



**Institute for Clinical and
Translational Research**
UNIVERSITY OF WISCONSIN-MADISON

Graduate Program in Clinical Investigation Student Handbook 2021-2022

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GPCI Student Handbook

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WELCOME

Welcome to the University of Wisconsin-Madison Graduate Program in Clinical Investigation (GPCI). 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. The infographic below provides guidance on how best to navigate pertinent information and describes the varying scopes and relationships of these resources.



The Role of the Handbook. This handbook provides basic information about the academic policies and procedures of the GPCI for current and prospective MS and PhD students. The UW-Madison Graduate School has the final authority for granting graduate degrees at UW-Madison. The UW Institute for Clinical and Translational Research (ICTR) administers the GPCI under authority of the Graduate School. The [Graduate](#)

[School Academic Policies and Procedures](#) provide essential information about institutional policies and requirements.

The graduate program's authority to set degree requirements beyond the minimum required by the Graduate School lies with the GPCI program faculty. Program faculty have approved policies in this handbook. Additional information on GPCI Program Policies and Procedures are available at <https://ictr.wisc.edu/GraduateProgram>. Degree requirements and course requirements may change over time. Students must meet those in effect when they entered the program. Administrative procedures and processes can change as well. Students are responsible for knowing the policies and requirements of the program.

Who to Contact For Questions

Many of your questions about how to meet expectations and thrive as a graduate student will be answered by the various sources of policies, procedures, requirements, resources, and norms listed above. Several key positions in ICTR and on campus are ready to answer your remaining questions.

Each graduate program will have one faculty member designated to direct its educational vision and structure (Faculty Director). The program will also have at least one department staff person typically called a Graduate Program Administrator who serves as a point person for program policy and procedures. Graduate Program Administrators are well versed in most elements of graduate education that extend beyond academic instruction in your program and will likely be your first stop for questions related to anything in this handbook. Names and contact information of your Graduate Program Administrator and Faculty Director are located on your program's page in the *Graduate Guide* (guide.wisc.edu/graduate/ICTR). Simply click on your program's name, and look for the contact information box on the right-hand side.

Graduate School Services

For general inquiries and graduate student services from the Graduate School, see the contact information at grad.wisc.edu/contacts.

PROGRAM OVERVIEW

Mission

Institute for Clinical and Translational Research (ICTR)

The mission of the UW ICTR is to create an environment that transforms research into a continuum from investigation through discovery and to translation into real-life community practice, thereby linking even the most basic research to practical improvements in human health.

Graduate Program in Clinical Investigation

The mission of the GPCI is to prepare successful and productive clinical investigators who will sustain successful research careers, by enabling students from multiple disciplines to:

- Independently lead, manage, design, execute, interpret and report multidisciplinary therapeutic intervention studies (e.g. those involving drugs, devices, behavioral modifications, surgery, nerve stimulation, diet, or similar mechanisms) in an ethically sound and responsible manner;
- Disseminate knowledge through teaching and advising students;
- Assume leadership roles in higher education or industry; and
- Establish a reputation as a role model in a given area of clinical and translational research.

The focus of the GPCI is to provide physicians, clinical scientists and other health care professionals with the knowledge and skills needed to conduct and translate basic science discoveries into clinical and/or community applications through patient (human or animal)-oriented research. Patient-oriented research includes the study of disease, therapeutic interventions, development of new technologies, and clinical trials.

The curriculum draws from existing courses in the partner schools, and includes courses developed for the GPCI. Together, these courses provide a solid foundation in research methods and analysis, including

biostatistics, study design, and responsible conduct of clinical research. Students pursue their own specialization in patient-oriented clinical and community research through electives and research.

To accommodate the complex schedules of clinicians and students, the GPCI program has flexible course schedules for both full- and part-time enrollment.

Diversity, Equity, and Inclusion. The University of Wisconsin School of Medicine and Public Health is a diverse, inclusive academic community committed to excellence and equity in health, and wellness through teaching and learning, clinical service, advocacy, and research in all forms of biological science, population health science, and health care.

Brief History of the Program. The GPCI admitted its first PhD students in 2009, MS in 2008. The program is made possible by funding for the ICTR from a National Institutes of Health (NIH) Clinical and Translational Science Award (CTSA). The ICTR GPCI program embodies the commitment of ICTR, Marshfield Clinic, and several UW-Madison schools and colleges to offering graduate programs in clinical research. The GPCI provides a complement to existing areas of clinical research training by the Department of Population Health Sciences and other departments.

The ICTR is the administrative home for the MS and PhD degree programs. The programs are governed jointly by representatives of the ICTR academic partners: Schools of Medicine and Public Health, Nursing, Pharmacy, Veterinary Medicine, College of Engineering, and Marshfield Clinic. Faculty members from each academic partner serve as instructors, advisors, and leaders to provide graduate degree programs that strengthen the knowledge and skills of multidisciplinary clinical-research scientists.

Governance Structure. The GPCI Executive Committee, comprised of faculty members from partner schools/colleges/health systems, has the authority to establish degree requirements beyond the minimum required by the Graduate School. The policies described in this handbook have been approved by this committee and are subject to periodic review and update. Day-to-day program administration is delegated to the Program Administrator and the faculty Graduate Program Director.

The Executive Committee, aided by program staff and faculty and related standing subcommittees (Admissions, Curriculum), provides guidance to students and faculty on Graduate School and Program requirements, and may arbitrate any request for exceptions.

The Admissions Subcommittee makes final decisions on admissions to the GPCI MS and PhD programs and the Certificate program. The Curriculum Subcommittee considers curricular issues of the MS, PhD, and PhD minor in Clinical Investigation and the Certificate in the Fundamentals of Clinical Research. It makes recommendations to the Executive Committee about curricular changes, additions, and omissions.

The Curriculum Subcommittee reviews new and current course offerings for the programs to ensure availability, compatibility with program requirements, and annually reviews program requirements to eliminate redundancy or omissions in course content. It also considers and approves requests from students to waive courses and participate in specialized independent study.

Student Representation in Program Governance. [THE GRADUATE PROGRAM IN CLINICAL INVESTIGATION PERIODICALLY WILL REQUEST VOLUNTEERS TO REPRESENT STUDENTS AS NON-VOTING \(ADVISORY\) CURRICULUM SUBCOMMITTEE MEMBERS. MEMBERSHIP ENDS WITH GRADUATION.](#)

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

Be sure to review all steps listed on the Graduate School's [New Student Page](#). In addition to a checklist for all new graduate students, that webpage includes sections with additional steps to take if you are a new international student, student with a disability, student veteran, student with children, or student with funding.

Student Funding

GPCI students tend to be full time health professionals who are earning the MS or PhD part time. **Neither the GPCI nor ICTR provides funding to students for graduate study.** Students without faculty appointments usually earn salary and benefits including tuition through graduate assistantships – Teaching Assistant, Research Assistant, and other graduate student appointments – through the major advisor’s home department.

The exception is that the ICTR has an NIH training grant (TL1) which has a few seats open each year, with applications due each Spring. Eligible students are US citizens or permanent residents who are earning a PhD in Clinical Investigation full time or earning a Minor in Clinical Investigation while pursuing a PhD in other UW-Madison programs.

Finding Funding Without Guaranteed Appointment. For students who do not have an appointment and are looking for funding to support graduate studies, the Graduate School provides a variety of opportunities that may support all or a portion of graduate studies. Additional information is available at <https://grad.wisc.edu/funding/>. Please reach out to the GPCI Program Administrator if you have questions or need additional information.

ADVISING & MENTORING

Students apply to the MS and PhD programs with a faculty advisor and a plan to conduct or continue conducting clinical and translational research. It is the responsibility of every graduate student to have an advisor.

You can confirm that the name of your advisor in the official record by looking in your Student Center on [MyUW](#) under “Academic Progress” and then “Advisors.” 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.

GPCI Major Advisors (Primary Mentors). The current list of major (main) advisors to students in the MS and PhD programs is on the [GPCI Website](#).

The role of the advisor, or mentor, is to provide advice regarding graduate studies and to supervise the student degree program including research. An advisor who is the major advisor and mentor to the student generally serves as chair of the final examination committee for the student. 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.

The advisor/student relationship is one of mutual agreement, which may be terminated by either party. If students change major advisors, they must notify the GPCI Program Administrator. If students do not have an advisor, the Graduate School may suspend them from further graduate study at UW-Madison.

Suggested Questions to Ask of Prospective Graduate Advisors. *(Adapted from IPiB handbook)*

Many of these questions are not simple and may not elicit a quick answer. However, any advisor should be willing to discuss these important issues with you. You may also want to discuss these issues also with students currently in the prospective advisor's group/lab. This list is by no means complete; you should spend some time thinking about what is most important to you in your graduate training.

1. What thesis projects would be available to me if I were to join your group?
2. Would these projects expose me to a variety of different approaches?
3. In general, how available will you be to answer questions I might have?
4. What is your philosophy regarding the amount of guidance the advisor should provide to a student during preparation of the thesis proposal, literature seminars, thesis, etc.?
5. What are your expectations on the amount of time I should spend each day/week in your group/lab?
6. What regularly scheduled activities (e.g., group meetings, joint group meetings, research clubs) does your group participate in that provide an opportunity to get outside input on my research project and hear about the work of other students and postdocs?

7. Do you encourage your students to attend seminars and journal clubs, including those outside of their field?
8. Do students in your group/lab have the opportunity to attend professional meetings where they can interact with researchers from other institutions?
9. Do you include your graduate students in professional activities that will familiarize them with their field of interest/research, such as reviewing manuscripts and meeting with visiting speakers?
10. How long do you think it should take me to get my degree?
11. What are your former graduate students (if any) doing now?
12. What is your general philosophy of graduate training and what goals do you have for your graduate students?

No faculty member is obligated to accept a student's request to serve as advisor, though invitations are often accepted unless the faculty member judges that a different advisor would serve your needs better.

Role of Degree Committees (Doctoral/Master's). Degree Committees (sometimes called Graduate Advisory Committees, Thesis Committees, or Dissertation Committees) advise and evaluate satisfactory progress, administer preliminary and final oral examinations, evaluate a thesis or dissertation, and 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.

Each student selects his/her own degree committee at the end of the first full year of study. The GPCI Executive Committee is responsible for approving the composition of the committee. The student submits the Degree Committee form to the Program Administrator. After Executive Committee discussion, the administrator informs the student of the decision.

The Executive Committee can weigh the relative importance and application of each of the above criteria on an individual basis. For example, some criteria may be waived for new, independent, junior faculty, or co-advisor status may be granted. All members are Readers at defense time.

In compliance with Graduate School minimum requirements, the GPCI has the following criteria for degree committee members:

1. Must be a tenured or tenure-track or CHS-track faculty member from the University of Wisconsin-Madison.
2. Faculty are active in patient-oriented (animal or human) or translational research (as assessed by a record of grant support and publication of recent peer-reviewed papers) and have excellent professional and academic qualifications.
3. Faculty have a track record of advising graduate students or post-doctoral trainees.
4. There is evidence of sufficient and available time for graduate student advising.
5. There is evidence of adequate resources to successfully support a graduate student, which might include access to a multidisciplinary research program to facilitate the student's scientific area of focus.
6. The major advisor does not need to be of the same discipline as the student. However, the GPCI Executive Committee (EC) might recommend a co-advisor from the same discipline, or assure that at least one mentor team member is "discipline-specific."
7. The major advisor must submit an NIH biosketch or equivalent, and record of training to the EC.
8. The major advisor must complete initial mentor-orientation and refresher materials as designated by the EC.
9. The major advisor must submit updated materials for review every 4 years, to maintain major advisor status. The submitted materials should include quality indicators in categories of scholarship, learning, and productivity.

DEGREE REQUIREMENTS

The Graduate School maintains a list of steps to complete your degree, including deadlines and important things to know as you progress toward graduation. For the master's degree checklist, please refer to grad.wisc.edu/current-students/masters-guide. The Doctoral degree checklist is located at grad.wisc.edu/current-students/doctoral-guide. In addition to what is posted on Graduate School webpages, you must meet all degree requirements of the GPCI.

Master of Science (MS) in Clinical Investigation

All students in the MS in Clinical Investigation are responsible for keeping aware of the following requirements to complete the degree. Please refer to the [MS-CI Guide website](#) for additional information on program policies, learning outcomes and MS-CI curricular requirements. Note that when you look at the *Guide* to learn about program requirements, you will be viewing the current year's version. To find past versions of program requirements, see the [Guide Archive](#) and search for your program and the year you would like to reference. The MS degree requires students to formulate a research question, investigate a problem or issue, report the results, and discuss the findings and implications of a study. Courses are complemented by research that culminates in the writing and verbal defense of a master's thesis.

The program recommends that by the end of the first semester of courses, the student initiate a meeting with the major advisor to discuss research topics and project ideas. During subsequent semesters, the student will have further opportunities to develop a research proposal. During the final year of coursework, the student will be conducting the research project and meeting frequently with the major advisor, who will monitor progress and provide feedback. Near the end of the final year of coursework, the student should have completed the project and begun to prepare the thesis manuscript.

MS-CI Sample Coursework Plan (30 Credits)

Plans are individualized; can be expanded or compressed

Year 1	Year 2
Fall	
BMI 541 - Intro to Biostatistics (3 cr) PHS 797 - Intro to Epidemiology (3 cr)	BMI 544 - Clinical Trials II (3 cr) H ONCOL 750 - Presentation Skills (1 cr) Responsible Conduct of Research (2 cr)
Spring	
BMI 542 - Clinical Trials I (3 cr) DFMCH 701 - Perspectives in Clinical and Translational Research (2 cr)	BMI 773 - Clinical Research Informatics (3 cr) Optional Elective (3 cr) Thesis Research (3 cr)
Summer	
Nursing 705 - Clinical Research Evidence (2 cr)	Thesis Research (2 cr) Defend Thesis

Thesis Requirements and Guidelines. The MS thesis comprises a detailed report on the project approved by the student's 3-member MS committee. Master's in Clinical Investigation students are expected to complete an independent research project and write and defend their work with their 3-member advising committee to complete the MS thesis requirement.

The MS thesis for the GPCI can take two forms: A technical report or a traditional thesis. A technical report addresses a scientific problem or project of a substantial nature. The general requirement for the report is that it treats some significant scientific problem or project in sufficient depth to contribute to clinical or translational knowledge. The report should be conducted and prepared in a manner suitable for publication in a national academic journal. Alternatively, a traditional thesis may be prepared and defended. A traditional thesis generally involves more substantial research than a technical report. The research must be unique and on a contemporary topic. Students should consult with their major advisor regarding the quality and content of thesis research.

A publishable/published descriptive literature review by itself is not adequate for the MS thesis.

Students should complete an entire research project and prepare a thesis as described above. During the required summer course Nursing 705, the student is expected to conduct and prepare a literature review as a final assignment. This provides an excellent “jump start” for the Introduction section of the thesis manuscript.

Students should prepare their thesis or report using the guidelines for writing a scientific report available in the UW Writing Center handbook (<https://writing.wisc.edu/handbook/>). Briefly, a scientific report includes six basic elements: Title, abstract, introduction, methods, results and discussion (often referred to as the IMRAD format). The thesis should be double-spaced in 11- or 12-point font. Pages should be numbered beginning with the abstract page (page 2) at either the bottom center or bottom right of the page. The title page should not be numbered.

The student schedules the thesis defense meeting with the degree committee directly and informs the program of the date, time and place. The program needs this information at least 3 weeks before the date to request the permission form (warrant) from the Graduate School.

The program will request the warrant and the Graduate School will issue the warrant if the student has met these requirements:

- Graduate registration for a minimum of 2 graduate-level credits (300-level or above for a grade, no audits, or pass/fail) in the semester (fall, spring or summer) that the student intends to graduate.
- Credit requirement for the appropriate degree has been met, or will be by the end of the semester.
- Graduate GPA of at least 3.00.
- All incomplete, unreported grades, or progress grades in anything other than research/thesis (usually 690, 790, 990) must have been cleared. Independent study (usually 699, 799, or 999) must be given a grade (not P for Progressing) each semester. If a student is continuing work toward a PhD, a warrant may be issued even though the student has incomplete or progress grades. In this case, the student’s major advisor must send a letter to the Graduate School stating which such courses are for your PhD requirements.
- Students must complete all requirements by the appropriate degree deadline.

Receipt of the MS defense warrant signed by degree committee members after hearing the thesis defense is a condition of the Graduate School processing the student’s graduation status. If the program has returned a signed warrant to the Graduate School, and a student receives an Incomplete or Progress grade at the end of the semester, or the student deposits the final thesis after the degree deadline, the student will receive the degree during the following semester after the grade is cleared or thesis deposited.

The Graduate Program in Clinical Investigation appreciates but does not require a final copy of the thesis. The program also does not require deposit of the thesis with Memorial Library.

Preparing for your MS Thesis Defense

- Planning for the thesis defense should take place a semester ahead – do not leave the organization of the defense and writing to the last minute.
- You must start to organize a defense at the time you begin to write, or even better as soon as you, in consultation with your advisor, decide to begin.
- When thesis preparation begins, you, the Candidate, should contact your committee and ask for available dates three or more months in advance, but before the end of the semester in which you intend to graduate. You will be asking for dates on which the degree committee members can commit a two-hour block of time. Ask your primary mentor (major faculty advisor) for help if needed with unresponsive committee members. Notify the GPCl office by email of the expected date. *NOTE: Faculty will be given procedures to follow if one examiner is unable to be present.*
- When you have a complete draft of your thesis and you have obtained your advisor’s approval that it is complete, you are close to circulating your thesis. Contact the program office so the Program

Administrator can request a degree warrant from the Graduate School. NOTE: The date of the thesis defense must be at least three weeks from the date the warrant is requested. This standard is enforced by the Graduate School.

- If the student is on track to circulate the final complete thesis (including all pages and final figures which are grammar and spell-checked) three weeks ahead of the defense, then all is well. If your progress slows and you are behind, your defense date should be adjusted. The program must insist upon one thing: That **your defense thesis be in the committee's hands for three weeks prior to your defense.**
- While your committee reviews your thesis, prepare your oral presentation. Your oral presentation should focus on the knowledge you bring to the research project and the slides should contain only highlighted information to support your talk.
- Have available three photocopies of your most recent transcripts (these need not be "official transcripts") for distribution by you or your advisor at the thesis defense. Transcripts should not be distributed to your committee in advance of the defense, because they contain confidential information.

MS Thesis Defense Process

- Your major advisor is responsible for leading the thesis defense and supporting you throughout the process.
- The thesis defense will last about two hours — 1/2 hour for your oral presentation of the thesis, 1 hour for questions by the committee members, and 1/2 hour private discussion by the committee members. The committee members may ask questions at any time during the exam.
- Your major advisor will begin by asking you to provide a brief background (i.e., BS degree, professional degree, MS degree, work experience, how you got interested in the topic) for the committee members.
- Your oral presentation should be concise and factual. The introduction and review should be brief and the presentation should emphasize the research methods and results. The committee is primarily interested in your own work. Questions by the committee during the presentation generally are for clarification purposes only.
- Your oral presentation might be open to the "public," at least to people who can see building reservation calendars. If you want the presentation publicized more widely, please let the Program Administrator know.
- After the formal presentation is complete, public participants will be asked to leave and the committee members will ask extensive questions referring to specific parts of the thesis and the oral presentation. Every committee member will be allowed sufficient time to question you. Your major advisor will act as the moderator, but will not answer for you, except, for example, to clarify the question.
- After approximately 1 1/2 hours, you will be asked to briefly summarize the most important new findings of the thesis research. Upon polling the committee to determine that the members have no further questions, you will be asked to leave the room.
- Next, your advisor will circulate your transcript which will be reviewed by the committee for appropriate grades and completeness of the curriculum in preparing you for the degree.
- Private discussion by the committee will focus on the evaluation of your thesis research, defense, and overall record. There should be time for each member of the committee to consider each of these items, and, if necessary, to formulate instructions to be implemented by your major advisor. The committee will pay particular attention to whether your own contributions are clearly delineated and thoroughly documented in the thesis. A questionnaire will be used by each member of the advising committee to rate the extent to which you:
 - ✓ Utilized multiple disciplines when proposing and conducting your research;
 - ✓ Provided a clear and logical rationale for selecting your study design;
 - ✓ Explored alternative study designs to answer your research questions;
 - ✓ Selected a study design that addresses a therapeutic problem;
 - ✓ Conducted a study that will translate scientific discoveries to applications that benefit health;

- ✓ Provided evidence of collaboration and communication with disciplines outside your own when addressing the research question;
- ✓ Presented your research through written and verbal communications that clearly articulate innovative ideas, critical and logical thought processes, and complex thinking when findings were interpreted;
- ✓ Received appropriate advising on course plans, multidisciplinary collaborations and study designs in preparing to conduct research;
- ✓ Maintained satisfactory progress during the graduate program.

Additionally, your curriculum vitae and manuscripts completed during your graduate education will be rated on the extent to which you:

- ✓ Developed a focused area of research;
- ✓ Were prepared to participate in multidisciplinary research teams;
- ✓ Demonstrated your ability to form multidisciplinary collaborations; and
- ✓ Demonstrated your ability to advance clinical or translational science.

At the conclusion of the defense, the committee will decide whether you have passed or failed the thesis defense and subsequent efforts that must be undertaken by you to complete your degree requirements. You will then be invited to rejoin the committee and the major advisor will tell you the outcome. You are likely to have corrections to make in the thesis report. It is important that your advisor keep track of verbal comments.

Any committee member that requires a change before they sign the warrant must make that requirement absolutely clear. Any changes not listed as required by a committee member will by default be advisory. Changes that are required should either be undertaken or an explanation provided of why the change was not made (there may be a good reason that only comes up later, which is acceptable). Either way, the final version of the thesis should be approved by each examiner as indicated by a signature on the warrant. Any other changes (such as those suggested but not required) are, by default, made at the discretion of the student with the approval of the advisor.

Be sure to bring the original, final warrant to the defense. You and your major advisor will gather the committee members' signatures, and you will return the warrant to the GPCI program office for forwarding to the UW Graduate School.

After the Thesis Defense. Once you have made any necessary changes to your thesis and successfully passed the thesis defense, the signed warrant is forwarded to the UW Graduate School by the GPCI Program Administrator. A signed warrant indicates that all degree requirements have been met. If the UW Graduate School does not have your warrant with appropriate signature(s), you will not graduate.

Doctor of Philosophy (PhD) In Clinical Investigation

The doctor of philosophy is the highest degree conferred at UW-Madison. The GPCI PhD is an applied research degree granted on evidence of distinctive attainment in a specific field and on ability for independent scientific investigation, as demonstrated by a dissertation presenting original research or creative scholarship with a high degree of literary skill.

All students in the PhD in Clinical Investigation are responsible for keeping aware of the following requirements to complete the degree. Please refer to the [PhD-CI Guide website](#) for additional information on program policies, learning outcomes and curricular requirements. Note that when you review *Guide* to learn about program requirements, you will be viewing the current year's version. To find past versions of program requirements, see the [Guide Archive](#) and search for your program and the year you would like to reference.

PhD-CI Sample Coursework Plan (51 Credits)

Plans are individualized; can be expanded or compressed

Year 1	Year 3
Fall: BMI 541 - Intro to Biostatistics (3 cr) and PHS 797 Intro to Epidemiology (3 cr) Spring: BMI 542 - Clinical Trials I (3 cr) and DFMCH 701- Perspectives in Clin'l and Translat'l Research (2 cr) Summer: N705 - Clinical Research Evidence (2 cr) and Thesis Research (2 cr)	Fall: Advanced Statistics (3 cr), PHM 800 - Responsible Conduct of Research (2 cr), Regulatory Experience (0 cr) Spring: Advanced Statistics (3 cr) and Dissertation Research (3 cr) Summer: Preliminary Examination
Year 2	Years 4 and 5
Fall: BMI 544 - Clinical Trials II (3 cr) and H ONCOL 750 - Presentation Skills (1 cr) Spring: BMI 773 - Intermediate Stats (3 cr), and Dissertation Research (3 cr)	Dissertation Research (12 credits at 3 per semester) Defend Dissertation

Preliminary Exam

Each doctoral candidate is expected to complete required coursework for at least 35 credits and pass an oral preliminary (prelim) exam. This is the only qualifying exam for PhD students. The remaining 18 credits are Research credits taken as a dissertator (someone who has passed the prelim exam). Before permission (the warrant) can be requested from the Graduate School to undertake this oral exam, students must request of their instructors that letter grades be provided in place of any Incomplete and Progressing grades (990 Research excluded).

The prelim consists of a research proposal whose subject matter will align with the student's anticipated dissertation research. The program encourages students to consult with others in addition to meeting with their major advisor when writing the research proposal. The prelim is a comprehensive assessment of a student's knowledge and skills acquired through the graduate curriculum and abilities to apply clinical and translational research concepts to a field of study. The primary objectives of the prelim exam are to:

- Determine whether the student can independently identify an important and novel scientific problem and provide feasible step by step research strategies to address the problem;
- Assess the student's ability to recognize possible pitfalls in the long range planning of a research proposal and present methods of adaptation to circumvent such pitfalls;
- Determine whether the student can develop a logical attack on a specific problem (*i.e.*, which experiment comes first, second, etc.) or research question and to reasonably gauge the anticipated timeline for a proposed research project;
- Determine whether the student can present the proposal with clarity in written and oral form; and
- Determine whether the student can defend the proposal and effectively respond to criticism and questions.

Prelim Procedure. Students must circulate the final copy of the preliminary exam proposal to the student's degree committee at least two weeks prior to the oral exam. Students are allowed to submit an NIH grant proposal to the degree committee for their prelim.

The program recommends an approximate length for the proposal at 30 pages using 12-point double-spaced type. This excludes tables, figures, appendices, and references.

Specific Aims (Recommended: 1 page)

- State the broad, long-term objectives.
- Describe concisely and realistically what the specific research is intended to accomplish and any hypotheses to be tested.

Background and Significance (Recommended: 3-4 pages)

- Briefly summarize the required background from which to evaluate the proposal's significance and novelty.
- Critically evaluate existing knowledge.
- Specifically identify the gaps in knowledge that the project is intended to fill.
- State concisely the importance of the research described in this application by relating the specific aims to the broad long-term objectives.

Experimental Design and Methods (Recommended: Up to 25 pages)

- Outline the experimental design and the procedures intended to accomplish the specific aims of the project.
- Detail the means by which the data will be collected, analyzed and interpreted.
- Describe any new methodology and its advantage over existing methodologies.
- Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims.
- Provide a tentative sequence or timetable for the investigation.
- Point out any procedures, situations, or materials that may be hazardous to personnel and precautions to be exercised.

Literature Cited (Does not count toward total 30-page total)

- Each citation must include the title, names of all authors, book or journal, volume number, page numbers, and year of publication (use a consistent format).
- Make every attempt to be judicious in compiling a relevant and current list of literature citations; it need not be exhaustive.

Figures & Tables (Does not count toward total 30-page total)

- The student will have the opportunity to present other figures and tables at the oral exam.

Human Subjects

A student's research proposal must address the inclusion or exclusion of women, minorities, children and special populations if human subjects are involved. Lack of this information will result in **immediate failure of the preliminary examination**. A copy of the completed IRB application materials should be included if applicable.

Preliminary Examination Warrant. Three weeks before the scheduled preliminary examination, the Program Administrator must send a request for the preliminary warrant to the Graduate School. The warrant request will not be filed until all course, credits, and letter grades requirements have been met.

Oral preliminary exam and proposal defense. The comprehensive oral preliminary examination consists of an oral presentation (30-40 minutes in length) and a defense of the student's written proposal describing the research planned as a basis for the PhD dissertation. The oral presentation is made to an examining committee that includes five graduate faculty members, at least two of whom are from the GPCI faculty, including the major advisor. **The student may be examined on details of the proposed work as well as on the underlying principles and concepts of the field. Therefore, the thesis proposal should not be approached as a draft document.** After the examination, the committee will reach consensus on the student's performance and readiness for dissertator status.

The presentation and oral examination usually is completed within two hours.

As described above, the proposal must contain a statement of the student's research problem, a critical analysis of the relevant theoretical and empirical literature, a description of the student's theoretical approach and hypotheses, a description of the proposed study design and procedures, and a timetable for the research project.

The degree committee will evaluate the student research proposal on originality, appropriateness of methods and design, and clarity of presentation. The proposal and oral presentation should demonstrate proficiency in conducting independent research. Additionally, research proposals for a GPCI doctoral degree should:

- Utilize multiple disciplines;
- Provide a clear and logical rationale for the selected study design;
- Explore alternative study designs for answering the research questions;
- Address a therapeutic problem;
- Translate scientific discoveries to applications that benefit health; and
- Provide evidence of collaboration and communication with disciplines outside the student's own when addressing the research question.

Exam Outcomes

Pass

- Obtain the signature of the committee members on the warrant.
- Provide the signed warrant and a copy of the research proposal to the GPCI office.

Written Revisions Only

- If the Prelim Committee requests written revisions, notifies the GPCI office after the exam
- Within one week post-exam, the student completes the requested revisions and obtains the signature of one member of the Prelim Committee (typically the major advisor) confirming that satisfactory revisions have been made.
- Within 10 days after the prelim, the student provides the warrant, original research proposal and revisions to the GPCI office.

Written Revisions and Repeat of Oral Proposal Defense

- If the Prelim Committee requires the student to repeat the oral defense, the student schedules the new exam date and notifies the GPCI office
- Post-exam, the student provides the signed warrant and original research proposal with revisions to the GPCI office

Fail

- The student discusses the recommendations with the Advisor and Thesis Committee.
- The student turns in the unsigned warrant to the GPCI office and informs the program of the committee's recommendation.
- If the Prelim is not successfully completed, a student cannot continue in the GPCI PhD program.

Dissertator Status and Enrollment. Students advance to dissertator status and become PhD candidates after completing all requirements for the PhD and passing the preliminary exam. Dissertators are required to enroll in 3 credits each Fall and Spring semester. Dissertators holding traineeships, research assistantships (RA) or fellowships that require summer enrollment must also enroll in three credits for the summer term. Dissertators who expect to graduate in August must enroll in the summer 8-week general session for 3 graduate-level credits, usually Med 990.

Time to Degree

Oral Preliminary Exam

- Full time PhD students must pass their preliminary exam within four years of matriculation.
- Part-time Ph.D. students must pass their preliminary exam within six years of matriculation.

Dissertation

- Doctoral students are expected to pass the final oral examination and deposit the dissertation no later than five years from the date of passing the preliminary examination.
- The dissertation final draft to be defended must be submitted to the committee at least 4 weeks prior to the final defense date.

Dissertation Procedure. The dissertation research project is the major focus of effort toward a PhD in Clinical Investigation. The dissertation, therefore, is a detailed, written report of the research proposed in the oral preliminary exam and approved by the examining committee. The results of the research must be an original contribution to scientific literature and the research project presentation (dissertation defense) must demonstrate the student's high level of knowledge and skill appropriate for a PhD degree. The dissertation must be prepared according to Graduate School standards. The dissertation must be satisfactory to a reading committee consisting of the major advisors and four other members of the graduate faculty (usually, the degree committee).

The completed dissertation must be submitted to the degree committee at least four weeks prior to the final oral examination, or as allowed by the committee.

PhD students must formally notify the GPCI Program Administrator and the Graduate School of their intention to graduate. Notify the program of the date of the dissertation defense, so the Program Administrator can request the permission form (final warrant) to graduate. Through the warrant request process, the Graduate School approves the composition of the student's reading committee.

Dissertation Format Options. While the details of your dissertation will be determined by you and your degree committee, all dissertations are expected to be of publishable quality and conform to a general standard. The standard PhD thesis consists of 1) a traditional single topic, extensive exploration from which papers may be drawn later, or 2) three publishable papers that are woven together in the dissertation. The three papers must present new empirical analyses and may include a systematic review, which is methods oriented, as defined by the Cochrane Handbook for Systematic Reviews (training.cochrane.org/handbook). The use of a systematic review must be approved by the student's degree committee. The dissertation also must be an original contribution. If the student desires to submit extensive additional analyses or other materials, these may be included in the appendix.

A student, in consultation with the major advisor, should **choose one** of two format options:

1. Traditional Format

A traditional dissertation should contain the following sections:

- Title page
- Abstract of 250 words or less
- Acknowledgements (including a list of the members of the committee, funding sources, and date of IRB clearance)
- Table of Contents (including a list of tables and figures)
- Introduction
- Background/Literature Review
- Specific Aims
- Methods
- Results
- Conclusions
- Bibliography
- Appendices (including material such as extensive tables, questionnaires, and measurement protocols)

2. Research Paper Format

The three-paper option should contain the following sections:

- Title page
- Abstract of 250 words or less
- Acknowledgements (including a list of the members of the committee, funding sources, and date of IRB clearance)
- Table of Contents (including a list of tables and figures)
- Introduction and Literature Review
- Specific Aims

- Methods
- Manuscripts (formatted for the proposed journal)
- Conclusion
- Bibliography
- Appendices (including a detailed methods description, and materials such as extensive tables, questionnaires and measurement protocols)

The dissertation manuscript should be appropriate for publication in peer reviewed national or international journals. The manuscript should be ready for submission and follow the formats of the journals chosen by the dissertation advisor and the student. The appendix must demonstrate the full development of the dissertation material and is constructed based on the guidance of the dissertation advisor and committee.

Final oral exam and dissertation defense. The student sets the date with the degree or reading committee for the oral defense of the dissertation and informs the program of the date no later than 3 weeks before the date. At that time, the student informs the program administrator whether he/she would like other GPCI students or anyone else invited to the defense. The date chosen for the defense must allow sufficient time prior to departure from the University to incorporate any revisions suggested by the Committee into the final dissertation.

The dissertation defense consists of a (possibly public) presentation of the dissertation followed by a closed meeting with the committee. At the conclusion of the defense, the student is asked to leave the room and the committee discusses whether to accept the dissertation, based on the quality of both the presentation and written dissertation manuscript. The committee will not approve the dissertation until it is judged to be a satisfactory final version.

Dissertation Defense Outcomes

Pass

To pass the examination, students must receive no more than one dissenting vote from their final oral examination committee. A missing signature on the warrant is considered a dissent.

Conditional Pass

The major (dissertation) advisor, and in some cases other committee members, will not sign the final warrant until all revisions are completed and approved.

Fail

Failure at the final oral defense is generally considered the responsibility of the major advisor as well as the student. Failure occurs rarely. In the event of the student's failure to pass the final oral defense, the advising committee will vote on the student's candidacy for the MS degree in Clinical Investigation.

Depositing the dissertation. After approval of the final dissertation defense, a copy of the dissertation is filed at UW-Madison Memorial Library. This copy is subject to a final review by the Graduate School and must comply with the formatting requirements provided in "*Guide to Preparing your Doctoral Dissertation.*"

(<https://grad.wisc.edu/current-students/doctoral-guide/>)

One copy of the final version of the dissertation should be submitted to the Graduate School, and one bound copy must be submitted to the program. Students have at least three copies bound: One for the student, one for the major advisor, and one for the program's permanent collection. Binding typically takes some time; the program welcomes the in-person visit at the time of delivering the bound copy.

Deadline for Passing. Doctoral students are expected to pass the final oral examination and deposit the dissertation no later than five years from the date of passing the preliminary examination. Failure to do so results in the requirement to take another preliminary exam and be re-admitted to dissertator-status PhD candidacy.

- Full-time students generally complete the dissertation within two years of the preliminary examination.
- Part-time students may take longer.

Deadlines for Notification of Graduation. This deadline is separate from course registration deadlines.

Fall: Approximately November 25 or three weeks before defense (whichever occurs sooner)

Spring: Approximately April 20 or three weeks before defense (whichever occurs sooner)

Summer: Approximately August 3 or three weeks before defense (whichever occurs sooner)

Students are expected to meet both departmental and Graduate School requirements for graduation. It is the student's responsibility to notify the graduate Program Administrator of his/her intention to graduate one semester in advance.

Commencement. Any student who wishes to have her/his name printed in the UW-Madison Commencement program must inform the GPCI Program Administrator early in the semester in which she or he intends to graduate. Graduates may attend the ceremony even if the name is not included in the commencement program. If you plan to graduate in August, you may attend either the May or December ceremony. Cap and gown rentals are provided by the University Bookstore and must be ordered several weeks in advance of the commencement ceremony.

CHANGE OF MAJOR TO CLINICAL INVESTIGATION

Students enrolled in a Masters or PhD program at UW-Madison who want to change their major to Clinical Investigation should use the following process. Please note that failing to pass another PhD program's qualifying examination is insufficient reason for the GPCI Admissions Committee to accept your proposal to transfer to this program. Please complete the following to initiate a change:

1. In My UW/Graduate Student Portal, prepare the Change of Major form. In the box labeled "Changing Major To," write "Clinical Investigation."
2. Print a copy of the form
3. Submit the form online
4. Bring or send a copy of the form to the GPCI office, along with your NIH biosketch, résumé, or Curriculum Vitae and a detailed, 1–2-page statement describing your reasons for pursuing the Clinical Investigation degree. The statement should address: 1) reasons for enrolling in the GPCI, 2) educational goals as a graduate student, 3) patient-oriented research interests and career objectives, 4) proposed area of concentration. Also provide a letter of support from both your current advisor and, if different, the advisor you wish to work with while in the GPCI.

MINOR IN CLINICAL INVESTIGATION

PhD or Professional Degree Focus On / Minor Requirements. Doctoral students in Engineering, Nursing, Veterinary Medicine and other disciplines may want to focus on (Minor in) Clinical Investigation as a way to learn about applications of science to clinical disciplines. A PhD Minor in Clinical Investigation provides training in interdisciplinary clinical research while emphasizing a scientific area of graduate study. Additional information is available at [Overview-Minor in Clinical Investigation](#).

Minor curriculum: Please refer to the [Minor in Clinical Investigation Guide Website](#) for additional information on curricular requirements.

Procedure to Declare the Minor in Clinical Investigation. After discussion with his or her major faculty advisor, the student completes and submits the Intent to [Complete a PhD Minor in Clinical Investigation](#) form and a résumé or NIH biosketch to the program. This specifies the courses proposed to meet the minor requirements and a timetable for taking them. The form requires a signature by the student's advisor. Under definitions of the Graduate School, the minor in Clinical Investigation is an External (Option A) minor.

PROFESSIONAL DEVELOPMENT AND CAREER RESILIENCE

The Graduate Program in Clinical Investigation is housed in the Translational Workforce Development (TWD) core unit of ICTR. Students are encouraged to plan their careers from the start and not to wait until graduation time to start thinking about these topics. In addition, UW-Madison offers a wealth of resources intended to enrich graduate studies and professional skills. It is expected that students will take full advantage of the

resources that best fit their needs and support their career goals. Since GPCI alumni thrive not only in academia but also in industry, corporate, government, and non-profit arenas, the TWD and GPCI strive to be in tune, holistic, and innovative in approaching how to meet the diverse professional development needs of GPCI students. By actively participating in professional development opportunities, students will build the skills needed to succeed academically and thrive professionally as clinical investigators and team members.

Individual Career Development Plan

Individual Development Plans are required to help graduate student researchers take charge of developing their careers. As a student begins the graduate school career, an Individual Career Development Plan (ICDP or IDP) is an essential tool to help:

- Assess current skills and strengths
- Make a plan for developing skills that will help meet the student's academic and professional goals
- Communicate with advisors and mentors about evolving goals and related skills.

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

The program provides Individual Career Development information during orientation, about the process of self-assessment, career exploration, goal-setting, and implementation of the plan. The plan is a working document subject to revision by the student alone or in consultation with the mentor(s), program, and/or the Graduate School.

ICTR Professional Development Resources. Students are encouraged to use the gamut of services that the ICTR provides to researchers. Among these are workshops and seminars; clinical and translational research project funding awards; assistance with regulatory compliance; and scientific editing services. See the ICTR website for more information at <https://ictr.wisc.edu/Consults>.

UW-Madison Professional Development Resources. The Graduate School Office of Professional Development and Engagement provides direct programming in the areas of career development and skill building, and serves as a clearinghouse for professional development resources across campus. The best way to stay informed is to watch for the weekly newsletter from OPDE called "GradConnections," and to visit the Webpage for a list of current events.

The following additional campus offices might be useful to students:

- Writing Center <http://www.writing.wisc.edu/>
- Grants Information Collection <http://grants.library.wisc.edu/>
- Student Technology Training (STS) <https://at.doit.wisc.edu/training/software-training-for-students/>
- Delta Program <http://www.delta.wisc.edu>
- UW Teaching Academy <https://teachingacademy.wisc.edu/>
- UW Center for the Humanities <http://humanities.wisc.edu>
- Morgridge Entrepreneurial Bootcamp <https://business.wisc.edu/entrepreneurship/morgridge-entrepreneurial-bootcamp/>

ENROLLMENT REQUIREMENTS

The student is 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

CONDUCT EXPECTATIONS

Academic Conduct

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.

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:

Satisfactory Progress. Failure to meet the program's academic or conduct expectations can result in disciplinary action including immediate dismissal from the program. The Faculty Executive Committee of the Graduate Program in Clinical Investigation will make the final decision and reserves the right to consult with other parties including course instructors, the student, the major advisor, and the Program Administrator.

- A semester GPA below 3.0 will result in the student being placed on academic probation. If a semester GPA of 3.0 is not attained during the subsequent semester of full-time enrollment (or 12 credits of enrollment if enrolled part-time) the student may be dismissed from the program or allowed to continue for 1 additional semester based on advisor appeal to the Graduate School. A cumulative GPA of 3.0 is required to graduate. See the Graduate School Academic Policies & Procedures: Probation and Grade Point Average (GPA) Requirement.
- In the case of a required course in which the student earns a grade below a B, the course must be repeated. Required courses may only be repeated once. Failure to receive a B or higher in the repeated course may result in dismissal from the program. Students must do all the work in the repeated course, including laboratory; attend regularly; participate in class discussions; take examinations; and write papers. Students will earn a final grade in the course. Both grades will be used in calculating the student's graduate grade-point average; however, the course will count only once toward meeting degree credit requirements for the program. See the [Graduate School Academic Policies & Procedures](#) for additional information.
- 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.

Professional Conduct. (Adapted from MPH and Communication Sciences and Disorders programs)

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 handled informally between the instructor/advisor and the student. If 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. Lack of knowledge of this information does not excuse any infraction.

1. **Professional Ethics:** Students shall show respect for a diversity of opinions, perspectives, and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct; represent their profession and the program; and strive to incorporate and practice disciplinary ideals in their daily lives. Resumes/CVs must reflect accurate information.
2. **Honesty and Integrity:** Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, protect subject/client confidentiality and HIPPA regulations. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession.
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).

The GPCI, 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 governed by state law, UW System Administration Code Chapter 14. Academic misconduct is an act in which a student (UWS 14.03(1)):

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

Examples of academic misconduct include but are not limited to:

1. Cutting and pasting text from the Web without quotation marks or proper citation;
2. Paraphrasing from the Web without crediting the source;
3. Using notes or a programmable calculator in an exam when such use is not allowed;
4. Using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator;
5. Stealing examinations or course materials;
6. Changing or creating data in a lab experiment;
7. Altering a transcript;
8. Signing another person's name to an attendance sheet;
9. Hiding a book knowing that another student needs it to prepare for an assignment;
10. Collaboration that is contrary to the stated rules of the course; or
11. Tampering with a lab experiment or computer program of another student.

Additional information regarding Academic Misconduct

Graduate School Policy & Procedure: Academic Misconduct: <https://grad.wisc.edu/documents/misconduct-academic/>

Office of Student Conduct and Community Standards – Student Affairs: Why should I know about academic misconduct? How do I avoid academic misconduct? What happens if I engage in academic misconduct? What should I do if I know a classmate is cheating? <https://conduct.students.wisc.edu/academic-misconduct/>

Office of Student Conduct and Community Standards – Student Affairs: Academic Misconduct Flowchart: <https://conduct.students.wisc.edu/academic-misconduct/>

Nonacademic Misconduct. Nonacademic misconduct is governed by state law, UW System Administration Code Chapters 17 and 18. 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 nonacademic 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 Nonacademic Misconduct

UW-Madison Policy Library – Student Nonacademic Disciplinary Procedures:
<https://grad.wisc.edu/documents/misconduct-nonacademic/>

Office of Student Conduct and Community Standards – Student Affairs: Nonacademic Misconduct Standards Statement:
<https://conduct.students.wisc.edu/nonacademic-misconduct/>

University of Wisconsin System: Chapter UWS 17: Student Non-Academic Disciplinary Procedures:
https://docs.legis.wisconsin.gov/code/admin_code/uws/17

University of Wisconsin System: Chapter UWS 18: Conduct on University Lands:
https://docs.legis.wisconsin.gov/code/admin_code/uws/18

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

Please refer to [Procedures for Misconduct Reporting](#) for further information on reporting research misconduct of others. Below are additional resources on Research Misconduct and Responsible Conduct:

Graduate School Policies & Procedures: Responsible Conduct of Research:
<https://grad.wisc.edu/documents/responsible-conduct-of-research/>

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

Conflict of Interest and Commitment. Conflicts of interest arise when two activities interact such that professional judgment in one may be, or may seem to be, influenced by the other. Importantly, conflicts of interest:

- Represent a state of affairs, not behavior;
- Are common and often unavoidable;
- Frequently involve perceptions; and
- Are judged by others, not by those directly involved.

The interaction between research and significant financial interests, including compensation over \$5000, ownership, or leadership positions with outside organizations, is a primary conflict of interest of concern in research ethics. A potential conflict of interest between two activities does not mean that either is inappropriate. Universities often encourage researchers to engage in activities that will make research results rapidly available to the public, including entrepreneurship. Conflicts of interest are a concern to graduate students when any financial or other conflict of interest of the graduate student's mentor or thesis/dissertation advisor has the potential to harm the student's academic interests and degree progress. Example: Your faculty advisor has a personal consulting agreement with a private company that provides research support for a

project through the University, and you are working on a part of that project for your dissertation. You wish to publish your dissertation, but the company requires you to delay publication, and hence your graduation, until the external research is complete.

State and University policies require annual disclosures of outside activities from faculty members, academic staff, and principal or co-investigators on federal grants or human subjects' protocols. Federal policies require the University to eliminate, minimize, or manage any potential or actual conflicts of interest between an investigator's federally funded research and significant financial interests that might reasonably appear to affect, or be affected by, the federally funded work. The Conflict of Interest Committee oversees the annual disclosure process and review of disclosures to meet those obligations.

Disciplinary Action and Dismissal

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

- 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

Grievance Procedures and Reporting Misconduct and 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:

<https://grad.wisc.edu/documents/grievances-and-appeals/>

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 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 Clinical Investigation Grievance Advisor is Professor Ronald Gangnon – e-mail: ronald@biostat.wisc.edu 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 Diversity, Equity & Inclusion website: <https://diversity.wisc.edu/>
3. Other campus resources include
 - The Graduate School - <https://grad.wisc.edu/>
 - McBurney Disability Resource Center - <https://mcburney.wisc.edu/>
 - Employee Assistance Office - <https://eao.wisc.edu/>
 - Ombuds Office - <https://ombuds.wisc.edu/>
 - University Health Services – <https://www.uhs.wisc.edu/>
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 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.
6. 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.
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: <https://grad.wisc.edu/documents/grievances-and-appeals/>

School of Medicine and Public Health Grievance Procedure

The SMPH policy provides guidance for any student in a School of Medicine and Public Health graduate program who feels that they have been treated unfairly by a faculty member, staff member, postdoc, or student in regard to educational decisions and/or outcomes or issues specific to the graduate program. The policy provides the right to complain about the treatment and to receive a prompt hearing of the grievance. The policy applies to students in all SMPH graduate programs. Additional information if available at [SMPH Grievance Policy](#).

Reporting Misconduct and Crime

The campus has established policies governing student conduct, academic dishonesty, discrimination, and harassment/abuse as well as specific reporting requirements in certain cases. If you have a grievance regarding unfair treatment towards yourself, please reference the procedures and resources identified above. If you learn about, observe, or witness misconduct or other wrongdoing you may be required to report that misconduct or abuse. Depending on the situation, it may be appropriate to consult with your advisor, Graduate Program Coordinator, or other campus resources.

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 exam proctor. 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.

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:

Incident Reporting

doso.students.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:

Hostile and Intimidating Behavior

hr.wisc.edu/hib

MENTAL HEALTH RESOURCES

[University Health Services](#) (UHS) is the primary mental health provider for students on campus. University Health Services has a variety of [Mental Health Services](#) to address student needs.

To initially connect to MHS services, students schedule an Access Consultation phone screening. Scheduling can be done by calling the MHS reception desk at 608.265.5600 (option 2) or logging into [MyUHS](#) for 24-hour web appointment booking. UHS service costs are covered for students through tuition and fees.

SUMMARY OF KEY CONCEPTS

This handbook provides basic information about the academic policies and procedures of the Graduate Program in Clinical Investigation (GPCI) and their advisors. The UW-Madison Graduate School has the final authority for granting graduate degrees at UW-Madison. The UW Institute for Clinical and Translational Research (ICTR) administers the GPCI under authority of the Graduate School.

The [Graduate School Academic Policies and Procedures](#) provide essential information about general requirements. The graduate program's authority to set degree requirements beyond the minimum required by the Graduate School lies with the Clinical Investigation program faculty. Policies in this handbook have been approved by program faculty.

It is expected that students meet both departmental and Graduate School requirements for graduation.

Degree requirements and course requirements may change over time. Students must meet those in effect when they entered the program. Administrative procedures and processes can change as well. Students are responsible for knowing the policies and requirements of the program. Questions may be directed to the Program Administrator [r.](#)

Students apply to the MS and PhD programs with a faculty advisor and a plan to conduct or continue conducting clinical and translational research. It is the responsibility of every graduate student to have an advisor. The current list of major (main) advisors to students in the MS and PhD programs is on the [Website](#).

The role of the advisor, or mentor, is to provide advice regarding graduate studies and to supervise the student degree program including research.

No funding for graduate study is provided to students by the GPCI or ICTR. Other than the travel stipend for TL1 trainees, the GPCI program provides no funding for GPCI students to attend or present research at conferences.

The MS thesis for the GPCI can take two forms: A technical report or a traditional thesis. A publishable/published descriptive literature review by itself is not adequate for the MS thesis.

PhD dissertations are expected to be of publishable quality and conform to a general standard. The standard PhD thesis consists of 1) a traditional single topic, extensive exploration from which papers may be drawn later, or 2) three publishable papers that are woven together in the dissertation. The three papers must present new empirical analyses and may include a systematic review, which is methods oriented, as defined by the Cochrane Handbook for Systematic Reviews (training.cochrane.org/handbook). The use of a systematic review must be approved by the student's degree committee.

The MS student schedules the thesis defense meeting, and the PhD student schedules the dissertation defense meeting with the degree committee directly and informs the program of the date, time and place. The

program must be told this at least 3 weeks before the date, in order to request the permission form (warrant) from the Graduate School.

Each Doctoral (PhD) candidate is expected to complete required coursework and pass an oral preliminary exam. Before permission (the warrant) can be requested from the Graduate School to undertake this verbal exam, students must request of their instructors that letter grades be provided in place of any Incomplete and Progressing grades (990 Research excluded). The remaining 18 credits are Research credits taken as a dissertator (someone who has passed the prelim exam). The Preliminary Exam (Prelim) Proposal is a research proposal whose subject matter will coincide with the student's anticipated dissertation research.

An Individual Career Development Plan (ICDP or IDP) is required as a tool to help graduate student researchers take charge of developing their careers. Students are encouraged to use ICTR and campus career development resources.

Students must earn a 3.0 GPA or the subsequent semester is probationary. Students not earning a B or better in required courses must repeat the course and earn a B or better.

The program and university have extensive information about student conduct expectations.