

Interdepartmental Graduate Program
in Nutritional Sciences (IGPNS)
Handbook

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IGPNS PhD timeline and checklist

1st semester

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

2nd semester

- Course work
- Begin research
- Form advisory committee (major professor + 2 sufficient at this time)
- Prepare initial IDP (updated annually)
- Have 1st meeting with advisory committee (course plan approval, introduce research topic)

2nd year

- Finish course work
- Continue research
- Complete TA or learning internship requirement (if not completed by prior experience)
- Finish assembling advisory committee

3rd year

- Finish any uncompleted course work
- Request warrant 3 weeks prior to second preliminary exam
- Hold preliminary exam
- Continue research

4th year and subsequent years

- Continue research
- Hold annual committee meeting

Last year

- Complete research
- Give seminar in NS 931
- Request defense warrant 3 weeks before defense
- Submit dissertation to committee (2 weeks before defense)
- Defend dissertation

Contact Information to Know:

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Background Course Requirements

All groups:

- A. General Chemistry, 2 semesters, equivalent with laboratory
- B. Analytical Chemistry, 1 semester, equivalent
- C. Mathematics including college algebra, trigonometry and 1 semester equivalent of calculus or statistics
- D. Biochemistry course with an organic chemistry prerequisite
- E. Nutrition course with a biochemistry prerequisite
- F. Biological sciences, 2 semesters, equivalent
- G. Animal physiology, 1 semester, equivalent
- H. Organic Chemistry, 1 semester, equivalent

Additional Animal Nutrition Emphasis Group Requirements:

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

Additional Biochemical and Molecular Emphasis Group Requirements:

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

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

Credit Load

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

Dissertators: After completion of course requirements and filing of the signed Preliminary Exam warrant with the UW Graduate School, Ph.D. candidates must register for **three dissertator** credits per Fall and Spring semesters and the general eight-week Summer session, with 1-2 credits of research, one credit of seminar (Nutritional Sciences 931), and one credit emphasis group seminar (when offered) for a total of **three credits per semester**.

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

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

Total Credits - To earn a Ph.D., students must complete a minimum of 51 graduate level credits with a minimum of 32 credits in residence at UW-Madison. These total credit numbers include research credits.

Optional Minor for PhD Students

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

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

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

Your First Semester

Activate your NetID:

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

Enroll in courses: With the assistance of Orientation Committee chair.

Get your UW Photo ID Card (Wiscard)

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

Orientation:

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

Lab rotations:

In your first semester, you will spend time working in the labs of three professors whose work interests you. One of these will probably become your major professor. Therefore, these lab rotations are one of the most important things that you will do in your first year in Madison. The brief descriptions of research given in the rotation talks should assist you in selecting the laboratories to visit. Expect to spend about five weeks in each of the three labs during the first semester. Additional rotations are allowed if a match cannot be made with the first three rotations.

Selection of a Major Professor:

Normally selection of major professors occurs in mid-December. Until a major professor is determined, students will be assigned to the Orientation Committee chair as their advisor.

First paycheck: Your first paycheck will arrive October 1.

Pick up your free Madison Metro bus pass

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

Prerequisite: You must be enrolled.

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

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

Develop a Vacation time policy with your PI:

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

Your PhD Advisory Committee

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

When you have identified a major professor and joined their lab, that professor will assume the role of your primary advisor. Prior to July 1st after your second semester, you will form a PhD Advisory Committee consisting of 3-5 faculty members, including your major professor. While a committee of three members is sufficient at this time, you will need to select a full five- member committee prior to taking the Preliminary exam. Your committee membership must be approved by submitting a certification form to the Graduate Program Coordinator. Your committee must consist of 3-4 IGPNS members (one of whom must be a member of the Department of Nutritional Sciences) and 1-2 must be from outside the IGPNS faculty. If an Option A minor is chosen, one member needs to be a professor from the minor department. Under normal circumstances, the committee membership will remain the same for the entire period of the student's graduate career. However, if your research focus changes and faculty with different expertise are needed, changes in the committee membership can be made. The final membership of your committee must be approved by the Graduate Program Coordinator.

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

Certification Process for the Ph.D.

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

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

*You will need to resubmit the certification form and committee members' names at least two months before the first of these exams.

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

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

³Request defense warrant at least 3 weeks before exam/defense.

Certification Procedures

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

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

Years 2-3: During this period, you should complete your course work and take your Preliminary exam. You will also most likely complete your teaching experience requirement during this period. If you served as a Learning Intern, you should ask the instructor of the course in which you participated to provide a written evaluation of your performance and submit this evaluation to the Graduate Program Coordinator. Completion of the teaching experience requirement will not be recorded on your certification form until this evaluation is provided. If you satisfy the teaching requirement by serving as a Teaching Assistant, a written evaluation is not required but is recommended as a formal way of providing feedback on your performance. Satisfactory completion of the first preliminary exam is recorded on the IGPNS Certification Form at the time of the exam, and completion of the second preliminary exam is recorded on the Graduate School warrant.

Years 3-5: During this period, you should complete all remaining requirements for your degree, including the dissertation and annual progress meetings with your committee. The IGPNS will not submit the final Ph.D. Committee form to the Graduate School until all program requirements (background course requirements, major courses, minor courses, teaching requirement, seminars, research proposal, and oral exam) have been met and verified by the Graduate Program Coordinator.

Course Work and Related Issues for the Ph.D.

IGPNS Core Curriculum

1. Nutritional Sciences lecture courses, 8 cr.; 619 (Intermediary Metabolism of Macronutrients), 621 (Introduction to Nutritional Epidemiology), 623 (Minerals), 625 (Obesity and Diabetes), 626 (Experimental Diet Design); may waive if completed course in feed formulation; 627 (Vitamins).
2. Seminars: NS 600 (Introductory), 1 cr.; NS 931 (Advanced), 1 cr. All graduate students are required to enroll, except when there is a course conflict, and they are expected to attend. Emphasis Group Seminar (NS 881, 901, or 931), at least 3 cr. for a letter grade. A seminar course from outside IGPNS could be substituted for one of the three required emphasis groups seminar.
3. Teaching experience, 1-3 cr. NS 799 or equivalent experience.

Emphasis Group Requirements

Animal Nutrition:

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

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

Biochemical and Molecular Nutrition:

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

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

Human Nutrition:

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

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

Teaching Experience

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

Overview of Preliminary Exam

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

Timing and Scheduling of the Exam:

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

Note that the exam requires a warrant from the Graduate School requested 3 weeks prior to the exam. You must fill out a request for a warrant and submit the request to the Graduate Program Coordinator. You must also inform the Graduate Program Coordinator of the date/time/location of your exams, and schedule a room within the Nutritional Sciences building, if needed. When this exam has been successfully completed, the committee members will sign the warrant and the Graduate School will admit you to dissertator status.

Policy on Retaking Examinations:

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

Preliminary Exam

Objective and Format of the Preliminary Exam:

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

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

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

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

Format of the Research Proposal:

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

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

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

1. Significance.

In this section, address the following:

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

2. Innovation.

In this section, address the following:

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

3. Approach.

For each aim, you will need to describe the background information and preliminary studies that are required to put your aims and experimental design into context. This discussion should be a concise review of published research that is relevant to the proposed research. You should summarize and critically evaluate the evidence from the literature that you used as the basis for your hypothesis. It provides the justification for, or the reasons why, you have selected the specific objectives of the research. The preliminary studies that you describe should be directly relevant to the aims you propose.

For each specific aim, a series of experiments or field exercises should be described that allows this aim to be accomplished. Experiment(s) you propose to conduct during the first year or two should be described in reasonable detail. However, excessive details should be avoided unless they describe a new/novel method or aspects of a method that are central to the proposed research. Methodology for subsequent experiments (i.e., beyond year 2) can be described more briefly. Students should realize that the direction of future experiments frequently depends on the results obtained in the initial series of experiments. Thus, the student should have thought through alternative approaches that could be discussed in the oral presentation.

For each aim, address the following:

- Describe the overall strategy, methodology, and analyses to be used to accomplish the specific aims of the project.
- Describe the experimental design and methods proposed and how they will achieve robust and unbiased results. Include how the data will be collected, analyzed, and interpreted.
- Discuss potential problems, alternative strategies, and benchmarks for success anticipated to achieve the aims.
- If the project is in the early stages of development, describe any strategy to establish feasibility, and address the management of any high-risk aspects of the proposed work.
- Explain how relevant biological variables, such as sex, are factored into research designs and analyses for studies in vertebrate animals and humans. For example, strong justification from the scientific literature, preliminary data, or other relevant considerations, must be provided for applications proposing to study only one sex.
- If your study involves human subjects, you are expected to explain how relevant biological variables are important to the proposed experimental design and analyses.

Proposal Preparation: (Some Helpful Hints and Common Pitfalls)

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

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

- a. Is the proposal overly ambitious?
- b. Are my experiments clearly presented? Is there enough detail in the experimental section, at least for the first year or two of research?

- c. Have I provided sufficient explanation (justification) concerning why I proposed these specific aims (objectives)?
- d. Is the literature review the proper length? Is it too long?
- e. What did my peers think of the proposal? Did they follow/understand the proposal?

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

Dissertation and Defense

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

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

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

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

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

MS timeline and checklist

1st semester

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

2nd semester

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

2nd year and beyond

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

MS degree

Master's Degree Requirements

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

- A. Background Course Deficiencies
- B. IGPNS Core Curriculum
- C. Emphasis Group Requirements
- D. Submission of Thesis and Defense

B. Certification Procedures

Requirement	Certified by:	Suggested Completion Date
Background requirements	Admissions Committee, Orientation chair	1 st year ¹
First Year Students meet with tentative thesis committee	The Graduate Program Coordinator will need to approve your committee prior to this meeting	1 st year by July 1 st
Core courses	Graduate Program Coordinator	5 th semester ²
Emphasis group requirement	Graduate Program Coordinator	2 nd - 3 rd year
Thesis Preparation/Defense	Thesis committee & Graduate Program Coordinator	2 nd - 3 rd year

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

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

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

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

Years 2 and 3: During this period, you will complete your courses and research and have your thesis defense examination.

C. Course Work and Related Issues

Background Deficiencies

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

IGPNS Core Curriculum

1. Nutritional Sciences lecture courses, 8 cr. (NS 619, 621, 623, 625, 626 & 627)
2. Seminars: NS 600 (Introductory), 1 cr.; and Emphasis Group Seminar (NS 881, 901, or 931), at least 1 cr. for a letter grade

Emphasis Group Requirements

Animal Nutrition:

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

Biochemical and Molecular Nutrition:

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

Human Nutrition:

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

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

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

Total Credits - To earn an M.S., students must complete a minimum of 30 graduate level credits with a minimum of 16 credits in residence at UW-Madison. These totals include research credits. You may earn up to 6 credits for original research presented as a thesis. Alternatively, you may earn 2 credits of Nutritional Sciences 991 for a research report, or a critical review of the literature on a selected topic.

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

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

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

D. M.S. Thesis Preparation and Exam

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

Conduct Expectations

Professional Conduct

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

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

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

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

Academic Misconduct

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

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

Examples of academic misconduct include but are not limited to:

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

Additional information regarding Academic Misconduct:

Graduate School Policy & Procedure: Misconduct, Academic:
<http://grad.wisc.edu/acadpolicy/#misconductacademic>

Dean of Students Office: Information for Students: How to Avoid Academic Misconduct? What Happens If I engage in Academic Misconduct? What Should I do If I know a Classmate is Cheating?
<http://www.students.wisc.edu/doso/students.html>

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

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

Non-Academic Misconduct

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

1. for conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
2. for stalking or harassment;
3. for conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
4. for conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;
5. for unauthorized possession of university property or property of another member of the university community or guest;
6. for acts which violate the provisions of UWS 18, Conduct on University Lands;
7. for knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent;
8. for violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

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

1. engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d);
2. attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;
3. attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
4. selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
5. removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;
6. preventing or blocking physical entry to or exit from a university building, corridor, or room;

7. engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
8. obstructing a university officer or employee engaged in the lawful performance of duties;
9. obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities;
10. knowingly disrupting access to university computing resources or misusing university computing resources.

Additional information regarding Non-Academic Misconduct

Graduate School Academic Policies & Procedures: Misconduct, Non-Academic:
<http://grad.wisc.edu/acadpolicy/#misconductnonacademic>

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

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

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

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

Research Misconduct

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

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

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

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

Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures: Reporting
Misconduct
<http://kb.wisc.edu/gsaminkb/page.php?id=34486>

Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures: Responsible
Conduct of Research Resources
<https://kb.wisc.edu/gsaminkb/search.php?cat=2907>

Disciplinary Action and Dismissal

- Failure to meet the program's academic or conduct expectations can result in disciplinary action including immediate dismissal from the program. If a student is not making satisfactory progress in regards to academic or conduct expectations, the advisor will consult with the student's committee to determine if disciplinary action or dismissal is recommended.
- Student progress will be reviewed through coursework or annual meetings at Annual Progress Meetings. If the advisor and graduate committee find that at the Yearly Meeting or at any other time that a student has failed to achieve satisfactory progress with academic or conduct expectations the student may be dismissed from the program. Students placed on probation will be placed on probation for one semester and will be reviewed by the Steering Committee following the probationary semester. Students placed on probation may be dismissed or allowed to continue based upon review of progress during the probationary semester.
- The status of a student can be one of three options:
 - 1. Good standing (progressing according to standards; any funding guarantee remains in place).
 - 2. Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status).
 - 3. Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).
- Any graduate student who fails to meet the program's expectations during two consecutive semesters (not including summer) will be dismissed from the program at the end of the subsequent semester. Any student who fails to meet the program's expectations because of failure to pass any required exams and procedures within designated time limits will be dismissed from the program at the end of the subsequent semester.
- 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 <http://grad.wisc.edu/acadpolicy/#probation> and Grade Point Average (GPA) Requirement <http://grad.wisc.edu/acadpolicy/#gparequirement>.
- 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: <https://grad.wisc.edu/acadpolicy/#repeatingcourses>

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

Process / Committee / Possible Sanctions

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

Disciplinary Actions

- Written reprimand
- Denial of specified privilege(s)
- Imposition of reasonable terms and conditions on continued student status
- Removal of funding
- Probation
- Restitution
- Removal of the student from the course(s) in progress
- Failure to promote
- Withdrawal of an offer of admission
- Placement on Leave of Absence for a determined amount of time
- Suspension from the program for up to one year with the stipulation that remedial activities may be prescribed as a condition of later readmission. Students who meet the readmission condition must apply for readmission and the student will be admitted only on a space available basis. See the Graduate School Academic Policies & Procedures: Readmission to Graduate School: <http://www.grad.wisc.edu/education/acadpolicy/guidelines.html#146>
- Suspension from the program. The suspensions may range from one semester to four years.
- Dismissal from the program
- Denial of a degree

Depending on the type and nature of the misconduct, the Division of Student Life may also have

grounds to do one or more of the following:

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

Additional Information

Links for additional information regarding Academic Misconduct:

<http://grad.wisc.edu/acadpolicy/#misconductacademic>
<http://www.students.wisc.edu/doso/students.html>
<http://students.wisc.edu/doso/misconductflowchart.html>
http://students.wisc.edu/doso/docs/uws_chapter_14.pdf

Links for additional information regarding Non-Academic Misconduct:

<http://grad.wisc.edu/acadpolicy/#misconductnonacademic>
<http://students.wisc.edu/doso/nonacadm misconduct.html>
<http://students.wisc.edu/doso/docs/NewUWS%2017.pdf>
<http://students.wisc.edu/doso/docs/NewUWS%2018.pdf>

Links for additional information regarding Research Misconduct and Responsible Conduct:

<https://grad.wisc.edu/acadpolicy/#responsibleconductofresearch>
<http://kb.wisc.edu/gsadminkb/page.php?id=34486>
<https://kb.wisc.edu/gsadminkb/search.php?cat=2907>

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.).

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 Director of Graduate Study to discuss the grievance. The Directory 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: <http://www.oed.wisc.edu/index.html>.
3. Other campus resources include
 - o The Graduate School - grad.wisc.edu
 - o McBurney Disability Resource Center - mcburney.wisc.edu
 - o Employee Assistance Office - eao.wisc.edu
 - o Ombuds Office - ombuds.wisc.edu
 - o University Health Services – uhs.wisc.edu
 - o UW Office of Equity and Diversity - <http://www.oed.wisc.edu/index.html>
4. If the issue is not resolved to the student's satisfaction the student can submit the grievance to the Director of Graduate Studies in writing, within 60 calendar days of the alleged unfair treatment.
5. On receipt of a written complaint, the IGPNS Executive Committee will be convened by the Director of Graduate Studies 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 committee will determine a decision regarding the grievance. The Director of Graduate Studies 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 committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to the School/College.
8. Documentation of the grievance will be stored for at least 7 years. Significant grievances that set a precedent will be stored indefinitely.

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

Reporting Misconduct and Crime

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

Research Misconduct Reporting

The University of Wisconsin-Madison strives to foster the highest scholarly and ethical standards among its students, faculty, and staff. Graduate students and research associates are among the most vulnerable groups when reporting misconduct because their source of financial support and the progress in their careers may be at risk by raising questions of wrongdoing. They are also often the closest witnesses to wrongdoing when it occurs and therefore must be appropriately protected from the consequences of reporting wrongdoing and be informed of their rights. Please find full details at <https://research.wisc.edu/respolcomp/resethics/>

Academic Misconduct Reporting

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

Sexual Assault Reporting

Faculty, staff, teaching assistants, and others who work direct with students at UW-Madison are required by law to report first-hand knowledge or disclosures of sexual assault to university officials, specifically the Office for Equity & Diversity or the Division of Student Life. This effort is not the same as filing a criminal report. Disclosing the victim's name is not required as part of this report. Please find full details at <http://www.oed.wisc.edu/sexualharassment/assault.html> and <http://www.students.wisc.edu/doso/studassist.html#sexassault>

Child Abuse Reporting

As a UW-Madison employee (under [Wisconsin Executive Order #54](#)), you are required to immediately report child abuse or neglect to Child Protective Services (CPS) or law enforcement if, in the course of employment, the employee observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. Volunteers working for UW-Madison sponsored programs or activities are also expected to report suspected abuse or neglect. Please find full details at <http://www.oed.wisc.edu/childabuse/>

Reporting and Response to Incidents of Bias/Hate

The University of Wisconsin-Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of Bias/Hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW-Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias/hate. Please find full details at <http://students.wisc.edu/doso/biasreporting.html> and <http://www.students.wisc.edu/rights/what-if-i-witness-or-experience-a-bias-related-incident>

When You Need Help

If in doubt about any IGPNS regulations, ask your major professor, or the IGPNS Graduate Program Coordinator. They can help you obtain the needed forms, or direct you to the appropriate person to handle your problem. Your route to appeal any decisions of Graduate Program Coordinator or IGPNS committee is through the Director of the IGPNS.

Communication is key during your graduate training and for your future career as a scientist. **When problems arise between graduate students and their research mentors, inadequate communication is often the cause.** Ongoing discussion with your major professor where you mutually agree to short-term objectives and longer range goals for your research program is essential to a successful graduate student experience.

In addition, you are required to meet with your Ph.D. Advisory Committee at least once each year after you achieve dissertator status. For M.S. students, annual meetings with your committee are also important. These meetings will help define your research progress and establish a timetable for expected completion of your degree.

If you feel the need to consider changing your major professor, you can discuss this issue in confidence with the Director of the IGPNS. However, first try to discuss your concerns with your major professor to see if you can reach an agreement on what changes need to occur for you to remain in that lab. It is not appropriate to seek a new major professor on your own before telling your current advisor and the Director of the IGPNS about your dissatisfaction, and without first trying to resolve the issue. If you decide to end your research program with your chosen major professor, your funding with that professor will end and there is no guarantee that funding will be available from another source. The Director of the IGPNS will work with you to help identify a new major professor and will serve as a reference for your application to work with another research advisor. Written notification of your decision is required.

Professional Development and Career Planning

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

Travel to Meetings and Conferences

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

For specific information on travel requirements of the IGPNS, contact the Graduate Program Coordinator.

Campus-wide Resources for Professional Development

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

- Individual Development Plans (IDPs)
- Planning for academic success
- Dissertation writing support
- Communication skills
- Grant writing
- Teaching
- Mentoring
- Research ethics
- Community engagement
- Entrepreneurship
- Career exploration: academic, non-profit, industry, government, etc.

- Job search support
- Pursuing postdoctoral training

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

- Writing Center <http://www.writing.wisc.edu/>
- Grants Information Collection <http://grants.library.wisc.edu/>
- Student Technology Training (STS) <http://sts.doit.wisc.edu/>
- Delta Program <http://www.delta.wisc.edu>
- UW Teaching Academy <https://tle.wisc.edu/teaching-academy>
- UW Center for the Humanities <http://humanities.wisc.edu>
- Wisconsin Entrepreneurial Bootcamp <http://bus.wisc.edu/degrees-programs/non-business-majors/wisconsin-entrepreneurial-bootcamp>

Individual Development Plans

The Graduate School webpage <http://grad.wisc.edu/pd/idp> offers a collection of IDP resources to support graduate students, postdoctoral researchers, mentors, PIs, grants administrators, and graduate program coordinators.

As you begin your Graduate School career, an Individual Development Plan (IDP) is an essential tool to help you:

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

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

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

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

IDP tool for all graduate students and postdocs

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

IDP tool for sciences and engineering

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

Opportunities for Student Involvement

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

Student Representation in Governance

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

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

Registered Student Organizations

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

Outreach and Community Connections

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

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

Student Health and Wellness

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

Students who pay segregated fees are eligible for University Health Services (<http://www.uhs.wisc.edu/services/counseling/>).

There is no charge to students for many basic services including counseling sessions, because services are paid through tuition and fees. Personal health and wellness services are also available in addition to medical services.

Securing Health Insurance Coverage

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

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

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

Disability Information

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

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

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

Mental Health Resources On and Off Campus

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

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

Additional Information for International Students

International Student Services (ISS)

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

Student Visas

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

Documents required of new international students

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

Students with ESL requirements

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

Funding for International Students

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

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

Forms

[Animal Nutrition PhD Certification Form](#)

[Biochemical and Molecular PhD Certification Form](#)

[Human Nutrition PhD Certification Form](#)

[Biochemical and Molecular MS Certification Form](#)

[Human Nutrition MS Certification Form](#)

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

[Certification of Teaching Experience Form](#)

[PhD Minor Agreement Form](#)

[Annual Progress Meeting Report Form](#)

[Evaluation of Research Exam Form](#)

[Research Exam Overall Summary Form](#)

[Evaluation of MS/ PhD Thesis/ Dissertation Defense Form](#)

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

Student Name: _____ Date entered program _____

Advisory Committee: 1) _____
Major Professor

2) _____

3) _____

4) _____

5) _____
Outside IGPNS/ Minor Member

6) _____
Extra member (not required)

I. Prerequisite Courses for Emphasis Group

	√ if admiss. com. entrance deficiency	List where taken, when completed and grade.	
		Course Number	Grade
A. General chemistry - 2 semesters			
B. Organic chemistry – 2 semester			
C. Analytical chemistry – 1 semester			
D. Mathematics: Algebra Trigonometry Calculus, 1 semester equivalent			
E. Biochemistry, with organic prerequisite			
F. Nutrition with biochemistry prerequisite			
G. Animal nutrition course that emphasizes feed formulation-may meet (F) if the course has a biochem prereq			
H. Biological Sciences, 2 semesters			
Course Name			
Course Name			
I. Animal or Human Physiology, 1 sem.			

IGPNS Orientation Committee Chair _____

Date _____

II. IPGNS Core Course Requirements

	Grade	Semester/Year Taken
Example:	A	Spring, 2009
A. Nutritional Sciences 619 – 3 credits		
Nutritional Sciences 621 – 1 credits		
Nutritional Sciences 623 – 1 credits		
Nutritional Sciences 625 – 1 credit		
Nutritional Sciences 626 – 1 credit		
Nutritional Sciences 627 – 1 credit		

II. IPGNS Core Course Requirements continued

	Grade	Semester/Year Taken

C. Nutritional Sciences 600 – 1 credit		
Nutritional Sciences 931 – 1 credit for final presentation, but must attend each time it is offered.		
Animal Sciences 931 – 3 credits (one credit may be from a seminar course outside IGPNS)		
D. Nutritional Sciences 799 – 1-3 credits Course: _____		
Instructor:		

III. Animal Nutrition Emphasis Group Requirements¹

	Grade	Credits	Semester/Year Taken
A. Statistics 571, 572 - 8 crs.			
B. Laboratory course, 2 cr.			
C. Animal nutrition course, 400+ level			
Optional: Minor Track A Department: Credits required = (list courses below)			
Optional: Minor Track B Distributed – 10 credits (list courses below)			

IV. Title of Research Proposal: _____

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

Graduate Coordinator Signature

Major Professor's Signature

Date

¹ Minimum Graduate Degree Credit Required: 51
Minimum Graduate Residence Credit Required: 32

C. Nutritional Sciences 600 – 1 credit		
Nutritional Sciences 931 – 1 credit for final presentation, but must attend each time it is offered.		
Biochemistry 901 – 3 credits (one credit may be from a seminar course outside IGPNS)		
D. Nutritional Sciences 799 – 1-3 credits Course: _____ Instructor:		

III. Biochemical & Molecular Nutrition Emphasis Group Requirements¹

	Grade	Credits	Semester/Year Taken
A. Biochemistry 601, 603, 604, 612, 625 & 630 or equivalent – 3 crs			
B. Additional coursework - 1 cr minimum in related area.			
Quantitative Methods course - 2 crs			
Statistics required unless taken as undergraduate.			
Optional: Minor Track A Department: Credits required = (list courses below)			
Optional: Minor Track B Distributed – 10 credits (list courses below)			

IV. Title of Research Proposal: _____

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

Graduate Coordinator Signature

Major Professor's Signature

Date

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

Student Name: _____ **Date entered program**

Advisory Committee: 1) _____
Major Professor

2) _____

3) _____

4) _____

5) _____
Outside IGPNS/ Minor Member

6) _____
Extra member (not required)

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

I. Prerequisite Courses for Emphasis Group

	√ if admiss. com. entrance deficiency	List deficiencies, where completed and grade. Course Number	Grade
A. General chemistry - 2 semesters			
B. Organic chemistry – 1 semester			
C. Analytical chemistry – 1 semester			
D. Mathematics: Algebra			
Trigonometry			
Calculus or Statistics			
E. Biochemistry, with organic prerequisite			
F. Nutrition with biochemistry prerequisite			
G. Biological Sciences, 2 semesters			
Course Name			
Course Name			
H. Animal or Human Physiology, 1 sem.			

_____ **IGPNS Orientation Committee Chair**

_____ **Date**

II. IGPNS Core Course Requirements

	Grade	Semester/Year Taken
Example:	A	Spring, 2009
A. Nutritional Sciences 619 – 3 credits		
Nutritional Sciences 621 – 1 credits		
Nutritional Sciences 623 – 1 credits		
Nutritional Sciences 625 – 1 credit		
Nutritional Sciences 626 – 1 credit		
Nutritional Sciences 627 – 1 credit		

II. IGPNS Core Course Requirements continued

	Grade	Semester/Year Taken
C. Nutritional Sciences 600 – 1 credit		
Nutritional Sciences 931 – 1 credit for final presentation, but must attend each time it is offered.		
Nutritional Sciences 881 – 3 credits (one credit may be from a seminar course outside IGPNS)		
D. Nutritional Sciences 799 – 1-3 credits Course: _____		
Instructor:		

III. Human Nutrition Emphasis Group Requirements¹

	Grade	Credits	Semester/Year Taken
A. Laboratory or an advanced-level quantitative methods course $\geq 2cr$			
B. Statistics			
Optional: Minor Track A Department: Credits required = (list courses below)			
Optional: Minor Track B Distributed – 10 credits (list courses below)			

IV. Title of Research Proposal: _____

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

Graduate Coordinator Signature

Major Professor's Signature

Date

¹ Minimum Graduate Degree Credit Required: 51
Minimum Graduate Residence Credit Required: 32

IGPNS CERTIFICATION FORM - MS Biochemical & Molecular Nutrition Emphasis Group

Student Name: _____ Date entered program _____

Final Exam Committee: 1) _____
Major Professor

2) _____

3) _____

Prerequisite Courses for Emphasis Group

	√ if admiss. com. entrance deficiency	List <u>deficiencies</u> completed and grade.	
		Course Number	Grade
A. General chemistry - 2 semesters			
B. Organic chemistry – 2 semesters			
C. Analytical chemistry – 1 semester			
D. Mathematics:			
Algebra			
Trigonometry			
Calculus			
E. Biochemistry, with organic prerequisite			
F. Nutrition with biochemistry prerequisite			
G. Biological Sciences, 2 semesters			
Course Name			
Course Name			
H. Animal or Human Physiology, 1 sem.			
I. Quantitative lab courses – 3 semesters			

_____ IGPN Orientation Committee Chair _____ Date

I. IGPNS Core Course Requirements

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

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

Biochemical & Molecular Nutrition Emphasis Group Requirements¹

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

II. Master Thesis Title:

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

Graduate Coordinator Signature

Major Professor's Signature

Date

¹ Minimum Graduate Degree Credit Required: 30
Minimum Graduate Residence Credit Required: 16

IGPNS CERTIFICATION FORM - MS Human Nutrition Emphasis Group

Student Name: _____ Date entered program _____

Final Exam Committee: 1) _____
Major Professor

2) _____

3) _____

Prerequisite Courses for Emphasis Group

	√ if admiss. com. entrance deficiency	List deficiencies completed and grade.	
		Course Number	Grade
A. General chemistry - 2 semesters			
B. Organic chemistry – 1 semester			
C. Analytical chemistry – 1 semester			
D. Mathematics: Algebra			
Trigonometry			
Calculus or Statistics			
E. Biochemistry, with organic prerequisite			
F. Nutrition with biochemistry prerequisite			
G. Biological Sciences, 2 semesters			
Course Name			
Course Name			
H. Animal or Human Physiology, 1 sem.			

_____ IGPN Orientation Committee Chair _____ Date _____

I. IPGNS Core Course Requirements

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

IGPNS CERTIFICATION FORM - MS Human Nutrition Emphasis Group

Human Nutrition Emphasis Group Requirements¹

	Grade	Credits	Semester/Year Taken
Research methods or data analysis course ≥ 2 credits			
Additional credits of research and/or courses from Nutritional Sciences or disciplines related to research ≥ 4 credits			

II. Master Thesis or Research Report Title:

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

Graduate Coordinator Signature

Major Professor's Signature

Date

¹ Minimum Graduate Degree Credit Required: 30
Minimum Graduate Residence Credit Required: 16



**First Year Student Advisory Committee Meeting
Summary Report**

Candidate _____

Date of Meeting _____

Research Advisor _____

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

Tentative Research Area _____

Suggested Courses and/or Minor Area for Candidate:

IDP Completed?

Entrance Deficiencies (if any):

Summary of Discussion:

Research Advisor signature

Date

CERTIFICATION OF TEACHING EXPERIENCE

Interdepartmental Graduate Program in Nutritional Sciences

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

Section 1:

Name _____ Date _____
Course _____ Year _____ Semester _____

Candidate Instructor

Section 2: Instructor's evaluation:

Date Instructor



Ph.D. Minor Agreement Form
Interdepartmental Graduate Program
in Nutritional Sciences

Student Name: _____

Student ID number: _____

Emphasis Group: _____

Minor: _____

Option A: Specific Minor

Option B: Distributed (courses from two or more departments)

List Minor Courses:

Department Name	Course Number	Description	Credits	Grade	Semester/Year Taken
(i.e., Statistics	932-571	Statistical Methods for Bioscience 1	4	A	Fall, 2000)

Signature: Major Professor

Signature: Minor Professor (Option A)

Signature: IGPNS Director (Option B: Distributed)

IGPNS Annual Progress Meeting Report Form

Student: _____

Major Professor: _____

Committee Members: _____

Projected Dissertation Topic: _____

Is the student making satisfactory progress?

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

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

Signatures:

Committee Members: _____

Student: _____ Major Professor: _____

Date: _____

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

Candidate: _____

Committee member completing this form: _____

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

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

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

B. Defense of Proposed Research:

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

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

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

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

E. Additional Comments:

Signature _____ **Date** _____

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

Student Name: _____

1. Total Score for Research Exam: _____

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

2. Overall Evaluation of Student Performance:

A. _____ Pass

B. _____ Pass with Deficiencies

C. _____ Fail

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

(This section must be filled out if 2B or 2C were checked.)

Signature of Mentor(s) _____

Date _____

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

Student: _____

Committee member completing this form: _____

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

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

Additional Comments:
