expectations

Student progress will be reviewed through coursework or at annual thesis committee meetings. If the advisor and thesis committee find at the annual meeting or at any other time that you have failed to achieve satisfactory progress in the academic expectations set in this handbook, you will be notified and given an opportunity to submit a response within a set time period (typically 2 weeks). The advisor and graduate committee will review the response within 2 weeks and determine if further action is needed. You may be dismissed from the program. You may, alternatively, be placed on probation for one semester and then reviewed by the Executive Committee or Director of Graduate Studies following the probationary semester. If you are placed on probation, may be dismissed or allowed to continue based upon review of progress during the probationary semester. If you wish to appeal any decision stemming from this review process, you can do so within 2 weeks of the date of the decision letter through submitting a letter to the chair of your thesis committee and requesting a new hearing with the addition of a faculty member external to the original Executive Committee.

Personal Conduct Expectations

Professional Conduct

The Office of Student Conduct and Community Standards maintains detailed guidance on student rights and responsibilities related to learning in a community that is safe and fosters integrity and accountability. You are responsible for keeping aware of their policies and procedures, found at the following page: conduct.students.wisc.edu

The MET program sees the following qualities as evidence of professional behavior by students:

- Understands and follows the UW Student Code of Conduct
- Shows respect for a diversity of opinions, perspectives, and cultures
- Accurately represents their work and acknowledges the contributions of others
- Aims to gain knowledge and contributes to the knowledge base of others
- Strives to incorporate and practice disciplinary ideals in their daily lives
- Demonstrates integrity; provides accurate information in resumes/CVs
- Challenges themselves in academic pursuits
- Follows research ethics including IRB protocols, documentation of research activities, protection of subject/client confidentiality, and follows HIPAA regulations
- Demonstrates commitment to an unbiased interpretation of data as well as related academic and professional endeavors
- Follows-through and pulls their weight in group activities
- Understands where collaboration among students is or is not allowed
- Does not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others
- Avoids conflicts of interest
- Interacts with peers, faculty, staff, and those they encounter in their professional capacity in a manner that is respectful and considerate
- Attends and is prepared for all scheduled meetings and classes, and honors agreed upon work schedules
- Communicates openly and offers prompt responses to inquiries
- Is careful in their use of available equipment, technology, and resources
- Offers criticism in a constructive manner
- Welcomes feedback
- Is actively prepared for class and ready for questions and answers
- Notifies instructors at least one day in advance of a planned absence and takes responsibility for finding out what they missed
- Recognizes that the pursuit of knowledge is a continuous process and seeks guidance (when needed) as they adapt to change

Academic Misconduct

Academic misconduct is governed by state law, UW System Administration Code Chapter 14. For further information on this law, what constitutes academic misconduct, and procedures related to academic misconduct, see:

The Graduate School

Academic Policies & Procedures: Misconduct, Academic
grad.wisc.edu/documents/misconduct-academic

Office of Student Conduct and Community Standards

Academic Misconduct Website
conduct.students.wisc.edu/academic-misconduct

Academic Misconduct Flowchart
conduct.students.wisc.edu/documents/academic-misconduct-flow-chart

Non-Academic Misconduct

Non-academic misconduct is governed by state law, UW System Administration Code Chapters 17 and 18. For further information on these laws, what constitutes non-academic misconduct, and procedures related to non-academic misconduct, see:

The Graduate School

Academic Policies & Procedures: Misconduct, Non-Academic
grad.wisc.edu/documents/misconduct-nonacademic

Office for Student Conduct and Community Standards

Non-Academic Misconduct Website
conduct.students.wisc.edu/nonacademic-misconduct

University of Wisconsin System (UWS)

Chapter 17: Student Non-Academic Disciplinary Procedures
docs.legis.wisconsin.gov/code/admin_code/uws/17

Chapter 18: Conduct on University Lands
docs.legis.wisconsin.gov/code/admin_code/uws/18

Research Misconduct

Graduate students are held to the same standards of responsible conduct of research as faculty and staff. Further information about these standards and related policies and procedures can be found at:

The Graduate School

Academic Policies & Procedures: Responsible Conduct of Research
grad.wisc.edu/documents/responsible-conduct-of-research

Office of the Vice Chancellor for Research and Graduate Education

Research Policies
research.wisc.edu/compliance-policy

Hostile and Intimidating Behavior (Bullying)

Hostile and intimidating behavior (HIB), sometimes referred to as “bullying,” is prohibited by university policy applicable to faculty, academic staff, and university staff. For further definition, policy, and procedures related to HIB see: hr.wisc.edu/hib. Students who feel they have been subject to HIB are encouraged to review the informal and formal options on the “Addressing HIB” tab of this website.

Grievance Process

Each college or program on campus has a grievance process that students can use to address other concerns regarding their experience in the program. This program’s grievance process can be found detailed at:

<https://guide.wisc.edu/graduate/medicine-public-health-school-wide/molecular-environmental-toxicology-phd/#policiestext>

Process and Sanctions for Violations of Conduct Standards

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. Initiate a written record containing dates, times, people, and description of activities. Update this record as needed while completing additional procedures below.
2. 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.
3. Should a satisfactory resolution not be achieved, the student should contact the program's Grievance Advisor or Director of Graduate Study to discuss the grievance. The Grievance Advisor or 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.
4. 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
5. 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.
6. On receipt of a written complaint, a faculty committee will be convened by the Grievance Advisor 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.
7. The faculty committee will determine a decision regarding the grievance. The Grievance Advisor 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.
8. 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.
9. 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

Incident Reporting (Hate, Bias, Sexual Assault, Hazing, Students of Concern, Bullying)

The Dean of Students Office maintains a portal to report incidents of hate, bias, sexual assault, hazing, dating/domestic violence, stalking, missing students, and students displaying other concerning behaviors at UW-Madison:

Dean of Students Incident Reporting

dosostudents.wisc.edu/report-an-issue

As noted above in "Personal Conduct Expectations," students who feel they have been subject to hostile and/or intimidating behavior (i.e., bullying) are encouraged to review the informal and formal options for addressing this behavior (including filing complaints when desired) at:

Human Resources Hostile and Intimidating Behavior Website

hr.wisc.edu/hib

Funding, Employment, and Finances

"Funding" is a term used to describe university employment or support to cover some or all of your costs of graduate education. It varies in kind, amount, and level of guarantee. All students in the graduate program are eligible for funding options, including RA-, TA-, and PA-ships. Internal and extramural fellowships are also available, but eligibility may be limited by the funding agency.

Students are typically funded by RA-ships, which are funded by the faculty mentor through research grants that are available to the laboratory. At any given time, eight students are funded by a training grant. The program guarantees funding to all of its doctoral students for the duration of study and will work to identify funding for students in the research Master's track.

The Graduate School maintains policies related to graduate student funding/employment:

Maximum Levels of Appointments

grad.wisc.edu/documents/maximum-levels-of-appointments

Concurrent Appointments for Fellows/Trainees

grad.wisc.edu/documents/concurrent-appointments

Enrollment Requirements for Graduate Assistants

policy.wisc.edu/library/UW-1208

Eligibility for Summer RA, TA, PA, and LSA Appointments

policy.wisc.edu/library/UW-5089

Finding Funding Without a Guaranteed Appointment

Campus-Wide and External Sources

To help you find resources to pay for costs related to graduate education, the Graduate School provides a comprehensive overview of the funding process on campus as well as descriptions of the types of funding available, sources of funding, minimum stipend rates and benefits, and links to applicable human resources policies (e.g. GAPP) at:

Graduate School: Funding and Financial Aid

grad.wisc.edu/funding

External Fellowship Database

grad.wisc.edu/funding/external-fellowship-database

UW-Madison Libraries Grants Information Collection

library.wisc.edu/memorial/collections/grants-information-collection

Additional Policies & Resources

Graduate School Policy: Residence for Tuition Purposes

grad.wisc.edu/documents/residence-for-tuition-purposes

Employee Disability Resources

employeedisabilities.wisc.edu

Graduate Assistantship Policies and Procedures (GAPP)

hr.wisc.edu/policies/gapp

Professional Development on campus

The Graduate School develops and curates a wide variety of resources for professional development, including a tool to assess your skills, set goals, and create a plan with recommended activities on campus (e.g., the popular “Individual Development Plan” or IDP) as well as programming to help you explore careers, prepare for a job search, build your network and learn from alumni, manage projects, communicate about your research, and much more.

DiscoverPD helps master’s and doctoral students at UW-Madison advance their academic and professional goals with customized recommendations based on a skills self-assessment. The 400+ professional development recommendations available in the DiscoverPD database are available in a range of formats to best meet your diverse needs, including in-person, virtual, asynchronous, and synchronous opportunities. All of this can be found at:

Professional Development from the Graduate School

grad.wisc.edu/professional-development

The Graduate School communicates professional development opportunities through an e-newsletter, *GradConnections*, that all graduate students receive at their wisc.edu email. Graduate students in traditional graduate degree programs receive the newsletter weekly during the academic year and every other week in the summer. Graduate students in online degree programs receive the newsletter every other week during the academic year and monthly during the summer.