



# Academic Policies and Procedures Handbook

---

Neuroscience Training Program

MS – Neuroscience

Ph.D. - Neuroscience

<https://ntp.neuroscience.wisc.edu/handbook/>

Version 20-21.0 –January 2021

Navigation tips:

- Table of Contents is clickable – click on a topic and you will be taken to that page
- Ctrl-Home will take you back to the top of the document

Most recent major revision: 1/4/2021 smk

I.	PROGRAM OVERVIEW .....	8
	Intention/Role of Handbook.....	8
	Key Terms .....	8
	Key Individuals and Roles .....	8
	MS and Ph.D. Program statistics – Fall 2020 .....	9
	Program Structure .....	9
	NTP Director.....	9
	Graduate Program Coordinator.....	9
	Outreach Specialist .....	9
	Program faculty.....	9
	Interdisciplinarity .....	9
	Program defined in relation to the department, the school/college, and/or the university.....	10
	Program partners.....	10
	Defining the Discipline of Neuroscience.....	10
II.	ADVISING .....	10
	Advisor / Advisee Roles for the PhD-Neuroscience.....	10
	Advisor .....	10
	Advisee.....	10
	Advising Resources .....	11
	Lab Rotations and Advisor Selection .....	11
	Faculty Sponsored Students .....	12
	Advisory Committee .....	12
	Additional Advising Contacts .....	13
III.	PHD-NEUROSCIENCE DEGREE REQUIREMENTS .....	13
	Enrollment requirements .....	13
	Minimum credits.....	13
	GPA requirement .....	13
	Full-time enrollment .....	13
	Minor requirement .....	14
	Dissertator status.....	14
	Certification .....	14
	Cert Form I .....	14
	Cert Form II .....	14
	Cert Form III .....	14
	Required Coursework .....	14
	PhD-Neuroscience coursework.....	15
	Notes about Mid-Level Courses.....	15

Neuroscience Seminar (NTP 900) .....	15
Subgroup Meetings.....	16
Seminar Presentations.....	16
Guest Lecturers.....	16
Materials for Seminar Preparation and Presentations.....	16
Guidelines for NTP 900 subgroup assignments (both subgroups and speakers) .....	16
Preliminary Examination.....	17
Outside Area Paper.....	17
Outside Area Paper Oral Exam .....	17
Thesis Proposal .....	18
Thesis Proposal Oral Exam.....	18
Additional Preliminary Exam Details.....	18
Presentation of Thesis Proposal in Neuroscience Seminar .....	19
Individual Development Plan (IDP).....	19
Training in the Responsible Conduct in Science .....	20
Students who entered the Program prior to fall 2016: .....	20
Students who entered the Program after fall 2016: .....	20
Teaching.....	20
Dissertator Status .....	21
Dissertation and Oral Defense.....	21
Time to Degree .....	22
Commencement .....	22
IV.    THE NEUROSCIENCE AND PUBLIC POLICY PROGRAM .....	22
N&PP and Neuro/Law Lab Rotations and Advisor Selection .....	23
Advisory Committee .....	23
Additional Advising Contacts .....	24
N&PP Program Requirements .....	25
Neuroscience and Public Policy Seminar .....	25
Neuroscience and Public Policy Internship.....	25
Neuroscience and Law Internship .....	25
Preliminary Examination.....	25
Neuroscience and Public Policy or Law Research Paper .....	25
Thesis Proposal .....	26
Thesis Proposal Oral Exam.....	26
Additional Preliminary Exam Details.....	26
Presentation of Thesis Proposal in Neuroscience Seminar .....	27
Time to Degree .....	27

Graduate Student Rights and Responsibilities.....	27
V. ENROLLMENT.....	27
Enrollment Requirements.....	27
Auditing Courses.....	27
Continuous Enrollment.....	28
Residence for Tuition Purposes.....	28
Transfer of Prior Coursework.....	28
Graduate Work from Other Institutions.....	28
UW–Madison Undergraduate.....	28
UW–Madison University Special.....	28
VI. SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS.....	28
Advisory Committee meetings.....	28
Preliminary Exam.....	28
VII. SATISFACTORY PROGRESS - CONDUCT EXPECTATIONS.....	29
Professional Conduct.....	29
Academic Misconduct as Defined in UW System Administrative Code Chapter 14.....	30
Additional information regarding Academic Misconduct:.....	31
Non-Academic Misconduct Under UW System Administrative Code Chapter 17.....	31
Research Misconduct.....	32
Hostile and Intimidating Behavior (Bullying).....	32
Bias Incidents.....	33
VIII. ACADEMIC EXCEPTION PETITION.....	33
IX. GRIEVANCES AND APPEALS.....	33
Grievance Procedures.....	33
Reporting Misconduct and Crime.....	34
Research Misconduct Reporting.....	34
Academic Misconduct Reporting.....	35
Sexual Assault Reporting.....	35
Child Abuse Reporting.....	35
Reporting and Response to Incidents of Bias/Hate.....	35
X. FUNDING AND FINANCIAL INFORMATION.....	35
Fellowships.....	35
Graduate School Fellowships.....	36
Advanced Opportunity Fellowships.....	36
External Funding/Fellowships.....	36
Fellows with Concurrent Appointments.....	37
Research Assistantships.....	37

Graduate Assistant Policies and Procedures .....	37
Stipend Levels and Paychecks.....	37
Tuition Remission and Payment of Segregated Fees.....	37
Health Insurance Benefits.....	37
Maximum Appointment Levels.....	37
Enrollment Requirements for Graduate Assistants .....	37
Loans.....	37
Taxes .....	38
XI. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING .....	38
Local Resources for Professional Development and Career Planning.....	38
Travel to Meetings and Conferences.....	38
Funding Through the Program.....	38
Outside Funding.....	39
Campus-wide Resources for Professional Development.....	39
XII. Teaching Fellows in Neuroscience (TFN) .....	39
Teaching Fellows in Neuroscience Requirements .....	40
Coursework.....	40
Practical Experience.....	40
Mentor Training.....	41
XIII. OPPORTUNITIES FOR STUDENT INVOLVEMENT .....	41
Student Representation on the Steering Committee .....	41
Program-Wide Meetings.....	41
Student Membership on Program Standing Committees .....	41
NTP Standing Committees .....	42
Curriculum .....	42
First-Year Student Advisory .....	42
Diversity Enhancement.....	42
Seminar Topics.....	42
Neuroscience & Public Policy Program Steering Committee .....	42
GAINS (Graduate Association of Interdisciplinary Neuroscience Students).....	42
NTP Outreach.....	43
Brain Awareness Week .....	43
PEOPLE Program .....	43
Other Outreach Opportunities .....	43
Student Representation in Campus Governance .....	44
Associated Students of Madison (ASM).....	44
Teaching Assistants' Association (TAA).....	44

Registered Student Organizations .....	44
Outreach and Community Connections .....	44
Engagement with the Graduate School .....	44
XIV. ADDITIONAL NTP EVENTS/PROGRAMS .....	45
Neuroscience Research Symposium .....	45
Neuroscience Poster Fair .....	45
NTP Peer Mentoring Program .....	45
XV. STUDENT HEALTH AND WELLNESS .....	45
Securing Health Insurance Coverage .....	45
Disability Information .....	46
Mental Health Resources On and Off Campus .....	46
XVI. MISCELLANEOUS INFORMATION FOR NEW STUDENTS .....	46
Activate your NetID .....	46
Tuition Account Refunds.....	46
Get your UW Photo ID Card (Wiscard) .....	46
Enroll in classes .....	47
Pick up your free Madison Metro bus pass .....	47
Attend the New Graduate Student Welcome, hosted by the Graduate School .....	47
<i>Graduate Student Life</i> .....	47
Attend Program Orientation Events .....	47
Program Resources for Students .....	47
Intellectual Property .....	47
Assistance During the First Year and Later .....	48
XVII. ADDITIONAL INFORMATION FOR INTERNATIONAL STUDENTS .....	48
International Student Services (ISS) .....	48
Mandatory Orientation.....	48
Student Visas .....	48
Documents required of new international students .....	48
Students with ESL requirements.....	48
Funding for International Students .....	48
XVIII. ADDITIONAL INFORMATION FOR ALL NTP STUDENTS .....	49
Primary Affiliation.....	49
Membership in the Society for Neuroscience .....	49
Guidelines for Reimbursement of Entertainment Expenses .....	49
Graduate Student Vacation Policy .....	49
Carnegie Initiative on the Doctorate .....	50
MS-Neuroscience.....	50

I.	APPENDIX: Questions to ask of Prospective Advisors .....	51
II.	APPENDIX Degree Requirements (short form) .....	52
III.	APPENDIX NTP Travel Award Information.....	53
IV.	APPENDIX Graduate Association of Interdisciplinary Neuroscience Students (GAINS) .....	54
V.	APPENDIX – Welcome Week events.....	55
VI.	APPENDIX – NTP Rotation Selection Guidelines.....	56
VII.	APPENDIX – NTP Fall 2020 Rotation Guidelines .....	57
VIII.	APPENDIX – NTP Certification Forms and Advisory Committee Report Form .....	59
	1. Certification Form I .....	59
	2. Certification Form IIa .....	59
	3. Certification Form IIb.....	59
	4. Certification Form III .....	59
	5. Advisory Committee Report .....	59
IX.	APPENDIX – Recommended Timetable for Student Progress .....	60
X.	APPENDIX – Current NTP Committee Roster (2020-2021) .....	61
XI.	APPENDIX – Teaching Fellows in Neuroscience Application Form .....	62

## I. PROGRAM OVERVIEW

With nearly 100 faculty trainers in the Neuroscience Training Program (NTP) at the University of Wisconsin-Madison representing over 22 departments, numerous opportunities exist for students to pursue their research and training goals. Since the Program's inception in 1971, over 180 Ph.D. degrees in neuroscience have been awarded. In order to prepare students thoroughly for a career in neuroscience, the Program includes emphasis on several aspects of training. Students gain experience and knowledge through course work (including a course in professional development), seminars, doctoral research in the laboratory of their faculty mentor, teaching, and community outreach. Special emphasis is given to training students to present lectures in public forums with confidence. The world-renowned faculty, state-of-the-art research facilities, and commitment to graduate education and success at a personal level make the Neuroscience Training Program at UW-Madison exceptional. We are proud of the achievements of our graduates: median time to degree is 5.1 years (about two years less than the national average), over 90% have first-authored publications from their thesis research, and nearly 50% of our graduates who have had their Ph.D. for five or more years have tenure-track faculty positions at academic institutions which is two or three times more than the national average in life sciences.

The [University of Wisconsin-Madison](#) is a stimulating place to be for a graduate student. The intellectual atmosphere, the social and academic environments, and the support services for graduate students are outstanding. UW-Madison is consistently ranked among the premier research universities in the country: it is one of only two universities in the country to be ranked in the top five for research expenditures for 20 consecutive years. Unlike many other elite research institutions, research labs at UW-Madison are oriented more towards graduate, than post-doctoral training, which accounts for the outstanding publication records of our graduates. A great asset of UW-Madison is the emphasis on interdisciplinary studies, cross-campus collaborations, and integrative research.

### **Intention/Role of Handbook**

This handbook is intended for graduate students who are pursuing the Ph.D.-Neuroscience. Information intended for students in the Neuroscience and Public Policy (N&PP) program as well as the Medical Scientist Training Program (MSTP) is also included. While the M.S.-Neuroscience is not often awarded, information about that degree is also included. The UW-Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The Neuroscience Training Program administers these degree programs under the authority of the Graduate School. The [Graduate School's Academic Policies and Procedures](#) provide essential information regarding general University requirements. Program authority to set degree requirements beyond the minimum required by the Graduate School lies with the Neuroscience Training Program faculty. The policies described in this handbook have been approved by the Program faculty as a whole. Degrees and course requirements may change over time. However, students must meet the degree and course requirements in effect when they entered the Program. In addition, administrative procedures and processes can change over time. Students are required to follow the procedures and processes listed in the current handbook. The information in this handbook should also be supplemented by individual consultation with a student's advisor and committee so that individual needs/interests and all degree requirements are met. Additional information is available via the [NTP web page](#). Students may also wish to consult the [Graduate School's Web page](#).

### **Key Terms**

Where these regulations refer to the "director," this typically means the Director of the Neuroscience Training Program. "Faculty" or "Trainers" refers to the faculty trainers of the Neuroscience Training Program.

### **Key Individuals and Roles**

Neuroscience Training Program Director and Director of Graduate Studies: Mary Halloran, Professor, Department of Integrative Biology and Department of Neuroscience, [mhalloran@wisc.edu](mailto:mhalloran@wisc.edu) or 608-263-7875

Graduate Program Coordinator: Sharon Kahn, 9531 WIMR [smkahn@wisc.edu](mailto:smkahn@wisc.edu) or 608-262-4932



Other key Program staff members:

Outreach Specialist: Heidi Neeley, 9533 WIMR, [hneeley@wisc.edu](mailto:hneeley@wisc.edu) or 608-265-2623

NTP Office: 9533 WIMR, [ntp@mailplus.wisc.edu](mailto:ntp@mailplus.wisc.edu) or 608-262-4932

Neuroscience and Public Policy Program Director: Barb Bendlin, Associate Professor, Wisconsin Alzheimer's Disease Research Center, [bbb@medicine.wisc.edu](mailto:bbb@medicine.wisc.edu) or (608) 265-2483

### **MS and Ph.D. Program statistics – Fall 2020**

Student enrollment: 64

These include: N&PP

MSTP

Typical time to degree:

For PhD-Neuroscience: 5.1 years

### **Program Structure**

NTP Director Mary Halloran, Professor, Department of Integrative Biology and Department of Neuroscience, 608-263-7875, [mchalloran@wisc.edu](mailto:mchalloran@wisc.edu)

The NTP Director is the faculty member who has overall responsibility and oversight for the Neuroscience Training Program. The Director is an ex-officio member of all NTP committees and chairs both the Steering and Admissions Committees.

Graduate Program Coordinator Sharon Kahn, 9531 WIMR II, 608-262-4932, [smkahn@wisc.edu](mailto:smkahn@wisc.edu)

The Graduate Program Coordinator is responsible for the administrative aspects of the Neuroscience Training Program. This ranges from supporting prospective and current students, managing all financial aspects of the Neuroscience Training Program, and providing administrative support for the NIH T32 grant that supports several NTP students and activities. The Coordinator is an ex-officio member of all NTP committees and provides staff support to the Director and several committees.

Outreach Specialist Heidi Neeley, 9533 WIMR, 608-265-2623, [hneeley@wisc.edu](mailto:hneeley@wisc.edu)

The Outreach Specialist is responsible for all outreach activities of the Neuroscience Training Program. This ranges from coordinating visits to K-12 schools, organizing NTP recruitment activities and providing support for visiting speakers for both NTP and N&PP. The Outreach Specialist provides staff support to several NTP committees.

### Program faculty

The Neuroscience Training Program works with 90+ faculty trainers and 35 faculty affiliates. Details about these individuals is kept up to date on our web page.

Trainers can be found here: <https://ntp.neuroscience.wisc.edu/faculty-trainers/>

Affiliates can be found here: <https://ntp.neuroscience.wisc.edu/faculty-affiliates/>

### Interdisciplinarity

The Neuroscience Training Program at UW-Madison is an interdepartmental graduate program. It is not a department and it is not administered within the Dept. of Neuroscience. There are several benefits of being an interdepartmental graduate training program. Because it is not a department, the Program is not responsible for many departmental activities such as faculty hires, faculty tenure or undergraduate students. Our main responsibility is graduate education in neuroscience! Faculty in the Program are selected for their commitment to graduate training and are well-funded, bringing in over \$35 million of research funds each year. Faculty trainers

represent a wide range of departments and Schools/Colleges on campus and many graduate students take advantage of course offerings, seminars, lab facilities, and visiting speakers in other departments.

Program defined in relation to the department, the school/college, and/or the university.

The Neuroscience Training Program is housed within the School of Medicine and Public Health and, therefore, is governed by the Dean of the School. Our graduate program is also governed by the Dean of the Graduate School.

### **Program partners**

In addition to our traditional training in research and teaching leading to a Ph.D. degree in neuroscience, the Neuroscience Training Program has established several integrated dual degree programs in Neuroscience and Public Policy (N&PP) and in Neuroscience and Law (Neuro/Law). For both of these dual degree programs, students earn a PhD-Neuroscience through the NTP, and either a Master of Public Affairs (MPA/MIPA) degree in domestic or international policy through the La Follette School of Public Affairs or a JD degree from the UW-Madison Law School. More information on these dual degree programs is available on the [N&PP website](#)

### **Defining the Discipline of Neuroscience**

Neuroscience as a discipline is at a vital juncture. Groundbreaking advances such as mapping of the human genome, development of advanced molecular, genetic, and imaging technologies, and novel integrative approaches have expanded knowledge about the workings of the brain as never before. With this increased understanding, neuroscientists now envision significant treatments for numerous diseases, including neurodegenerative diseases, psychiatric illnesses, and developmental and emotional disorders. The Neuroscience Training Program is in the forefront of this progress.

Faculty and students in the Neuroscience Training Program self-affiliate with one (or more) of 5 broad research areas:

- Behavioral, Cognitive and Affective Neuroscience
- Cellular and Molecular Neuroscience
- Development, Plasticity and Repair
- Neurobiology of Disease
- Systems and Circuits

## **II. ADVISING**

### **Advisor / Advisee Roles for the PhD-Neuroscience**

#### Advisor

The advisor serves a dual role: first, to assist the student in acquiring the highest level of knowledge and competence in the field that is possible; and second, to chair the committee that will determine whether the student has performed acceptably at each of his/ her degree milestones. The chair or co-chair of the committee must be Graduate Faculty from the student's program. Advisors may often play a role in tracking the student's progress toward degree completion, assisting with course selection and academic planning, and helping students identify possible research mentors, committee members, and opportunities.

#### Advisee

Knowing the procedures and requirements of the University is the student's responsibility. Since the advisor's role can vary, students should discuss roles and expectations with their advisors or prospective advisors. Both the student and the advisor have a responsibility to make their expectations clear to each other.

## Advising Resources

There are many advising resources available to students. Students can refer to the Program's website (<https://ntp.neuroscience.wisc.edu/>), this Handbook, the Graduate School's website (<http://grad.wisc.edu/>), and the Graduate School's Academic Policies and Procedures (<https://grad.wisc.edu/academic-policies/>). However, when students still need clarification on issues there are various faculty and staff resources also available (described below). Generally, faculty and staff are best able to assist students when they have researched a topic (using the resources mentioned above).

## Lab Rotations and Advisor Selection

Incoming NTP graduate students are initially advised by faculty on the NTP First Year Committee. Chalk talks are held each year during NTP Orientation. These are short talks by faculty members who are interested in having students rotate in their laboratories. All first-year students are required to attend the chalk talks regardless of whether or not they have selected a major professor.

All incoming students are strongly encouraged to complete three laboratory rotations before choosing a laboratory for their thesis research. A laboratory rotation lasts 4-5 weeks, which should be adequate to sample the research that is being done as well as the laboratory's style and environment. Approximate suggested rotation dates:

- Rotation 1 (Sept. 1 – early Oct.),
- Rotation 2 (early Oct. – early/mid Nov.)
- Rotation 3 (early/mid Nov. – mid Dec.)

See Appendix for [NTP Rotation Selection Guidelines](#) and [NTP Fall 2020 Rotation Guidelines](#).

Because they have considerably more course requirements, N&PP students have the option of delaying their first rotation until the start of the spring semester of their first year and to finish three rotations by the end of the first year. Neuro/Law students have the option of beginning their rotations during their second year. At the completion of each rotation, both the faculty member sponsoring the rotation and the student will complete a short report about the rotation and submit these reports to the Program Office. The [Student Rotation Evaluation](#) and [Faculty Rotation Evaluation](#) are available on the NTP website. Students are responsible for keeping the Program office informed of rotation status

Upon the completion of all rotations, students will select a faculty mentor and laboratory to join. The advisor should be a faculty member whose expertise and project/research interests match closely with those that the student intends to acquire. Students are encouraged to gather information from Orientation Chalk Talks, courses, faculty and student seminars, the Program website, and publications to help identify faculty with matching interests. For more information see the [Advisor policy](#) from the Graduate School. Students should complete rotations and select a PI by the end of February of the first year.

Faculty mentors must be approved faculty trainers in the Program. Selection of a PI must be approved by the Student Funding Committee after the student and faculty member have completed and signed the [Student/Advisor Approval](#) form. In general, funding for the student after the first year will be provided by research grants awarded to the faculty mentor and it is important that there is mutual understanding of the available support for the student. The [Student/Advisor Approval](#) form is meant to facilitate this discussion.

A student who later decides that a different faculty advisor would be preferable should discuss this with Graduate Program Coordinator and/or faculty mentors. Selection of an advisor, or a change of advisors, should be based on the faculty member's ability to guide the student expertly into the chosen area of interest/research. When a student opts to change advisors, an updated [Student/Advisor Approval](#) form must be submitted to the NTP Office for review by the NTP Student Funding Committee.

Students may see their official advisor listed in MyUW. (The official advisor is entered in the Student Information System (SIS) by the Graduate Program Coordinator.)

## Faculty Sponsored Students

In addition to the standard admissions process, in some cases the Neuroscience Training Program allows faculty trainers to directly sponsor a student for admission into the Program. The admissions committee is responsible for all final admissions decisions and will consider these applicants along with the entire applicant pool for a given admission year. Faculty sponsored students will be required to participate in lab rotations during their first year, during which time they will be financially supported by the sponsoring faculty trainer. It is expected that the sponsor will host one of the rotations and the student's likely course will be to join the sponsor's lab after their rotations.

## **Advisory Committee**

An Advisory Committee of five or more tenure-track or tenured faculty members will oversee each student's graduate education. During the first year, before an Advisory Committee has been formed and a major professor selected, faculty on the First-Year Advisory Committee will serve as primary advisor. The First-Year Advisory Committee will help students select courses, laboratory rotations, and a major professor, and they can assist with other issues that may arise during the first year.

After choosing a lab, the major professor will help in choosing the other members of the Advisory Committee. Choose this committee carefully, taking time to discuss potential members with faculty and other students. Selection of a major professor and the additional four members of the Advisory Committee should be completed by the end of the first year. The Advisory Committee composition must follow these guidelines:

- At least five members of the Committee must be tenure-track or tenured professors at UW-Madison.
- At least three members of the Committee should be NTP Trainers.
- To ensure that Advisory Committees reflect a broad perspective, at least three different areas of neuroscience or approaches to neuroscience must be represented on the Committee. Examples of different areas include behavior/cognition, development, synaptic transmission/membrane excitability. Examples of different approaches include electrophysiology, genetic/model organisms, biochemistry/pharmacology, human brain imaging, stem cells. The student is responsible for describing how the proposed committee represents at least three areas/approaches.
- The Advisory Committee is chaired by the student's major professor.

The composition of each student's Advisory Committee will be reviewed and must be approved by the First-Year Advisory Committee. This approval process is managed by submission of the [Advisory Committee Approval form](#). After submitting the form to the NTP office, the First-Year Advisory Committee will review the proposed committee and approve or make suggestions for additional members to ensure a broad perspective. All changes to the makeup of the Advisory Committee must be approved by the First-Year Advisory Committee. N&PP students are required to have at least one member of the N&PP Steering Committee represented on their thesis advisory committee.

The Advisory Committee will meet with a student once each semester until they become a dissertator (during the first four or five academic semesters) and once each year after becoming a dissertator to review progress. At least four members of the Committee must be present at each meeting. The major professor chairs the Advisory Committee and will complete an [Advisory Committee Report](#) form that summarizes each meeting. Students should review each report and discuss it with their major professor. Every report must be signed by the student and the major professor and submitted to the NTP Office, where it becomes part of a student's academic record. These summary reports are used by the Steering Committee, Program faculty, and Director to monitor progress.

If the report does not describe progress accurately or is in error in some other respect, the student should bring these concerns to the attention of the major professor immediately. If a satisfactory resolution cannot be achieved, the student should inform the First-Year Advisory Committee, which will assist in deciding whether to

ask for a review by the Steering Committee. The First-Year Advisory Committee can handle any issues or problems that arise after the first year and are not resolved by the student's Advisory Committee.

See the Appendix for [sample of the An Advisory Committee Report form](#).

### **Additional Advising Contacts**

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

## **III. PhD-NEUROSCIENCE DEGREE REQUIREMENTS**

Please refer to the [Graduate Guide](#) for Program basics such as program tracks/specializations/concentrations, credits and courses, breadth/doctoral minor requirements, milestone requirements, and learning outcomes.

All requirements of the Graduate School must be met.

The [Graduate School Academic Policies and Procedures](#) includes information about the Graduate School's administrative and academic policies which apply to all graduate students regardless of their field. Students are responsible for being familiar with and abiding by the *Graduate School Academic Policies and Procedures*. The Graduate School is the final authority in determining compliance.

The Graduate Program Coordinator provides students with a personalized Degree Progress Form annually (see [Appendix](#) for sample degree plan form). A student can request a personalized form at any time from the Graduate Program Coordinator.

### **Enrollment requirements**

#### Minimum credits

Students must complete 51 credits, 32 of which must be completed "in residence" (i.e., while enrolled as a UW-Madison graduate student). At least 50% (26 credits) must be "graduate coursework" credits. Such credits are earned by taking any course numbered over 699 or any course with a "graduate coursework" attribute in the Course Guide.

#### GPA requirement

Students must maintain a grade point average of 3.0.

#### Full-time enrollment

Full-time registration is required of all students in the Program during the fall and spring semesters.

For non-dissertators, the Graduate School defines full-time fall/spring registration as **8-15** graduate level credits (level 300 and above, no audits or pass-fail). In the summer, non-dissertators may register for **2** credits during the 8-week summer session, but please note that this is NOT considered full-time. If students elect not to enroll as full-time students as defined by the Graduate School, they are responsible for knowing about possible obligations that may require full-time status. Such obligations may include visa eligibility, fellowships, assistantships, financial aid, external funding agencies, and Program satisfactory progress requirements.

For dissertators, the Graduate School defines full-time fall/spring/summer registration as exactly **3** credits.

Additional information about enrollment requirements can be found here:

<https://grad.wisc.edu/documents/enrollment-requirements/>

### Minor requirement

The PhD-Neuroscience does not require students to complete a minor.

### Dissertator status

Students are eligible to become a dissertator after passing the Program's Preliminary Examination and meeting the Graduate School's residency requirements.

Dissertators register for 3 credits each semester including the summer. Typically, dissertators register NTP 990 (Research and Thesis) (2 credits) and NTP 900 (Neuroscience Seminar) (1 credit) each fall and spring semester, and NTP 990 (Research and Thesis) (3 credits) during the 8-week summer session. It is advantageous to all concerned for students attain dissertator status as soon as possible. Dissertators who wish to register for more than 3 credits in a specific semester may be able to do so. Please contact the NTP Office for additional details.

### **Certification**

Certification formalizes a student's individual program while allowing the NTP Office to track of the student's academic progress. Certification forms are available on the NTP website [here](#).

#### Cert Form I

This is an agreement signed by the student and the student's Advisory Committee concerning the courses that will be taken for credit towards the Ph.D. degree. Part I of the Certification Form should be submitted to the Program Office by the end of the first semester of the second year. The Preliminary Warrant for the Ph.D. degree will not be issued until [Part I of the Certification Form](#) is completed and filed in the Program Office.

#### Cert Form II

The [Preliminary Exam](#) is comprised of two parts: the Outside Area Paper presentation and the Proposal Defense. Part IIa of the Certification Form should be completed and filed upon completion of the Outside Area Paper portion of the Preliminary Exam by the end of the 2<sup>nd</sup> year. Approximately one month in advance of the proposal defense, students should request the Preliminary Warrant from the NTP Office. [Part IIb of the Certification Form](#) should be completed and filed along with the Preliminary Warrant upon completion of the Proposal Defense. Students are expected to complete all portions of the Preliminary Exam (written and oral segments of both the Outside Area Paper and Proposal) by the end of the first semester of the third year.

#### Cert Form III

Approximately 6 months before the final defense, a student should meet with the Advisory Committee. [Part III of the Certification Form](#) serves as a report of that meeting and indicates agreement between student and Committee of the timeline to complete the thesis and the general content of the document. The Final PhD Warrant will not be signed by the Director until Parts II and III of the Certification Form have been filed in the Program Office.

See the [Appendix](#) for samples of the Certification Forms that become part of a student's permanent record.

### **Required Coursework**

During the first year it is wise to choose non-required courses that will be useful regardless of future directions. Depending on a student's background, courses in statistics, biochemistry, histology, molecular biology, etc., can be good choices. Alternatively, work on the [Mid-Level Course Requirement](#) may be started during the first year by taking one or more courses that have been approved by the Curriculum Committee for meeting the requirement. See [Appendix](#) for a sample progress timeline, including coursework.



Class enrollment numbers for research courses such as NTP 990 (Research and Thesis) change each semester and are listed in the [Course Search & Enroll app](#). It is a student's responsibility to be aware of the information published in the [Course Search & Enroll app](#) each semester. Students will be responsible for any fees for additional credits, late registration, or late payment of tuition and fees.

### PhD-Neuroscience coursework

Students in the Ph.D.-Neuroscience program must complete the following coursework:

- NTP/NEURODPT 610 (Cellular and Molecular Neuroscience)
- NTP 700 (Professional Development for Biomedical Graduate Students)
- NTP/NEURODPT/PSYCH 611 (Systems Neuroscience)
- NTP701 (Experimental Design and Statistical Methodology)
- One Mid-Level course in Molecular/Cellular/Developmental Neuroscience
- One Mid-Level course in Systems/Behavioral Neuroscience
- NTP 900 (Neuroscience Seminar) (enrollment required every fall/spring)
- NTP 990 (Research and Thesis) (enrollment required every fall/spring/summer)

Competence in quantitative methods, *e.g.*, statistics, must also be demonstrated. Numerous options are available to meet this requirement and include UW-Madison courses as well as courses taken elsewhere. Once a student forms an Advisory Committee, an agreement will be made between the student and the Committee at its first meeting on the courses that will be taken for credit towards the Ph.D. degree. Part of this discussion should address this requirement to determine how the student will demonstrate competence in quantitative methods.

### Notes about Mid-Level Courses

Students may propose to the Curriculum Committee that additional courses be added to the Mid-Level course list. *Such proposals should be presented prior to attending and completing the course.*

A student interested in proposing a course to be added to the Program's list of approved Mid-Levels should keep the following information in mind:

- Mid-Level courses are intended to assure a minimum amount of breadth in neuroscience.
- These are intended to be rigorous courses focused on a topic directly related to neuroscience.
- The course should satisfy the requirement for 3 credits, although it is understood that some students may want the option to minimize the number of credits received and may want the option of taking the course for 2 credits.
- The course should cover a formal body of information related to the topic of the course.
- The format of these courses is open, ranging from formal lectures, to teach-oriented projects, to combined lectures and student-led discussion of primary research articles as well as other formats.
- It is expected that a Mid-Level course will involve more than a weekly journal-club type of course. There should be some mechanism for assessment of student knowledge, be it tests, a paper, or performance in presentations. In the case of a course involving a large number of student-presented papers, there should be a mechanism to promote discussion between both the students and the instructor of issues raised in a given paper. The simple reiteration of the results of a paper would fall short of the goal of these courses.

See [list of approved Mid-Level courses](#) available in each category.

### **Neuroscience Seminar (NTP 900)**

Each semester, NTP trainers volunteer to lead seminar subgroups on different topics. One of the main goals of subgroups is to help increase a student's breadth of knowledge in neuroscience, so students are encouraged to use this opportunity to learn about unfamiliar topics.

### Subgroup Meetings

The purpose of the Seminar study group or "subgroup" is two-fold. The first is to educate students in the group about the topic area and its place in current neuroscience research. To accomplish this, the study group should function as a graduate seminar, albeit of limited scope and duration. It is the responsibility of study group leader(s) to ensure that assigned papers are reviewed critically and that issues in the topic area are discussed in depth by the members of the group. This assumes that an agenda or format will be prepared for each meeting. Similarly, it assumes that students will take seriously their responsibility to read assigned papers and to participate in the discussion at each meeting. Performance in the subgroup will be graded by the faculty member(s) in charge of the group.

Faculty can assign a grade of "unsatisfactory" if they have spoken with the student about expectations and they feel as though the student's actions has earned them an "unsatisfactory" grade. The faculty member must report these grades to the Director, who will enter the grade for the student. If a student receives an "unsatisfactory" grade, that student must participate in another subgroup in addition to the program requirement in order to make up the grade. If the faculty member in charge of the additional subgroup decides that the student's work is "satisfactory" they must report that to the Director, who will change the grade for the student's previous subgroup to "satisfactory".

### Seminar Presentations

The second aim of the study group is the preparation of lecture/discussions for the Neuroscience Seminar that will present a critical analysis of specific aspects of the topic area. Typically, each study group will prepare three lecture/discussions for presentation, and the group will invite and host an outside speaker who will deliver a complementary Neuroscience Lecture. In general, the Seminar presentations will be given by individual students in the group. Each Seminar presentation should be rehearsed, but not over-rehearsed, in the group to establish style, content, and accuracy. Usually this can be accomplished in one practice session, or two at most. If additional sessions are necessary, they should not be scheduled during regular group meetings. Subgroup members are not required to attend any additional practice sessions.

### Guest Lecturers

The outside speaker should be selected well before the anticipated lecture date. The speaker should be aware that they will deliver one public lecture and will visit informally with students and faculty. When a guest lecturer has been identified, please contact the NTP Office to coordinate a formal invitation, the guest's travel and specific itinerary during the visit.

There are several opportunities for students to meet with invited speakers. Usually, a student lunch is held on the day of the lecture. These lunches are held around noon and give students a chance to meet with the speaker in an informal setting. An email invitation to these lunches is sent to all students in the Program approximately 1-2 weeks before each lunch date. There is also time for students to talk with the speaker after the lecture.

### Materials for Seminar Preparation and Presentations

A copy machine for photocopying articles related to Seminar presentations is available in the Program Office. PowerPoint presentations are the most popular medium to present information in the Seminar because they are easy to prepare and inexpensive. The Program has laptop computers (PC and Mac) and LCD projectors that can be checked out for presentations. Contact the Program Office to check out computers or the projector. Students are also encouraged to rent computers, projectors, mac adapters, etc. from the [UW Libraries](#).

### Guidelines for NTP 900 subgroup assignments (both subgroups and speakers):

Students in their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year are required to participate in one subgroup each semester. Students in their 4<sup>th</sup> year (or beyond) are required to take one subgroup each year. All students are required to enroll in NTP 900 each semester and attend Monday afternoon seminar. Each student is required to present 2 subgroup talks over



the course of their program. All students are expected to give at least one subgroup talk by the end of their 2<sup>nd</sup> year. Each year, students are invited to volunteer for subgroup talks. If there are not enough volunteers, the NTP Office works through a priority list to assign speakers.

Once subgroup topics are established for the year (usually in early August), students are given an opportunity to indicate their topic preferences. The NTP Office takes this information and assigns students to subgroups, using the following guidelines:

- Subgroups need to be balanced in enrollment. The number of seats available in a given subgroup is simple math (total number of seats needed/total number of subgroups = # seats in a subgroup). Sometimes we make minor adjustments, but we use this as a solid guide.
- Students in their 4<sup>th</sup> year (or beyond) are assigned first – we need to be sure they are in a subgroup.
- Looking at the student subgroup speakers for the semester, NTP will try to assign them to their top choice – easier to give a talk if a student has expressed some interest in the topic.
- Students in their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year are assigned based on their preferences. In recent years, we've been able to assign everyone within their top 2 choices and, usually, can get everyone their top choice for at least one, if not both subgroup assignments.
- First year students are exempt from giving a talk in their 1<sup>st</sup> semester but will have priority for giving a talk in their 2<sup>nd</sup> semester.
- Each student is allowed one Seminar presentation waiver. The waiver will excuse the student from a subgroup-related Seminar presentation, but it can be used only once at the student's discretion during the course of training. This waiver does not apply to the presentation of the thesis proposal.

Each semester, the first 3-4 seminar meetings are set aside for student research presentations.

### **Preliminary Examination**

The Preliminary Examination consists of two components, an "outside-area" paper and a thesis proposal, each of which is reviewed by a student's Committee, followed by an oral defense/examination of each paper with the student's Committee. The outside area paper should be written during the spring semester of the second year. The oral defense/examination will take place during the spring semester committee meeting. The thesis proposal component should be completed by the end of the fall semester of the third year.

### Outside Area Paper

The outside-area paper should be a critical analysis of current knowledge about a topic that is not related to the student's area of research. The topic is chosen by the student and approved by the student's Advisory Committee. The purpose of this paper is to stimulate directed reading in a specific area, to integrate what is known, to critique it, and to propose new experiments or ideas that clarify unresolved issues. The paper should include critique of the experimental design and statistical analyses used in the studies analyzed. Overall, the emphasis should be placed on critical analysis and not on exhaustive description. Generally, this should be accomplished in approximately 20 double spaced pages. Students should allow about 4 weeks, but not longer than 6 weeks, to write the outside-area paper. Students are encouraged to adapt their outside area paper for submission as a published review article.

The outside area paper should be written during the spring semester of the second year and should be submitted to the student's Advisory Committee for review at least two weeks before the Oral Examination. If the paper is delivered late, the student's major professor will reschedule the Examination to allow two weeks for the Committee to read the student's work. A waiver of this scheduling requirement requires approval by the entire Advisory Committee.

### Outside Area Paper Oral Exam

The oral examination for the outside area component should take place during the spring semester of second year committee meeting. For the outside area paper defense, the student should prepare a short presentation (20

minutes) that is structured as a critical analysis rather than a lengthy description of data from the studies analyzed. Remember that for both prelim components, the majority of the time in the oral exams will be spent on discussion of questions from the student's Advisory Committee. The student should not prepare presentations that will fill the entire time period. The Advisory Committee will ask questions about the topic in general, the specific studies covered, the student's proposed future experiments or ideas, and the experimental design and appropriate statistical analyses.

### Thesis Proposal

The thesis proposal should be written in the style of an NIH grant proposal, and include specific aims, background and significance, preliminary results, and experimental plan. The proposal should be approximately 20-30 double spaced pages in length. The background section should include an overview of the essential areas related to the proposal and provide a strong conceptual framework and rationale for the proposed project. Often this part of the thesis proposal (with the necessary updates) serves as the template for the first chapter in the Ph.D. thesis. The experimental plan should outline the experiments to be done, a description of methods and statistical analyses to be used and include discussion of interpretation of the results and potential problems. Obtaining satisfactory preliminary results for an acceptable thesis proposal will take substantial time. Therefore, students should be exploring various research topics during the summer between the first and second years and be working in the laboratory on the thesis proposal during the second year. Keep in mind, however, that the aim of the proposal is to demonstrate that the thesis research selected is original and feasible. The proposal and preliminary results need not address every conceivable problem that might occur once the research is fully underway. In other words, the thesis proposal is not a preliminary thesis and should not be approached as such. The thesis proposal should be completed during the fall semester of the third year and submitted to the student's Advisory Committee for review at least two weeks before the Oral Examination. If the paper is delivered late, the major professor will reschedule the Examination to allow two weeks for the Committee to read the student's work. A waiver of this scheduling requirement requires approval by the entire Advisory Committee.

### Thesis Proposal Oral Exam

For the thesis proposal, the student should prepare a longer presentation (40-45 minutes) that includes background, preliminary data and proposed experiments. The defense of the proposal may take up to 2 hours, however most of the time will be spent on questions from the committee.

### Additional Preliminary Exam Details

Both prelim exam meetings will be chaired by a member of the committee who is not the thesis advisor. The chair will be selected by the committee and will complete Certificate II form in consultation with the whole committee. A student must pass both components of the Preliminary Examination and turn in Certificate II to become a candidate for the Ph.D. degree (i.e., attain dissertator status). If a student fails one or both parts the first time, the student will have a second chance within two months to retake the Examination. Continuance in the program is contingent on passing. If a student does not pass, it will not be possible to continue in the Program.

At least one month before the day of the thesis proposal oral exam, contact the Program Office to request a [Preliminary Warrant](#). The Graduate School issues a Warrant authorizing the Program to administer the Examination. The NTP Office will send the warrant to the student once it has been issued. The Preliminary Warrant is taken to the Examination and signed by the Advisory Committee and the Chair of the Program after successfully completing the Examination. [Part IIb of the Certification Form](#) should also be filled out and filed at this time.

**Return the completed Prelim Warrant and Certification Form IIb to the Program Office immediately following the proposal defense. The student should email a copy of the outside area paper and thesis proposal to the NTP Office at [ntp@mailplus.wisc.edu](mailto:ntp@mailplus.wisc.edu) .**

*(NOTE: For 2020-21, all signatures are being handled digitally. Contact the NTP Office for information on how to process these forms.)*

### Presentation of Thesis Proposal in Neuroscience Seminar

Related to the Preliminary Examination, but not part of it, is the presentation of the thesis proposal in NTP 900 (Neuroscience Seminar). This presentation can be made before the thesis proposal is examined, if the student wishes to obtain comments in advance from the group at large, or it can be deferred until after the proposal has been accepted. In either case, the sole purpose of the seminar presentation is to give everyone in the Program the opportunity to become familiar with each student's work. Contact the Program Office one month prior to the start of the semester to arrange the date for the presentation.

### **Individual Development Plan (IDP)**

NTP students are required to have an Individual Development Plan (IDP). An IDP is a planning tool designed to help students identify annual progress, professional development needs, and career objectives. The IDP also serves as a communication tool between student, mentor, and advisory committee. The responsibility for writing, maintaining, and implementing the plan belongs to the student, although conversations with and feedback from the mentor(s) and advisory committee are essential. Students will document their engagement with the IDP on the Certification Forms and Advisory Committee Reports submitted to the NTP Office.

The Graduate School offers a collection of [IDP resources](#) to support graduate students, postdoctoral researchers, mentors, PIs, grants administrators, and graduate program coordinators.

An Individual Development Plan (IDP) is an essential tool to help students:

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

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

The onus to engage in the IDP process is on the student, although the Primary Advisor (also known as mentor or PI), or others may encourage and support the student in doing so. The IDP itself remains private to the student, who chooses which parts to share with which mentors. Through the IDP process, a student may decide to identify various mentors who are good sources of expertise and advice.

We recommend using one of the following two IDP tools. 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. <https://grad.wisc.edu/professional-development/individual-development-plan/>

*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 the student through the process of self-assessment, career exploration, goal-setting, and implementation of the degree plan. Students can set up a free account and create and monitor their IDP at [myidp.sciencecareers.org](http://myidp.sciencecareers.org).

[DiscoverPD](#) is an innovative online tool for UW-Madison graduate students to match their skill development needs with upcoming campus events, self-guided activities, online training, and more. This is a great tool to

incorporate with the IDP to help students develop the skills needed to be successful in graduate school and beyond.

### **Training in the Responsible Conduct in Science**

The National Institutes of Health (NIH) has mandated that all graduate students receiving financial support from an NIH training grant be given instruction in the responsible conduct in science. The Program faculty believes that training in scientific ethics is important, regardless of source of support, and therefore requires it of all NTP students. Training in scientific ethics is included each year as part of the Neuroscience Seminar by a scientific ethics subgroup. The NTP office will publicize approved ethics seminars as they become available. Students are welcome to submit events for consideration to fulfill the ethics seminar requirement.

#### Students who entered the Program prior to fall 2016:

Students must complete an NTP ethics subgroup in the first and third years in the Program and two NTP approved research ethics seminars each of the first three years of training in the Program.

#### Students who entered the Program after fall 2016:

Below are the ethics requirements listed by year in the Program.

- YR 1: Complete NTP 700 (Professional Development). Course will cover all 9 NIH RCR topics led by NTP faculty
- YRS 2-3: Students complete 2 ethics seminars (approved by the NTP office) each year in the Program
- YRS 4+: Students complete 1 ethics seminar (approved by the NTP office) each year in the Program

See the [NIH policy for the requirement of instruction in RCR](#) for additional information where the 9 NIH RCR topics (e.g. subject matter) are listed. The content of the seminars/events must fit within one or more of the RCR areas. Ideally, it's helpful when one of the NTP trainers is participating in the sessions. When students make a request for approval of an ethics seminar, they are expected to write a response/reflection following the event as part of the approval.

To gain a solid understanding of the 9 NIH RCR topics, see [OVCRGE page](#). The Office of Research Integrity also has [general resources on RCR](#). Additional references include [On Being a Scientist](#) and [Scientific Integrity](#) by Francis Macrina.

### **Teaching**

As part of each student's education, one semester of teaching is required. Typically, this involves being a laboratory instructor or section leader and should not require more than 10 hours per week. Financial compensation for this teaching is not always available, although it can sometimes be arranged depending upon the needs and resources of individual departments. Students may fulfill the teaching requirement in other ways as well.

For example, teaching in the summer PEOPLE program fulfills one-half of the teaching requirement. Two summers of PEOPLE instruction fulfills the entire requirement. The PEOPLE Program runs a summer school session for underrepresented high school students from Madison, Milwaukee, Racine, and tribal schools. We coordinate a neuroscience section for both 1.5 and 3-week sections. Students have the opportunity by teaching for the PEOPLE Program to independently develop curriculum, daily lesson plans, and evaluations in addition to hands-on experience teaching local youth. PEOPLE instructors are expected to dedicate time to preparation starting at least one month before PEOPLE begins to plan the curriculum. Another way to complete the teaching requirement is by serving as a teaching assistant for a subgroup as part of the Neuroscience Seminar (NTP 900). Students may only be a teaching assistant for a subgroup one time, and it fulfills one half of the requirement. Final approval of how a student may fulfill the teaching requirement is given by the student's Advisory Committee.

## Dissertator Status

After completing all requirements for the Ph.D. degree, except for the dissertation, students are classified by the Graduate School as a dissertator (also known as “ABD” = all but dissertation). To be eligible for dissertator status for any given semester, the Graduate School requires that the following requirements be met BEFORE the first day of classes for that semester:

- Pass the Preliminary Examination
- Complete 32 UW-Madison graduate level credits (courses numbered 300 and above)
- Complete all Program requirements except the dissertation and teaching requirement
- Clear all Incomplete (I) or Progress (P) grades in non-research classes

The [Graduate School dissertator status policy](#) requires dissertators to maintain continuous enrollment of exactly 3 credits through submission of the dissertation and graduation. Dissertators who hold RA appointments in summer (as most NTP students do) are required to enroll for 3 credits in the 8-week summer session, as well. Dissertators who wish to register for more than 3 credits in a specific semester may be able to do so. Students should be aware that segregated fees are determined by the number of credits so there is a financial impact to being removed from dissertator status for one or more semesters. Please contact the NTP Office for additional details.

## Dissertation and Oral Defense

After completing research and beginning to plan the writing of the dissertation, a meeting must be convened with a student’s Advisory Committee before writing commences. The purpose of this meeting is to plan with the Committee how the research will be presented in the dissertation, its scope and the details of organization. Students should not begin writing the dissertation until the student and the Committee agree on its content and format. Students should also complete [Part III of the Certification Form](#) and file it with the NTP Office.

As part of the thesis planning, students should consult the Graduate School’s *Guide to Preparing your Doctoral Dissertation*: <https://grad.wisc.edu/currentstudents/doctoralguide/>. This series of pages contain important information concerning formatting and submission of the thesis, deadlines for completion of degree requirements, and opportunities for dissertation writing support.

The student and the student’s Advisory Committee will set a date for the final oral defense of the thesis. The date chosen for the defense must allow sufficient time prior to the student’s departure from the University for revisions suggested by the Committee to be incorporated into the final version of the dissertation.

At least three weeks prior to the final defense, the student should contact the NTP Office to request a doctoral degree warrant from the Graduate School. This email should include the student’s dissertation title, proposed defense date, names of faculty on the committee and an abstract of the thesis. An announcement of the defense will be emailed to NTP faculty and students as well as other neuroscientists on campus.

The completed dissertation should be delivered to the student’s Advisory Committee at least two weeks before the oral defense. If the dissertation is submitted later than this, the date for the defense will be rescheduled automatically by the major professor to allow at least two weeks for review. Any change in this schedule must receive prior approval in writing by all members of the Committee.

The thesis defense consists of a public presentation of the thesis followed by a closed meeting with the Advisory Committee. At the conclusion of the defense, the student will be asked to leave the room and the Committee will discuss whether to accept the thesis. This decision will be based on the quality of the public presentation and of the written dissertation. The Committee will not approve the dissertation until it is judged to be a satisfactory final version acceptable for the Ph.D. degree and for submission to the Graduate School. The final version of the dissertation should be submitted by digital upload to the Graduate School and, independently, to NTP. NTP will bind three copies of each student’s dissertation: one for the student, one for the student’s major professor, and one for the Program’s permanent collection.

While the details of the dissertation will be determined by the student and the student's Advisory Committee, all dissertations are expected to be of publishable quality and to conform to a general standard. **The expected Ph.D. thesis consists of two or three published or publishable manuscripts on which the student is the first author.** The dissertation should be written in a style that is consistent with that commonly used for manuscripts published in major scientific journals. Thus, the dissertation may consist of a series of published papers or publishable manuscripts, accompanied by an informative introduction that includes sufficient background information so that all neuroscientists should be able to comprehend the significance of the thesis. Appropriate bridging chapters and a substantive, global discussion that integrates the chapters also should be included.

### **Time to Degree**

Median time to degree in NTP has been approximately 5 years. It is expected that students will complete the dissertation by the end of the sixth academic year. If this is not accomplished by the end of the summer following the sixth academic year, the student's major professor and one member of the student's Advisory Committee must meet with the Steering Committee to present a written statement that explains why the dissertation has not been finished, and describes plans that the student and the Committee have agreed upon to ensure completion. The student may attend this meeting. Continuation in the Program beyond the fall semester of the seventh year will be at the discretion of the Steering Committee. N&PP students will be given an additional year and Neuro/Law students an additional two years to finish the Ph.D. degree

### **Commencement**

Once a student meets the degree requirements, students may choose to attend a fall or spring commencement ceremony. Commencement occurs in May and December each year and is coordinated by the Office of the Chancellor. There is no summer commencement ceremony. A student who completes the degree in August may attend either the May or the December ceremony. For a student to have their name printed in the commencement program, the student must [apply to graduate](#) through the MyUW Student Center by the deadline each semester. Students may attend the commencement ceremony even if not included in the commencement program. See [commencement.wisc.edu](http://commencement.wisc.edu) for more information.

## **IV. THE NEUROSCIENCE AND PUBLIC POLICY PROGRAM**

The Neuroscience and Public Policy (N&PP) Program offers 3 degree tracks. Students may elect to earn a Ph.D. degree in neuroscience, awarded by the Neuroscience Training Program (NTP), and either of 2 Master's degrees that are awarded by the La Follette School of Public Affairs: a Master's degree in Public Affairs (M.P.A.), with an emphasis on domestic public policy, or a Master's degree in International Public Affairs (M.I.P.A.), or a J.D. degree in law which is granted by the Law School. Each of the 3 degree tracks engage students in an integrated graduate program, specifically tailored for each track that combines course work and laboratory research.

It is expected that most students will enter the N&PP Program as First Year students, but qualified students in later years of graduate study may apply to join the Program. The requirements for the PhD-Neuroscience follow those established for the degree by the Neuroscience Training Program. The requirements for the MPA or MIPA degrees are determined by the La Follette School of Public Affairs, and those for the JD degree by the Law School. To be admitted to the MPA/PhD or MIPA/PhD degree track, a student must be accepted by both the Neuroscience Training Program and the La Follette School of Public Affairs simultaneously. To be admitted to the JD/PhD degree track, a student must be accepted by both the Neuroscience Training Program and the UW Law School simultaneously. The programs work together to review applicants and applicants must meet the application requirements for both programs.

Students in the Neuroscience & Public Policy Program follow all requirements of the Neuroscience Training Program and either the La Follette School of Public Affairs or UW-Madison Law School. There are circumstances where N&PP students are allowed more time to complete certain requirements or other exceptions. Areas where NTP program requirements are adjusted for N&PP students are detailed here.



Information about the La Follette School of Public Affairs degree requirements, are available here: <http://www.lafollette.wisc.edu/> Information about the UW-Madison Law School degree requirements are available here: <http://law.wisc.edu/>.

### **N&PP and Neuro/Law Lab Rotations and Advisor Selection**

Much like incoming NTP graduate students, N&PP and Neuro/Law students are initially advised by faculty on the NTP First Year Committee. Chalk talks are held each year during NTP Orientation. These are short talks by faculty members who are interested in having students rotate in their laboratories. All first-year students are required to attend the chalk talks regardless of whether or not they have selected a major professor.

All incoming students are strongly encouraged to complete three laboratory rotations before choosing a laboratory for their thesis research. A laboratory rotation lasts 4-5 weeks, which should be adequate to sample the research that is being done as well as the laboratory's style and environment. Because they have considerably more course requirements, N&PP students have the option of delaying their first rotation until the start of the spring semester of their first year and to finish three rotations by the end of the first year. Neuro/Law students have the option of beginning their rotations during their second year.

See Appendix for [NTP Rotation Selection Guidelines](#) and [NTP Fall 2020 Rotation Guidelines](#).

At the completion of each rotation, both the faculty member sponsoring the rotation and the student will complete a short report about the rotation and submit these reports to the Program Office. The [Student Rotation Evaluation](#) and [Faculty Rotation Evaluation](#) are available on the NTP website. Students are responsible for keeping the Program office informed of their rotation status

Upon the completion of all rotations, students will select a faculty mentor and laboratory to join. The advisor should be a faculty member whose expertise and project/research interests match closely with those that the student intends to acquire. Students are encouraged to gather information from Orientation Chalk Talks, courses, faculty and student seminars, the Program website, and publications to help identify faculty with matching interests. For more information see the [Advisor policy](#) from the Graduate School. Students should complete rotations and select a PI by the end of February of the first year.

Faculty mentors must be approved faculty trainers in the Program. Selection of a PI must be approved by the Student Funding Committee after the student and faculty member have completed and signed the [Student/Advisor Approval](#) form. In general, funding for the student after the first year will be provided by research grants awarded to the faculty mentor and it is important that there is mutual understanding of the available support for the student. The [Student/Advisor Approval](#) form is meant to facilitate this discussion.

A student who later decides that a different faculty advisor would be preferable should discuss this with the Graduate Program Coordinator and/or faculty mentors. Selection of an advisor, or a change of advisors, should be based on the faculty member's ability to guide the student expertly into the chosen area of interest/research. When a student opts to change advisors, an updated [Student/Advisor Approval](#) form must be submitted to the NTP Office for review by the NTP Student Funding Committee.

Students may see their official advisor listed in MyUW. (The official advisor is entered in the Student Information System (SIS) by the Graduate Program Coordinator.)

### **Advisory Committee**

An Advisory Committee of five or more tenure-track or tenured faculty members oversees the graduate education of each N&PP student. During the first year, before an Advisory Committee has been formed and a major professor selected, faculty on the First-Year Advisory Committee will serve a student's advisor. The First-Year Advisory Committee will help select courses, laboratory rotations, and major professor. They are available to assist with other issues that may arise during the first year.

After choosing a lab, the major professor will help in choosing the other members of a student's Advisory Committee. This Committee should be chosen carefully, taking time to discuss potential members with faculty and other students. Selection of a major professor and the additional four members of the Advisory Committee should be completed by the end of the first year. The Advisory Committee composition must follow these guidelines:

- At least five members of the Committee must be tenure-track or tenured professors at UW-Madison.
- At least three members of the Committee should be NTP Trainers.
- N&PP students are required to have at least one member of the N&PP Steering Committee represented on their thesis advisory committee.
- To ensure that Advisory Committees reflect a broad perspective, at least three different areas of neuroscience or approaches to neuroscience must be represented on the Committee. Examples of different areas include behavior/cognition, development, synaptic transmission/membrane excitability. Examples of different approaches include electrophysiology, genetic/model organisms, biochemistry/pharmacology, human brain imaging, stem cells. The student is responsible for describing how the proposed committee represents at least three areas/approaches.
- The Advisory Committee is chaired by the student's major professor.

The composition of each student's Advisory Committee will be reviewed and must be approved by the First-Year Advisory Committee. This approval process is managed by submission of the [Advisory Committee Approval form](#). The First-Year Advisory Committee will review each proposed committee and approve or make suggestions for additional members to ensure a broad perspective. All changes to the makeup of a student's Advisory Committee must be approved by the First-Year Advisory Committee. N&PP students are required to have at least one member of the N&PP Steering Committee represented on their thesis advisory committee.

The Advisory Committee will meet with each student once each semester before they attain dissertator status (during the first four or five academic semesters) and once each year after becoming a dissertator to review progress. At least four members of the Committee must be present at each meeting. A student's major professor chairs the Advisory Committee and will complete an [Advisory Committee Report](#) form that summarizes each meeting. The student should review each report and discuss it with their major professor. Every report must be signed by both student and major professor and submitted to the NTP Office, where it becomes part of the academic record. These summary reports are used by the Steering Committee, Program faculty, and Director to monitor progress.

If a student believes the report does not accurately describe progress or is in error in some other respect, these concerns should be brought to the attention of the major professor immediately. If a satisfactory resolution cannot be achieved, the student should inform the First-Year Advisory Committee, which will assist in deciding whether to ask for a review by the Steering Committee. The First-Year Advisory Committee can handle any issues or problems that arise after the first year and are not resolved by a student's Advisory Committee.

See the Appendix for [sample of the An Advisory Committee Report form](#).

### **Additional Advising Contacts**

Students should always reference the Program's website, this Handbook, the [Graduate School's website](#), and the [Graduate School's Academic Policies and Procedures](#) for answers on various Program-related questions. However, when students need further clarification on any of these policies or procedures, they should contact the NTP Graduate Program Coordinator or the La Follette Admissions & Advising Coordinator. These student services staff may play a role with issues including satisfactory academic progress, academic deadlines, graduation completion, Program-related forms, advising/course holds and permissions, and course offerings.



It is recommended that N&PP students stay in communication with the LaFollette Graduate Coordinator each semester to discuss progress toward degree. This is especially important as students complete the MPA or MIPA requirements so that the LaFollette Graduate Coordinator can request warrant from the UW-Madison Graduate School in preparation for graduation.

### **N&PP Program Requirements**

Class numbers for research courses such as NTP 990 (Research and Thesis) change each semester and are listed in the [Class Search & Enroll app](#). Students are responsible for being aware of the information published there each semester. Students will be responsible for any fees for additional credits, late registration, or late payment of tuition and fees.

N&PP students are required to complete the same coursework as their NTP counterparts. In addition, N&PP students are required to complete coursework required by the La Follette School of Public Affairs for the MPA/MIPA or by the Law School for the JD. La Follette School coursework that satisfies N&PP requirements can be found on the [La Follette School N&PP website](#) and includes degree requirements for students pursuing the MPA or MIPA.

### Neuroscience and Public Policy Seminar

The monthly NTP 660 (Neuroscience and Public Policy Seminar), which is open to all students, is a central element in the Program, and is a required course for all N&PP students during each semester in which they are enrolled in the Program. N&PP students assist the N&PP Director in choosing invited speakers for the seminar. Additionally, N&PP students will give a talk for the seminar about on a topic identified by the N&PP student and approved by the N&PP Director. The topic will bridge neuroscience and public policy. In preparation for the talk, the N&PP student will work with their peer N&PP students with advisement from a faculty member who is expert on the specific topic. The topics covered will not overlap with their research presentation and will provide a valuable exercise for the N&PP students to further develop their speaking skills in neuroscience and public policy, something students, at present, do not have a uniform opportunity to do in the Program. This talk will also count as one of the two subgroup talks NTP students are expected to present.

### Neuroscience and Public Policy Internship

Students in the MPA/PhD or MIPA/PhD program are required to complete a summer internship working in an area of science and public policy. Examples include a state or federal government agency, advocacy organization, science funding agency, patient organization, scientific professional organization, etc. The internship timeline may be flexible and should be discussed with a student's research mentor, the LaFollette Graduate Coordinator and La Follette Career Services Coordinator as paperwork is required to enroll in Public Affairs 827 (Administrative Internship). The internship must be approved by the N&PP Program's Steering Committee before it is undertaken.

### Neuroscience and Law Internship

Students in the JD/PhD program are required to complete a summer internship, typically at the end of the fourth academic year in the program working in an area of science and law. Examples include a state or federal government agency, advocacy organization, science funding agency, patient organization, scientific professional organization, or a law firm with practice focused on science and law.

### **Preliminary Examination**

The Preliminary Examination consists of two components, an "outside-area" paper and a thesis proposal, each of which is reviewed by the student's Advisory Committee, followed by an oral defense/examination of each paper with the Committee.

### Neuroscience and Public Policy or Law Research Paper

At the end of the 3<sup>rd</sup> academic year in the MPA/PhD or MIPA/PhD track, students must complete a comprehensive research paper on a topic that bridges neuroscience and public policy. At the end of the 4<sup>th</sup> academic year in the

JD/PhD track, students must complete a comprehensive research paper on a topic that bridges neuroscience and law. For all 3 tracks, the paper is presented to the student's thesis advisory committee. Successful completion of the research paper and its defense before the advisory committee will fulfill half of the Preliminary Examination requirements (known as the "Outside Area Paper") for the PhD-Neuroscience.

The oral defense/examination of the Research Paper typically will take place during the 4<sup>th</sup> semester committee meeting and the thesis proposal component should be completed by the end of the fall semester of the third year (i.e., 5<sup>th</sup> semester). N&PP students will be given an additional year and Neuro/Law students an additional two years to complete the Preliminary Examination.

### Thesis Proposal

The thesis proposal should be written in the style of an NIH grant proposal, and include specific aims, background and significance, preliminary results, and experimental plan. The proposal should be approximately 20-30 double spaced pages in length. The background section should include an overview of the essential areas related to the proposal and provide a strong conceptual framework and rationale for the proposed project. Often this part of the thesis proposal (with the necessary updates) serves as the template for the first chapter in the Ph.D. thesis. The experimental plan should outline the experiments to be done, a description of methods and statistical analyses to be used and include discussion of interpretation of the results and potential problems. Obtaining satisfactory preliminary results for an acceptable thesis proposal will take substantial time. Therefore, a student should be exploring various research topics during the summer between the first and second years and be working in the laboratory on the proposal during the second year. Keep in mind, however, that the aim of the proposal is to demonstrate that the thesis research selected is original and feasible. The proposal and preliminary results need not address every conceivable problem that might occur once the research is fully underway. In other words, the thesis proposal is not a preliminary thesis and should not be approached as such. The thesis proposal should be completed during the fall semester of the third year and submitted to the Committee for review at least two weeks before the Oral Examination. If the paper is delivered late, the student's major professor will reschedule the Examination to allow two weeks for the Committee to read the student's work. A waiver of this scheduling requirement requires approval by the entire Advisory Committee.

### Thesis Proposal Oral Exam

For the thesis proposal, the student should prepare a longer presentation (40-45 minutes) that includes background, preliminary data and proposed experiments. The defense of the proposal may take up to 2 hours, however most of the time will be spent on questions from the committee.

### Additional Preliminary Exam Details

Both prelim exam meetings will be chaired by a member of the committee who is not the thesis advisor. The chair will be selected by the committee and will complete Certificate II form in consultation with the whole committee. The student must pass both components of the Preliminary Examination and turn in Certificate II to become a candidate for the Ph.D. degree (i.e., attain dissertator status). If a student fails one or both parts the first time, the student will have a second chance within two months to retake the Examination. Continuance in the Program is contingent on passing. If a student does not pass, it will not be possible to continue in the Program.

At least one month before the day of the thesis proposal oral exam, contact the Program Office to request a [Preliminary Warrant](#). The Graduate School issues a Warrant authorizing the Program to administer the Examination. The NTP Office will send the warrant to the student once it has been issued. The Preliminary Warrant is taken to the Examination and signed by the Advisory Committee and the Chair of the Program after successful completion of the Examination. [Part IIb of the Certification Form](#) should also be filled out and filed at this time.

**Return the completed Prelim Warrant and Certification Form IIb to the Program Office immediately following the proposal defense. The student should email a copy of the outside area paper and thesis proposal to the NTP Office at [ntp@mailplus.wisc.edu](mailto:ntp@mailplus.wisc.edu) .**

*(NOTE: For 2020-21, all signatures are being handled digitally. Contact the NTP Office for information on how to process these forms.)*

#### Presentation of Thesis Proposal in Neuroscience Seminar

Related to the Preliminary Examination, but not part of it, is the presentation of the thesis proposal in NTP 900 (Neuroscience Seminar). This presentation can be made before the thesis proposal is examined, if the student wishes to obtain comments in advance from the group at large, or it can be deferred until after the proposal has been accepted. In either case, the sole purpose of the seminar presentation is to give everyone in the Program the opportunity to become familiar with each student's work. Contact the Program Office one month prior to the start of the semester to arrange the date for the presentation.

#### **Time to Degree**

Median time to degree in NTP has been approximately 5 years, but the N&PP degree, with additional coursework and requirements, generally extends the time to degree. NTP students are expected to complete the dissertation by the end of the sixth academic year, but N&PP students will be given an additional year and Neuro/Law students an additional two years to finish the Ph.D. degree. If an N&PP student has not completed the dissertation by the end of the summer following the 7<sup>th</sup> (for MPA/PhD or MIPA/PhD) or 8<sup>th</sup> (for JD/PhD) academic year, the major professor and one member of the student's Advisory Committee must meet with the Steering Committee to present a written statement that explains why the dissertation has not been finished, and describes plans that the student and the Committee have agreed upon to ensure completion. The student may attend this meeting. Continuation in the Program beyond the fall semester of the following year will be at the discretion of the Steering Committee

Additional information about the N&PP Program, the faculty who are involved, course requirements for the degree tracks that are offered, model timetables for each track, and other relevant material is available on the N&PP's web site (<http://npp.wisc.edu/>).

#### **Graduate Student Rights and Responsibilities**

UW–Madison is a community founded around the principles of knowledge, learning, inclusion and citizenship.

As we strive to educate and graduate good citizens of our campus, city and the world, our community has high standards and expectations for the conduct of its members. These expectations and responsibilities are described in detail here: <http://students.wisc.edu/rights/>

## V. ENROLLMENT

The Graduate School has minimum requirements for enrollment each semester. Programs may only need to reference the enrollment requirements below that pertain to the Program (summer enrollment, dissertator, non-dissertator, full time, part time, TA/PA/RA). All of the credit requirements (except F-1 and J-1 visa requirements) must be satisfied by graded, graduate-level courses; courses numbered below 300, audit, and pass/fail do not satisfy the minimum requirement.

#### **Enrollment Requirements**

NTP follows the [Graduate School's policy on enrollment requirements](#).

#### **Auditing Courses**

NTP follows the [Graduate School policy on Auditing Courses](#).

### **Continuous Enrollment**

NTP follows the [Graduate School policy on Continuous Enrollment](#).

### **Residence for Tuition Purposes**

Residency is used to determine tuition rates on campus. The details of the [Graduate School Residency for Tuition Purposes](#) and the full [Registrar's Office policy](#) are relevant for students interested in pursuing Wisconsin residency for tuition purposes.

### **Transfer of Prior Coursework**

The Graduate School has a [general policy on transferring prior coursework](#).

### Graduate Work from Other Institutions

With Program approval credits, from former graduate institutions may be allowed to count toward degree. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

### UW–Madison Undergraduate

With Program approval, up to 7 credits from graduate level courses (numbered 300 or above) taken as an undergraduate at UW–Madison may be allowed to count toward degree. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

### UW–Madison University Special

With Program approval, up to 15 credits of coursework numbered 300 or above taken as a UW–Madison Special student may be allowed to count toward the degree. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

## VI. SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS

Prior to each semester, a student progress report will be sent to all students, major professors, and Advisory Committees. The report shows the student's progress in completing the Program's requirements.

### **Advisory Committee meetings**

Advisory Committee meetings for all students who are not dissertators are to be held at the beginning of each semester and a [summary report](#) of the meeting should be filed in the Program Office no later than the end of the third week of the fall and spring semesters. Dissertators should meet with their Committees and file a [summary report](#) no later than the end of the third week of the fall semester.

A reminder notice to schedule the meeting will be sent to the student at least one month prior to the start of the semester. If an Advisory Committee meeting has not been held and a summary report has not been filed by the end of the third week, one additional reminder will be sent stating that a hold will be placed on the student's registration by the Program Office and will be removed only after the Committee meeting is held and a report is filed. No further reminders will be sent. Failure to register on time will result in the Registrar's Office assessing a late payment fee.

*(Note: For Fall 2020, these meetings must be scheduled prior to November 1. Reminders from the NTP Office will be sent in September. Students are expected to submit either the summary report or the planned meeting date to the NTP Office by November 1, 2020.)*

### **Preliminary Exam**

Students should complete both components of the Preliminary Exam by the end of the first semester of the third year. Students who fail to pass the Preliminary Examination before the start of the spring semester of the third

year will be placed on probation automatically. Reversion to regular status will not occur until the student passes both portions of the Preliminary Exam. A student who experiences extenuating circumstances that have delayed progress resulting in two consecutive semesters of enrollment on probation is required to petition the Steering Committee for an extension to be allowed to continue in the Program. N&PP students will be given an additional year and Neuro/Law students an additional two years to complete the preliminary exam.

A student who changes advisors during the first two years of study or experience unusual circumstances beyond the student's control that substantially delay normal progress, such as an extended illness, may petition the Steering Committee for an extension to complete the Preliminary Examination without sanctions.

See [Appendix](#) for a recommended timetable of student progress.

## VII. SATISFACTORY PROGRESS - 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, a graduate program representative may be included in the discussion. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

1. **Professional Ethics:** Students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct; represent their profession and the program; and strive to incorporate and practice disciplinary ideals in their daily lives. Resumes/CVs must reflect accurate information.
2. **Honesty and Integrity:** Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, protect subject/client confidentiality and HIPPA regulations. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession 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. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they work.
5. **Professional Appearance:** Students shall convey a positive, professional appearance in order to represent the program in a dignified manner. Appearance includes a person's dress, hygiene, and appropriate etiquette/protocols for the environment (including safety protocols and protective clothing in environments that require them).

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

#### **Academic Misconduct as Defined in UW System Administrative Code Chapter 14**

Academic Integrity is critical in a community of scholars and is the responsibility of all members of the University community to uphold high standards of honesty, integrity, and fairness in the academic work they complete.

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

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

Dean of Students Office: Academic Misconduct Flowchart:  
<https://conduct.students.wisc.edu/documents/academic-misconduct-flow-chart/>

University of Wisconsin System: Chapter UWS 14: Student Academic Disciplinary Procedures:  
[https://docs.legis.wisconsin.gov/code/admin\\_code/uws/14](https://docs.legis.wisconsin.gov/code/admin_code/uws/14)

**Non-Academic Misconduct Under UW System Administrative Code Chapter 17**

The University strives to uphold high standards of personal conduct. Students who violate UW System Policies regarding non-academic misconduct are subject to disciplinary action as outlined in UWS Chapter 17, Student Nonacademic Disciplinary Procedures.

The university may discipline a student when their behavior violates a policy in UWS Ch. 17, for on or off campus behavior; and/or UWS Ch 18, Conduct on University Lands.

Some examples of UWS Ch. 17 violations include, but are not limited to:

1. for conduct that endangers or threatens the health or safety of oneself or another person.
2. for sexual assault, stalking, dating/domestic violence, or sexual 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.
9. for the illegal use, possession, manufacture, or distribution of controlled substances
10. for violating criminal law
11. for harassment as defined in State Law

Examples of non-academic misconduct on University lands under UWS Ch 18 include but are not limited to:

1. improper use of UW ID card;
2. use of alcohol on campus unless where authorized;
3. possession of a dangerous weapon;
4. assaultive behavior;
5. resisting or obstructing police officers;
6. disorderly conduct;
7. harassment via computer or other electronic means;
8. violating of policies regarding protest, rallies, demonstrations and other assemblies



Additional information regarding Non-Academic Misconduct can be found at the following URLs:

- The Graduate School Academic Policies & Procedures: Misconduct, Non-Academic  
<https://grad.wisc.edu/documents/misconduct-nonacademic/>
- Office for Student Conduct and Community Standards Non-Academic Misconduct Information  
<https://conduct.students.wisc.edu/nonacademic-misconduct/>
- University of Wisconsin System Chapter UWS 17: Student Non-Academic Disciplinary Procedures  
[https://docs.legis.wisconsin.gov/code/admin\\_code/uws/17](https://docs.legis.wisconsin.gov/code/admin_code/uws/17)
- Chapter UWS 18: Conduct on University Lands  
[https://docs.legis.wisconsin.gov/code/admin\\_code/uws/18](https://docs.legis.wisconsin.gov/code/admin_code/uws/18)

### **Research Misconduct**

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

Additional information regarding research misconduct and responsible conduct can be found at the following URLs:

- The Graduate School Academic Policies & Procedures: Responsible Conduct of Research  
<https://grad.wisc.edu/documents/responsible-conduct-of-research/>
- Office of the Vice Chancellor for Research and Graduate Education
  - Introduction & Guide to Resources on Research Ethics  
[research.wisc.edu/respolcomp/resethics/](https://research.wisc.edu/respolcomp/resethics/)
  - Human Research Protection Program (\*Includes links to IRBs)  
[research.wisc.edu/compliance-policy/human-research-protection-program/](https://research.wisc.edu/compliance-policy/human-research-protection-program/)
  - Policies, Responsibilities, and Procedures: Reporting Misconduct  
[kb.wisc.edu/gsadminkb/page.php?id=34486](https://kb.wisc.edu/gsadminkb/page.php?id=34486)
  - Policies, Responsibilities, and Procedures: Responsible Conduct of Research Resources  
[kb.wisc.edu/gsadminkb/search.php?cat=2907](https://kb.wisc.edu/gsadminkb/search.php?cat=2907)

### **Hostile and Intimidating Behavior (Bullying)**

Hostile and intimidating behavior (HIB), sometimes known by the shorthand term “bullying,” is defined in university policy as “unwelcome behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the University’s academic or operational interests.”

UW-Madison has specific policies and procedures that cover HIB by faculty, academic staff and university staff. Students who feel they have been subject to HIB are encouraged to review the informal and formal options on the “Addressing HIB” tab on the [Hostile and Intimidating Behavior website](#).



## **Bias Incidents**

Examples of bias and hate include, but are not limited to:

- Microaggressions
- Slurs, degrading language, and epithets
- Graffiti, symbols, and vandalism
- Intimidation
- Assault
- Harassment

Students who experience an incident of bias or hate or are a witness to such an incident, are encouraged to file a [Bias Incident Report form](#) with the Dean of Students Office. This website also describes reasons to report bias or hate, how the reporting process works, and sources of support for those who experience bias or hate.

## VIII. ACADEMIC EXCEPTION PETITION

Academic exceptions are considered on an individual case by case basis and should not be considered a precedent. Deviations from normal progress are highly discouraged, but the Program recognizes that there are in some cases extenuating academic and personal circumstances. Petitions for course exceptions/substitutions or exceptions to the Satisfactory Progress Expectations (academic or conduct) shall be directed to the NTP Program Director or the Graduate Program Coordinator. The following procedures apply to all petitions:

- The specific requirement/rule/expectation pertinent to the petition must be identified.
- The student's academic advisor must provide written support for the petition.
- Final decisions about course work substitutions and equivalencies will be made by the NTP Steering Committee in consultation with the Curriculum Committee.

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

## IX. GRIEVANCES AND APPEALS

### **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 local department chair or the NTP Director. Many departments and schools/colleges have established specific procedures for handling such situations; check their web pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first. For more information see the [Graduate School Academic Policies & Procedures: Grievances & Appeals](#).

The department-school/college academic grievance process should be used to resolve academic issues or disputes. Examples of matters suitable for this process may include a qualifying exam failure, author dispute, or concerns regarding advising/mentoring, to name a few. Graduate Assistants in TA, PA and/or RA appointments

may utilize the [Graduate Assistantship Policies and Procedures](#) (GAPP) grievance process to resolve employment-related issues. Examples of matters appropriate for the GAPP grievance process include allegations of violation of GAPP, including allegations excessive work hours, violations of sick days or vacation policies, or disputes regarding the assignment of duties.

If a student has questions about whether the grievance policy at the Program level or GAPP procedure would be suitable for the concern, students are encouraged to reach out to the college, school or division human resources representative.

In addition, the following administrative offices have procedures available for addressing various concerns:

- [Dean of Students Office](#)
  - (for all grievances involving students)
  - 70 Bascom Hall 608-263-5700
- [Office for Equity and Diversity](#)
  - (for discrimination or harassment issues)
  - 179A Bascom Hall 608-262-2378
- [Employee Assistance](#)
  - (for conflicts involving graduate assistants and other employees)
  - 256 Lowell Hall 608-263-2987
- [Ombuds Office for Faculty and Staff](#)
  - (for graduate students and post-docs, as well as faculty and staff)
  - 523-524 Lowell Center 608-265-9992
- [Ombuds Office for School of Medicine and Public Health](#)
  - (for graduate students, faculty, and staff in the SMPH)
  - 2262 HSLC 608-265-9666
- [Graduate School](#)
  - (for informal advice at any level of review and for official appeals of program/departamental or school/college grievance decisions)
  - 217 Bascom Hall, 500 Lincoln Drive, Madison, WI 53706-1380, 608-262-2433

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](#).

### **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 Director, or other campus resources (such as the [UW Office of Equity and Diversity](#), [Graduate School](#), [McBurney Disability Resource Center](#), [Employee Assistance Office](#), [Ombuds Office](#), and University Health Services).

### **Research Misconduct Reporting**

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

### **Academic Misconduct Reporting**

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

### **Sexual Assault Reporting**

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

Students who experience sexual harassment, sexual assault, dating violence, domestic violence, and/or stalking have many options and services available to them on and off campus, including mental health counseling, victim advocacy and access to the criminal and campus disciplinary systems. For a list of confidential support and reporting options, please visit <https://www.uhs.wisc.edu/prevention/violence-prevention/resources/> Faculty, staff, teaching assistants, and others who work directly with students at UW-Madison are required by law to report first-hand knowledge or disclosures of sexual assault to university officials for statistical purposes. This effort is not the same as filing a criminal report. Disclosing the victim's name is not required as part of this report. In addition, disclosures made to certain university employees, such as academic advisors or university administrators, may be forwarded to the campus Title IX coordinator for a response. Please find full details at <https://compliance.wisc.edu/titleix/campus-procedures/reporting/complainant/> and <https://doso.students.wisc.edu/sexual-assault-dating-and-domestic-violence/>

### **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 details at <https://uwpd.wisc.edu/services/reporting-child-abuse-neglect/>

### **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://www.students.wisc.edu/doso/reporting-and-response-to-incidents-of-biashate/>

## **X. FUNDING AND FINANCIAL INFORMATION**

NTP students are supported by various means throughout their PhD program. All first-year students are provided with a \$750 travel allowance. Segregated fees are covered for first year students by the Program. The 2020-2021 annual NTP stipend is \$29,000. If a student's starting stipend is below the target stipend (i.e., Research Assistants, Trainees and some outside Fellowships), it will be supplemented either by NTP or the major professor up to the NTP stipend level. Six NTP students are supported each year by traineeships from a training grant awarded to the Program by the National Institute of General Medical Sciences. We have funds to cover tuition and a 12-month stipend for 6 students each year. Additional funding sources include a variety of fellowships described below.

### **Fellowships**

Many kinds of fellowships are available on campus. Some are awarded by the Program, some are awarded by the school/college, and still others are awarded by the Graduate School. In addition, several students have applied

for and won fellowships from federal agencies, professional organizations, and private foundations. The terms and conditions of fellowships across campus vary widely. Students with fellowships should make sure to understand the obligations and benefits of that fellowship, including stipend, health insurance eligibility, eligibility for tuition remission, pay schedule, etc.

### Graduate School Fellowships

The Graduate School administers several different fellowships on campus, including: University Fellowships, Chancellor's Fellowships, Mellon-Wisconsin Fellowships, the Dickie Fellowships, and a variety of external fellowships. Students are nominated by their departments for University Fellowships, Chancellor's Fellowships, and Kemper Knapp Fellowships. Students may self-nominate for Dickie Fellowships, Mellon-Wisconsin Fellowships, and Straka Fellowships by following the Graduate School's announced application process. Fellowships that are based on a nomination/selection by an academic program are not guaranteed to move with the student should the student transfer to a different program. Please communicate with the Graduate School as early as possible regarding the options if you have one of those fellowships and are considering a transfer across UW-Madison graduate programs.

Questions about these fellowships should be directed to the [Office of Diversity, Inclusion and Funding](#).

University Fellowships, Chancellor's Fellowships, Mellon-Wisconsin Fellowships, Dickie Fellowships, Kemper Knapp Fellowships, and Straka Fellowships provide full tuition remission, coverage of segregated fees, and health insurance benefits. Current fellowship stipend rates, and full details on fellowship administration, are available at <https://grad.wisc.edu/funding/fellowships/>.

### Advanced Opportunity Fellowships

These Fellowships are awarded by the Graduate School, through the [SciMed Graduate Research Scholars Program](#) to entering students of specific underrepresented minority ethnicities. Qualified incoming students are nominated by the NTP Admissions Committee to receive these fellowships and will be notified individually if selected.

### External Funding/Fellowships

We encourage all students to seek out and apply for funding from sources external to the university (e.g., federal agencies, professional organizations, private foundations). The Graduate School supports selected federal/private fellowships through the provision of tuition support and health insurance. These are listed at <https://grad.wisc.edu/studentfunding/types/> .

The Graduate School also provides remission of the non-resident portion of students' tuition (if applicable) to students who win external fellowships that are payrolled through the university and provide an academic year (9-month) stipend of \$11, 923 (2016-17 rate) or an annual year (12-month) stipend of \$14, 573.

Students should be aware that fellowships and awards from external sources will each have unique terms and conditions. Questions on external fellowships can be directed to the Office of Fellowships and Funding Resources ([offr@grad.wisc.edu](mailto:offr@grad.wisc.edu)).

The following are some sources of information on external funding:

1. Major external fellowships, prepared by the [Office of Fellowships and Funding Resources](#).
2. The [Grants Information Collection \(GIC\)](#) on the 2<sup>nd</sup> Floor of Memorial Library  
The GIC is a great collection of print and on-line resources to help students find external fellowships and scholarships. Students can learn how to set up a personalized profile on several on-line funding databases and get regular notices of relevant funding opportunities. PLEASE REMEMBER: the timetable for identifying, applying for and receiving such external funding is generally quite long; plan on 9-12 months between start of funding search and the time when funding is received.

Once you find a fellowship, scholarship, or award to which you want to apply, consider contacting the [Writing Center](#). The Writing Center staff can provide valuable advice on crafting your application.

### **Fellows with Concurrent Appointments**

Students with fellowships payrolled through the university may hold concurrent graduate assistantships and/or student hourly appointments up to a total maximum combined annual stipend of \$49,632 (2019-2020 maximum). Concurrent appointment policies will vary across external agencies, so please be sure to review the terms and conditions for the award. The [full campus policy](#) includes information on requesting an exception to the [maximum appointment level](#). If you have any questions about concurrent work along with your fellowship, please feel free to contact the Graduate School's [Fellowship Director](#).

### **Research Assistantships**

Research grants and contracts awarded by outside agencies to support the research projects of individual faculty members and may include funds for Research Assistantships that can be held by graduate students. Research Assistants receive remission of all tuition, but not segregated fees.

### **Graduate Assistant Policies and Procedures**

Graduate assistant policies and procedures have been established by UW-Madison. This material can be found here: <https://hr.wisc.edu/policies/gapp/>

### **Stipend Levels and Paychecks**

Stipend rates for graduate assistantships are set by the University. [Minimum rates for TAs, PAs, RAs and LSAs](#) are set by the Graduate School. Programs may set their own minimum rates, which are approved by the Graduate School and available from the webpage above.

Graduate assistants are paid on a monthly basis and stipends are usually deposited directly into student's bank accounts. Recipients can authorize direct deposit by filling out the Authorization for [Direct Deposit of Payroll form](#) and returning it to the Graduate Coordinator.

### **Tuition Remission and Payment of Segregated Fees**

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

### **Health Insurance Benefits**

TAs, PAs, RA, and Lecturers (Student Assistants) with appointments of 33.3% or higher (approximately 13 hrs/week) for at least the length of a semester are eligible to enroll in a health insurance program. Information about health insurance options can be found at [ohr.wisc.edu/benefits/new-emp/grad.aspx](http://ohr.wisc.edu/benefits/new-emp/grad.aspx). Current monthly premiums can be found at <https://www.wisconsin.edu/ohrwd/benefits/premiums/>. Questions about health insurance can be directed to Deb Brimmer ([dbrimmer@wisc.edu](mailto:dbrimmer@wisc.edu) or 608-263-1836).

### **Maximum Appointment Levels**

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

### **Enrollment Requirements for Graduate Assistants**

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

### **Loans**

The [Office of Student Financial Aid \(OSFA\)](#) assists graduate students whose personal and family resources are not adequate to cover the expenses involved in attending the University of Wisconsin-Madison. The office also

provides counseling to help students manage their money effectively, information on other potential sources of financial assistance (such as employment), debt management counseling, and small short-term loans for emergency situations.

The Dean of Students Office additionally provides short term loans through its [Crisis Loan initiative](#).

### **Taxes**

Students who are appointed as a Trainee or a Fellow, will not have taxes withheld from paychecks by the University. However, the support that received is considered taxable income. The University provides trainees and fellows with a summary of stipend payments each January. Students may need to file an estimated quarterly tax return with the federal and/or state government. For students who are appointed as Research Assistants, the University is required to withhold State and Federal income taxes on the entire stipend based on your W-4 information. Please note that students may change the number of exemptions on your W-4 at any time. Forms are available in the Program Office. Students may wish to consult IRS publication 970 (Tax Benefits for Education) or IRS publication 678 (Foreign Students and Scholars) for further information about tax reporting. Copies may be requested by calling 1-800-TAX-FORM or they can be downloaded from the [IRS website](#). State tax forms are available for downloading on the [web](#).

\*Please note that the Program office cannot offer tax advice. Some [tax filing resources](#) are provided by the University.

## **XI. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING**

UW-Madison offers a wealth of resources intended to enrich a student's graduate studies and enhance professional skills. It is expected that students will take full advantage of the resources that best fit their needs and support their career goals. Since 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, students will build the skills needed to succeed academically at UW-Madison and to thrive professionally in a chosen career.

Professional development and career planning should be on a student's mind from the start of studies – don't wait until graduation to start thinking about these topics. In particular, an individual development plan (IDP) created by the student and faculty advisor can be a great mechanism to start and maintain a conversation about ongoing professional development and career planning. Learn more about developing an IDP here: <http://grad.wisc.edu/pd/idp>

### **Local Resources for Professional Development and Career Planning**

The Graduate School offers an increasingly broad array of [professional development opportunities](#).

### **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 should keep the [Graduate School's Student Research Grants Competition](#) in mind as a resource if funding is an obstacle to conducting or presenting their research.

All travel expenses for which you expect to be reimbursed should be approved before travel occurs. Contact the NTP office prior to travel to learn about state and federal guidelines.

### **Funding Through the Program**



All first year NTP students are eligible for \$750 of travel expenses. In addition, the Program holds an annual NTP Travel Award Competition in May. The Program awards \$500 travel allowances that can be used in the following fiscal year (July 1-June 30). There is a short application that needs to be filled out to apply for these awards. The Student Awards Committee administers this competition.

### Outside Funding

There are several opportunities for students to obtain outside funding for travel. Many meetings have competitions for student travel awards. Here are just a few examples.

- The [Society for Advancement of Chicanos/Hispanics and Native Americans in Science \(SACNAS\)](#) offers travel scholarships to attend the SACNAS National Conference.
- The Society for Neuroscience offers [Trainee Professional Development Awards](#) to graduate students and post-doctoral fellows planning to present at the conference.

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

In addition to opportunities at the local level, the **Graduate School Office of Professional Development (OPD)** provides direct programming in the areas of career development and skill building, and also serves as a clearing house for professional development resources across campus. The best way to stay informed is to watch for the weekly newsletter from OPD, **GradConnections Weekly**, and to visit the webpage <https://grad.wisc.edu/uw-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 a pulse on programs offered by the following campus services as well.

- Writing Center [writing.wisc.edu/](http://writing.wisc.edu/)
- Grants Information Collection [grants.library.wisc.edu/](http://grants.library.wisc.edu/)
- Student Technology Training (STS) [sts.doit.wisc.edu/](http://sts.doit.wisc.edu/)
- Delta Program [delta.wisc.edu](http://delta.wisc.edu)
- UW Teaching Academy <https://teachingacademy.wisc.edu/>
- Morgridge Entrepreneurial Bootcamp <https://bus.wisc.edu/degrees-programs/non-business-majors/morgridge-entrepreneurial-bootcamp>

## XII. Teaching Fellows in Neuroscience (TFN)

NTP has instituted a program called Teaching Fellows in Neuroscience (TFN). The aim of the program is to allow interested NTP graduate students to obtain training in teaching while they maintain our traditional research-oriented training leading to a Ph.D. in neuroscience. TFN is designed for students who are interested in getting

faculty positions where teaching is a requirement of the job, such as at four-year liberal arts colleges where teaching is the primary obligation or at primarily research universities where the emphasis is on research but teaching and mentoring students is nonetheless an important aspect of the job.

NTP graduate students who complete the TFN program will be much more effective teachers since they will have seriously considered pedagogical practices for teaching neuroscience and received mentoring training and hands-on experience as a mentor of an undergraduate in a research setting. The TFN program will provide our graduate students with a distinct competitive advantage when they complete their research training and seek a faculty position.

To implement the TFN program the Program has partnered with several outstanding programs on the UW-Madison campus, the Delta Program and WISCIENCE, that have targeted the training of graduate students and faculty in teaching.

To apply for the certificate, students must submit the [Teaching Fellows in Neuroscience form](#) to the NTP office and, upon review and approval, will be awarded the certificate.

### **Teaching Fellows in Neuroscience Requirements**

#### Coursework

Graduate courses are an integral component of both the Delta and WISCIENCE programs. Graduate students can fulfill the requirements for the TFN certificate by taking one Delta or WISCIENCE course. The coursework must be taken before the Delta Internship. Examples of courses recently offered by both programs include:

- *Instructional Materials Development* - Graduate students work in partnership with faculty/staff to design and implement high quality instructional materials.
- *Informal Science Education for Scientists: A Practicum* - Participants learn to effectively communicate their disciplinary research to a wide array of audiences by examining informal communication strategies.
- *Diversity in the College Classroom* - Participants consider the complex issues of diversity and how to address them effectively in their courses.
- *The College Classroom* - Participants gain knowledge in the basics of learning theory and effective teaching methods, in addition to creating a teaching philosophy and designing a course curriculum. Offered in class and online for participants across the CIRTL Network.
- *The College Classroom: Effective Teaching with Technology* - Participants learn both how to incorporate technological tools into their teaching practices and how to develop and evaluate technology-based instructional materials.
- *Inquiry-based Biology Teaching* - In this graduate-level course, students build a foundation of knowledge about teaching biology at the college level. The course is both scholarly and practical in nature: students construct an understanding of fundamental principles and sound pedagogy that they apply to their own teaching.

#### Practical Experience

The second requirement, completion of the Delta Internship, is usually done during the semester that the graduate student is fulfilling the teaching requirement of the NTP. The Delta Internship Program provides practical experiences for participants to help them advance their training as teachers. Working in partnership with a faculty or instructional staff member, interns define a problem to be addressed (e.g. student misconceptions), and then devise and implement a solution and evaluate its efficacy for improving learning. The course aims to provide: (a) an intern learning community within Delta, (b) opportunities for peer and constructive feedback on teaching activities, (c) a chance to discuss relevant topics, and (d) a place for interns to reflect and translate their experiences into material for their teaching portfolio. Internships can include, but are not limited to:

- Adding an evaluation component to an existing course or laboratory;



- Curriculum (re)design and implementation;
- Instructional material design and implementation;
- Assistance with teaching a course.

### Mentor Training

The third and final requirement is to take the mentoring seminar, CBE 562: Research Mentor Seminar, which is typically taken in concert with a real mentoring experience in the student's research laboratory. There are many opportunities for mentoring of undergraduate students: the Biology 152 course requires sophomore undergraduate students to do a one-semester research project in a biology lab and numerous undergraduate summer research programs provide mentoring opportunities, in addition to undergraduates participating in laboratory research for independent study credit. The seminar addresses issues of effective communication and work habits, of diversity in the lab, and the use of scientific approaches to mentoring students.

## XIII. 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 on the Steering Committee**

While authority and governance on major issues remains with the Program faculty at large (see Program-Wide Meetings), the Steering Committee oversees most of the routine business of Neuroscience Training Program. The Steering Committee consists of twelve faculty members and two student representatives. Five faculty members are elected, and five are appointed by the Chair; the Director and Associate Director are *ex officio* members. Traditionally, students in the Program have played an important role in helping to define Program policies. Each year, students in the Program elect two student representatives to the Steering Committee. The student representatives attend all Steering Committee meetings and bring student views and concerns to the Committee and vice-versa. Effective from the December 2019 Steering Committee meeting, the 2 student representatives each have a vote for any non-faculty issues. The student representatives are excused from those parts of Steering Committee meetings that involve discussion of individual students and faculty in the Program.

### Program-Wide Meetings

Program-Wide Meetings are held twice yearly. All faculty and students in the Program are encouraged to attend. The purpose of these meetings is to keep members apprised of ongoing activities and business, receive standing committee reports, solicit new ideas or comments/suggestions, and vote on major issues, if necessary. Larger issues such as major changes in curriculum, seminar structure, or leadership issues will be discussed and voted upon in Program Meetings.

See the [Appendix](#) for current committee rosters.

### **Student Membership on Program Standing Committees**

There are openings for up to two students to serve on each of the Program's Standing Committees except for those dealing with individual students or faculty issues: Admissions, First Year Advisory, Faculty Trainers, and Student Funding Committees. At least one student will serve on each Committee during each academic year. A call for nominations of Committee representatives will be sent by the Program Office to all students once per academic year, generally prior to the fall semester. In the event that no student is elected or volunteers to participate on a particular committee, it is the responsibility of the student representatives to name a student to serve.

In addition to the responsibilities defined by their respective Committees, student committee members also are responsible for forwarding copies of any Committee minutes to the student representatives on the Steering Committee within one week of each Standing Committee meeting. Additionally, student members also will notify

all Program students of relevant meeting and event dates, proposed Program changes, and other matters of interest to students. This notification should occur within one week following the Committee meeting or two weeks before any such meeting, event or effective date of a proposed Program change, whichever is earlier.

### **NTP Standing Committees**

The list of current Standing Committees, including a description of the purpose of each Committee, is given below. Unless otherwise noted, the roles of the student members on each Committee are identical to those of faculty members.

#### Curriculum

The Curriculum Committee is responsible for proposing the general standards of the Program's core curriculum requirements for consideration by the Steering Committee and/or Program faculty. The Committee makes both broad and specific recommendations regarding course sequences and requirements, and it evaluates the appropriateness of a specific course for fulfilling these requirements.

#### First-Year Student Advisory

The First-Year Student Advisory Committee is faculty only and serves in lieu of an Advisory Committee for all first-year students in the Program, and the Committee is responsible for first-year students until they choose a major professor. The Committee advises students on all aspects of the Program throughout the first year, from orientation in the fall to choosing a major professor in the spring. It is also responsible for handling any student issues that may arise after the first year, including academic, personal, or disciplinary problems.

#### Diversity Enhancement

The Program makes vigorous efforts to encourage applications of admission by qualified minority students and to recruit these students to the Program. This committee is also responsible for identifying potential mentoring support in the years 2 until defense to promote retention of URM students. The Diversity Enhancement Committee oversees the Program's Diversity Enhancement Speaker Series, arranges visits by minority students from high schools and colleges, attends area recruitment fairs, helps coordinate the Program's participation in the IBS-SRP Neuroscience program and sends representatives to Universities with large minority enrollments in an effort to increase the number of minority student admissions. This committee is also responsible for including diversity and inclusion training in the weekly NTP seminar series (NTP 900).

#### Seminar Topics

This committee is responsible for the choice of seminar topics on the ballot for the Neuroscience seminar series, which is then selected by vote of the faculty and students. This entails surveying students and faculty for interesting topics and, when necessary, recruiting faculty to organize these seminars.

#### Neuroscience & Public Policy Program Steering Committee

This committee is responsible for exploring ways to increase Program visibility and recruitment of top applicants, exploring funding opportunities and the faculty on the committee review N&PP applicants and advice the NTP Admissions Committee on suitability of applicants to the N&PP programs. The Chair of this committee, elected by the committee, will serve as the N&PP Director for a 3-year term that is renewable once.

See the [Appendix](#) for current committee rosters.

### **GAINS (Graduate Association of Interdisciplinary Neuroscience Students)**

The Graduate Association of Interdisciplinary Neuroscience Students (GAINS) is a campus-recognized student organization. GAINS was established to

- 1) Foster community within the Neuroscience Training Program;
- 2) Facilitate communication between the students, administration, and university, and

### 3) Organize events related, but not limited to student development, enrichment, and outreach.

GAINS will serve as a collective voice for NTP students and act as a hub for student activities. All NTP students are automatically a part of the General Assembly of GAINS. General Assembly meetings will be held at least once a semester. Students will have the opportunity to run for elected positions during the fall semester. The elected positions of GAINS, each with a one-year term, shall be:

- President
- Vice President
- Operations Manager
- Social/Wellness Representative(s)
- Member-at-Large

Students serving on NTP committees (e.g. steering, outreach, recruitment, etc.) will be included in meetings with the GAINS Executive Board to provide updates on Program meetings. The GAINS constitution outlines the organizational structure/expectations and will be shared with all incoming students during orientation.

#### **NTP Outreach**

The NTP Outreach Committee spearheads outreach programming for the Program. This includes planning curriculum for events, working with the Program to obtain new outreach materials, and increasing the diversity of populations we reach with neuroscience outreach in the community.

#### Brain Awareness Week

The Program is involved in many outreach activities. The biggest outreach effort of the Program is Brain Awareness Week (BAW). BAW is a national outreach effort spearheaded by the Society for Neuroscience and the Dana Alliance. Each year, the Program participates in this campaign by providing brain information for free to children and adults. The Program typically sponsors various events, including Science Expeditions and a collaboration with the Madison Children's Museum to provide an educational experience for children and adults. Faculty and students volunteer their time to operate stations that children visit to learn more about the brain. Activities in the past have included optical illusions, memory testing, constructing a pipe cleaner neuron, exploring the senses, and seeing a human brain.

#### PEOPLE Program

The Neuroscience Training Program coordinates part of the curriculum for the PEOPLE Program. The PEOPLE Program is a UW-Madison based initiative to increase enrollment of underrepresented at UW-Madison. Students in the Madison, Milwaukee, and Racine school districts as well as several tribal schools are eligible to apply following their first semester in high school and participate in activities at UW-Madison each summer until they enroll in college. Successful completion of the PEOPLE Program, admission and satisfactory progress at UW-Madison guarantees a full tuition grant for up to five years. The Program coordinates the unit in neuroscience for students during their first summer at Madison, where graduate students serve as instructors. Generally, 10-12 graduate students from the Program participate in this activity. This is a unique initiative to increase diversity at UW-Madison and encourage interest in neuroscience.

#### Other Outreach Opportunities

The Program also visits area middle school classrooms by request. Graduate and undergraduate students, and faculty provide hands-on brain activities to students as well as families on occasions. Occasionally students are brought to the UW-Madison campus to learn about neuroscience from our faculty. Volunteers for these presentations are solicited via email. In addition, the Program regularly participates in other community outreach activities including family science nights/days at local schools.

## **Student Representation in Campus Governance**

### Associated Students of Madison (ASM)

The [Associated Students of Madison \(ASM\)](#) is composed of roughly 50 elected or appointed students, 50 student employees, 12 professional staff members, and 200 student appointees on committees that hold legal rights to recommend university policies, budgets, and candidates for UW employment. ASM allocates approximately \$51 million in segregated university fees each year and is responsible for management of the Student Activity Center, distribution of the student bus pass, and the day to day operations of StudentPrint. ASM is not a Registered Student Organization. The roles of ASM can be divided into three categories: direct action, governance, and service.

### Teaching Assistants' Association (TAA)

The [Teaching Assistants' Association](#) is the labor union representing all graduate student workers at UW–Madison (TAs, PAs, RAs, GAs, and Fellows). They are the oldest graduate employee union in the world. Organizing began in 1966 and the first contract with the university was completed in 1970.

### 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](#), 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 through [CFLI](#). Once registered through CFLI, registered student organizations are 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 to get involved at [wisc.edu/public-service/](http://wisc.edu/public-service/).

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

### Engagement with the Graduate School

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

The Graduate School's Multicultural Graduate Network, part of the Office of Diversity, Inclusion, and Funding, hosts events throughout the year that specifically target underrepresented and marginalized graduate students and their allies. Students interested in being part of such a campus-with community of diverse graduate students should visit <https://grad.wisc.edu/diversity/multicultural-graduate-network/> for additional information.

Underrepresented graduate students interested in engaging with others from similar academic programs should also explore opportunities to connect with their local Graduate Research Scholar community (<https://grad.wisc.edu/funding/graduate-research-scholars/>).

#### XIV. ADDITIONAL NTP EVENTS/PROGRAMS

##### **Neuroscience Research Symposium**

Every other year, the Program holds a Neuroscience Research Symposium at Promega and the BioPharmaceutical Technology Center Institute. The symposium includes research talks by students and faculty, a poster session, and a keynote speaker. The keynote speaker is typically a Distinguished NTP Alumnus Lecturer. All NTP students are expected to attend.

##### **Neuroscience Poster Fair**

Alternating with the Neuroscience Symposium, the Program sponsors a campus-wide neuroscience poster fair. The fair takes place on campus and generally between 25-30 posters are presented. This poster session is open to any neuroscientists on campus and researchers from outside the Program have participated every year. All NTP students are expected to attend.

##### **NTP Peer Mentoring Program**

The NTP Peer Mentoring program was created to foster reciprocal relationships between mentors (more advanced students) and mentees (incoming 1<sup>st</sup> year students) where both can learn and grow from each other's knowledge and experience. The goals of the NTP Mentoring program are as follows:

- Increase student satisfaction and retention.
- Contribute to a holistic student support system.
- Develop meaningful connections between new and more experienced students.
- Facilitate more opportunities for social and networking interactions within the wider NTP community.

Each incoming NTP student will be paired with a senior NTP student for the 1<sup>st</sup> year. The senior students will serve as mentors to provide new students with a variety of perspectives on everything from life in Madison, grad school, transitioning to a new town, lab rotations, etc. Current students are also invited to participate as mentees if they so choose. Mentors and mentees are expected to meet at least once per month, preferably in person but email, phone, or other forms of contact are acceptable when necessary. All mentors and mentees are required to attend the welcome event each Fall semester.

#### XV. 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 who pay segregated fees and are currently enrolled, but do not have an assistantship or fellowship can use the services of University Health Services (UHS), the campus health clinic. Many services are provided at no extra cost, including outpatient medical care during regular business hours, Monday through

Friday. UHS is located in the Student Services Tower at 333 East Campus Mall, 608-265-5000. For more info, visit the UHS web site at [www.uhs.wisc.edu](http://www.uhs.wisc.edu).

Prescription medications, emergency room visits, and hospitalization are not included in UHS benefits. Therefore, supplemental insurance covering these drugs and services is recommended for all students and is required for international students. The UHS Student Health Insurance Plan (SHIP) is an excellent option for many students. More information about SHIP is available here: <http://www.uhs.wisc.edu/ship/> .

### **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 segregated 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.

## **XVI. MISCELLANEOUS INFORMATION FOR NEW STUDENTS**

The Graduate School maintains a checklist for new graduate students at <https://grad.wisc.edu/new-students/>

### **Activate your NetID**

Students will need their 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 or [help@doit.wisc.edu](mailto:help@doit.wisc.edu) .

### **Tuition Account Refunds**

Set up e-Refund for direct deposits of refunds that post to the bank account in 1-3 business days. Students may enroll and manage their eRefund status/bank information on their MyUW Student Center.

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

Get your UW ID card - Wiscard - photo taken at the Wiscard Office ([wiscard.wisc.edu/contact.html](http://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.

### **Enroll in classes**

Incoming graduate students can enroll in late June or early July. You should receive instructions about enrollment from the Registrar's Office in early June.

### **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: <https://www.asm.wisc.edu/resources/buspass/>. Be sure to bring your UW Photo ID card. Prerequisite: You must be enrolled.

*(NOTE: Fall 2020 bus pass distribution will NOT be in person, but via online form request.)*

### **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:

<https://grad.wisc.edu/new-students/>

### **Graduate Student Life**

*Graduate Student Life* is published annually by the Graduate School and contains a wealth of essential information for new graduate student. It covers information about the city of Madison, student services, finances, employment, housing, transportation, shopping, local services, recreation, and healthy living. Check it out at <https://grad.wisc.edu/new-students/>

### **Attend Program Orientation Events**

We expect all incoming graduate students to attend these orientation events during Welcome Week:

- New student welcome (Monday morning)
- Chalk Talks (Monday afternoon, Tuesday afternoon, Thursday morning)
- Outreach training
- Peer Mentor kickoff event

### **Program Resources for Students**

Unlike a traditional department, the Neuroscience Training Program does not have centralized office space or mailboxes for our graduate students. Once a student joins a lab, office space and a mailbox will be provided there. Until that time, students are welcome to use the NTP office address (1111 Highland Ave, 9531 WIMR II, Madison, WI 53705) as a formal work address. ***(NOTE: Fall 2020 – snailmail is not being monitored on a regular basis!)***

Questions about HR or IT support can be directed to the [NTP office](#).

### **Intellectual Property**

Graduate students should seek to understand their rights and obligations related to intellectual property, including how patents and copyrights protect their work and when invention disclosure policies apply. This is especially important if there are special considerations related to external funding sources.

Faculty should discuss these topics with graduate students, making IP education part of their research culture. Graduate programs should keep abreast of educational opportunities on the topic of intellectual property and inform their graduate students and faculty about these.

The primary campus resource for intellectual property policy and information is the Office of the Vice Chancellor for Research and Graduate Education's website, <https://research.wisc.edu/intellectual-property/>. Additionally, the Graduate School Office of Professional Development maintains a collection of online resources aimed at highlighting intellectual property topics of interest to graduate students.



Information about intellectual property will be provided during NTP 700 (Professional Development) in the fall semester of the first year.

### **Assistance During the First Year and Later**

The first year of graduate school can be a challenging time in your life, with new surroundings and considerable demands on your time. While developing a sense of independence is important in a research program, students should be absolutely assured that we are here to help you with problems in any way we can, whether they be of a professional, academic, or personal nature. There are several resources available to all NTP students. The [First-Year Advisory Committee](#) oversees all issues and student plans relating to first-year students and is also charged with assisting students in later years. Students may consult with any of these members, who have a lot of experience in helping incoming students. [Sharon Kahn](#), Graduate Program Coordinator, and [Heidi Neeley](#), Outreach Specialist, are excellent sources of information about all aspects of the Program. Feel free to connect at any time. Please also note that the Program's Director, [Mary Halloran](#), would be happy to meet with you as well.

## **XVII. 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 <https://iss.wisc.edu/> or to schedule an appointment.

### **Mandatory Orientation**

The U.S. Department of Homeland Security requires you to register with UW-Madison prior to starting your program of study in the United States. By completing the Immigration Check and attending International Student Orientation (a mandatory orientation program for new students), you will fulfill this obligation. Visit <https://iss.wisc.edu/orientation/#iso-steps> for more information, including orientation dates and registration steps.

### **Student Visas**

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

### **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 232 Bascom Hall. The admissions requirements page <https://grad.wisc.edu/apply/requirements/> lists the documents required for each country.

*(NOTE: For 2020-21, these documents are being collected digitally.)*

### **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 <https://esl.wisc.edu/international-students/placement/>) and any required English course during their first semester.

### **Funding for International Students**

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

New international students with assistantships should work with International Students Services to obtain a social security number ([iss.wisc.edu/employment/social-security/](https://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, <https://iss.wisc.edu/employment/individual-taxpayer-identification-number-itin/>).

## XVIII. ADDITIONAL INFORMATION FOR ALL NTP STUDENTS

### **Primary Affiliation**

Although NTP students work and reside in the academic department of the major professor, NTP students only have a formal affiliation with the University of Wisconsin as a graduate student with the Neuroscience Training Program. Thus, whenever identification of a student's University home department is required, the Program and not your professor's department should be cited. It is important to include this identification when presenting research at scientific meetings or in publications. Students who received support from the Program's training grant at any time during the conduct of doctoral research should include the following statement on posters and in papers: *"Research reported in this publication was supported by the National Institute Of Neurological Disorders And Stroke of the National Institutes of Health under Award Number T32NS105602. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health."*

### **Membership in the Society for Neuroscience**

Student membership is available in the Society for Neuroscience at a nominal fee and all students in the Program are encouraged to join. Members of the Society receive an informative, bi-monthly newsletter, a listing in the Society's annual directory, eligibility to sponsor an abstract for presentation as first author, and reductions in the cost of publications and subscriptions. Membership forms are available on the Society for Neuroscience website (<http://www.sfn.org/>).

### **Guidelines for Reimbursement of Entertainment Expenses**

Typically, speakers in the Neuroscience Lecture Series and interviewing applicants meet with students and faculty in the Program for meals during their visits to Madison. The Program has funds to reimburse faculty and students for these meetings. In order to distribute these funds equitably, the following rules for reimbursement apply (in addition to state and/or federal rules).

NTP Students will be reimbursed for lunch only with guest speakers sponsored by the Program and applicants interviewing with the Program. Students are encouraged to go to lunch with other speakers, such as those who give departmental seminars, but reimbursement cannot be provided by the Program for these lunches. Reimbursement for alcoholic purchases is not allowable. Reimbursement rates for meals are available [here](#).

- To process a reimbursement, the Program Office needs the original receipt including **an itemized bill** for the cost of the lunch and a list of people who attended the lunch. If an itemized bill is unable to be provided by the restaurant, please notify the Program Office when the receipt is turned in. Reimbursement takes approximately 1-2 weeks.

Any variations from these guidelines must be approved prior to the event by the Program Office.

### **Graduate Student Vacation Policy**

Each student is expected to notify their PI and the NTP Office when they plan to take a vacation the semester PRIOR to the trip. This notification will serve to inform the Program that the student will be away from campus. NTP will assume the student has discussed the trip with the PI and was given permission by the PI to be away from lab. If a student is enrolled in classes, it is inadvisable to schedule a vacation during the semester.

### **Carnegie Initiative on the Doctorate**

The Carnegie Initiative on the Doctorate (CID) was a multi-year self-examination and experimentation project spearheaded by the Carnegie Foundation for the Advancement of Teaching. Six fields of student were selected: chemistry, education (educational psychology and curriculum and instruction), English, history, mathematics, and neuroscience. Department and programs from across the nation applied to participate. The Neuroscience Training Program was a partner department/program in the neuroscience section of the project.

Major accomplishments during the Program's participation in the CID include writing the description of prototypical Ph.D. recipient from the Neuroscience Training Program; conducting parallel surveys of current faculty and students; creating Double-Degree Program in Neuroscience and Public Policy (see page 15 for more information) and attending three meetings of participating programs at the Carnegie Foundation. Additional information is available online at (<http://www.carnegiefoundation.org>)

### **MS-Neuroscience**

The Program does admit anyone to an MS-Neuroscience degree program and does not award the MS degree under normal circumstances but may do so for students who have decided not to complete the requirements for the Ph.D. degree. Students wishing to be considered for a terminal MS-Neuroscience degree must:

- a) satisfactorily complete one year of coursework that covers molecular, cellular and integrative neurobiology
- b) complete 30 credits, 15 of which must be completed in courses numbered 700 or higher or in NTP courses 610, 611, 629, 630, 635, 670, 675, or in courses outside of the NTP that have been identified as graduate level
- c) participate for at least two semesters in the Neuroscience Seminar
- d) Submit a manuscript suitable for publication or the equivalent of part two of the preliminary exam to their Advisory Committee for approval. Approval should occur once the student has presented either option at their Advisory Committee meeting.

## I. APPENDIX: Questions to ask of Prospective Advisors

Adapted from [Integrated Program in Biochemistry \(IPiB\) Graduate Handbook](#)

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

What thesis projects would be available to me if I were to join your group?

Would these projects expose me to a variety of different approaches?

In general, how available will you be to answer questions I might have?

What is your philosophy regarding the amount of guidance the advisor should provide to a student during preparation of the thesis proposal, literature seminars, thesis, etc.?

What are your expectations for the amount of time I should spend each day/week in your group/lab?

What regularly scheduled activities (e.g., group meetings, joint group meetings, and research clubs) does your group participate in that provide an opportunity to get outside input on my (research) project and to hear about the work of other students and postdocs?

Do you encourage your students to attend seminars and journal clubs, including those that may be outside of their narrow field of interest/research?

Do students in your group/lab have the opportunity to attend professional meetings where they can interact with colleagues/researchers from other institutions?

Do you include your graduate students in professional activities that will familiarize them with their field of interest/research, such as reviewing manuscripts and meeting with visiting speakers?

How long do you think it should take me to get my degree?

What are your former graduate students (if any) doing now?

What is your general philosophy of graduate training and what goals do you have for your graduate students?

## UW-Madison PhD-Neuroscience Degree Plan – current term

### II. APPENDIX Degree Requirements (short form)

- Minimum credits: 51 graduate credits (i.e. numbered 300 and above)
  - 32 credits must be taken as a UW-Madison grad student and must be completed prior to achieving dissertator status
  - 26 credits must be graduate coursework credits (course numbered 700+ or has grad coursework designation)
- Maintain GPA = 3.0
- Course Requirements:
  - NTP 610, Cellular and Molecular Neuroscience (4 cr)
  - NTP 700, Professional Development for Graduate Students in Biomedical Sciences (1 cr)
  - NTP 611, Systems Neuroscience (4 cr)
  - NTP 701, Experimental Design (1 cr)
  - Statistics/Quantitative Methods (as determined by student's advisory committee)
  - Mid-level courses – one in Cellular/Molecular/Developmental Neuroscience and one in Systems/Behavioral Neuroscience (see list of approved courses on NTP website)
  - NTP 900, Neuroscience Seminar (every fall and spring) (1 cr)
    - Students in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> year – one subgroup each semester
    - Students in 4<sup>th</sup> year and beyond – one subgroup each year
    - All are required to present 2 subgroup talks – one by the end of the 2<sup>nd</sup> year
    - All are required to present a research talk. This is related to, but not part of the Prelim Exam
  - NTP 990, Research and Thesis credits (every fall/spring/summer)
- Preliminary Exams
  - Outside Area Paper (2<sup>nd</sup> semester of 2<sup>nd</sup> year)
  - Dissertation proposal (summer between 2<sup>nd</sup>/3<sup>rd</sup> year or 1<sup>st</sup> semester of 3<sup>rd</sup> year)
- Dissertator status
  - Completion of coursework + qualifying exams advances student to “Dissertator” status
  - Once a dissertator, continuous fall/spring/summer enrollment for 3 credits is required.
  - The Graduate School requires completion of Ph.D. within 5 years of reaching dissertator status.
- Ethics Requirement
  - 1<sup>st</sup> year - Complete NTP 700. Course will cover all 9 NIH RCR topics led by NTP faculty
  - 2<sup>nd</sup> and 3<sup>rd</sup> year: students complete 2 ethics seminars each year in the Program
  - 4<sup>th</sup> year and beyond: students complete 1 ethics seminar each year in the Program
- Teaching Requirement
  - One semester of teaching is required, satisfied by one of these options:
    - a formal TA position
    - teaching in the PEOPLE program in summer (fulfills ½ of the requirement; can be repeated)
    - an informal TA position for a subgroup (fulfills ½ of the requirement and can only be done once)
- Advisor and Committee
  - Primary Advisor must be a Trainer in NTP and is Chair of the Advisory Committee.
  - At least five members of the Committee must be tenure-track or tenured professors at UW-Madison.
  - At least three members of the Committee should be NTP Trainers.
  - Three different areas of neuroscience or approaches to neuroscience must be represented
- Committee meetings
  - Non-dissertators are required to have a committee meeting every semester.
  - Dissertators are required to meet with the committee once a year
- Certification forms
  - Cert I: completed at first committee meeting (by fall of 1<sup>st</sup> year)
  - Cert IIa: completed at Outside Area Paper defense (should be spring of 2<sup>nd</sup> year)
  - Cert IIb: completed at Proposal defense (should be complete by end of 1<sup>st</sup> semester, 3<sup>rd</sup> year)
  - Cert III: Completed 6 months in advance of final defense

## **UW-Madison N&PP Degree Plan – current term**

### III. APPENDIX NTP Travel Award Information

Information about travel awards will be forthcoming.

#### IV. APPENDIX Graduate Association of Interdisciplinary Neuroscience Students (GAINS)

The Graduate Association of Interdisciplinary Neuroscience Students (GAINS) was established to

- 1) Foster community within the Neuroscience Training Program;
- 2) Facilitate communication between the students, administration, and university, and
- 3) Organize events related, but not limited to student development, enrichment, and outreach.

GAINS will serve as a collective voice for NTP students and act as a hub for student activities. All NTP students are automatically a part of the General Assembly of GAINS. General Assembly meetings will be held at least once a semester. Students will have the opportunity to run for elected positions during the fall semester.

The elected positions of GAINS shall be the

- President
- Vice President
- Operations Manager
- Social/Wellness Representative(s)
- Member-at-Large,

each with a one-year term. Students serving on NTP committees (e.g. steering, outreach, recruitment, etc.) will be included in meetings with the GAINS Executive Board to provide updates on Program meetings. The GAINS constitution outlines the organizational structure/expectations and will be shared with all incoming students during orientation.



V. APPENDIX – Welcome Week events

**NTP Welcome Week 2020**

**Monday, August 24:**

**9:00-11:00am – Orientation** (1<sup>st</sup> Year Committee and incoming 2020 Cohort)

<https://us02web.zoom.us/j/84152528864pwd=UIJxcFM1UzhFWTNqYS9RRnIRU0dRdz09>

Meeting ID: 841 5252 8864 Passcode: 697143

**1:15-1:30 – Log into BBC** for a quick tour of the technology

**1:30-5:00 – Chalk Talks**

BBC Ultra - <https://us.bbcollab.com/guest/85f2a1148bc7462f8339e62f70dafe8e>

(Access is also available through the Canvas Orientation page)

**Tues, August 25**

**12-12:30 – Meet’n’Greet with current students** (feel free to bring lunch!)

*link tbd*

**12:30-1:00 – Outreach training** – (Charlene Rivera -Bonet-, Kendra Hanslik & Claire Erickson)

**1:30-5:00 – Chalk talks**

BBC Ultra - <https://us.bbcollab.com/guest/85f2a1148bc7462f8339e62f70dafe8e>

(Access is also available through the Canvas Orientation page)

**Wed, August 26**

**11:00-4:30 – Graduate School-New Graduate Student Welcome (online)**

**6:00-7:30 pm – Peer Mentor Kickoff**

BBC Ultra - <https://us.bbcollab.com/guest/85f2a1148bc7462f8339e62f70dafe8e>

(Access is also available through the Canvas Orientation page)

**Thurs, August 27**

**9:00-10:00 – NTP Chalk Talks**

BBC Ultra - <https://us.bbcollab.com/guest/85f2a1148bc7462f8339e62f70dafe8e>

(Access is also available through the Canvas Orientation page)

**10:00-11:15 – UW Grad School Bias Training**

Register here: [https://bit.ly/register\\_bias\\_2020](https://bit.ly/register_bias_2020)

**11:45-12:00 – DELTA Introduction**

BBC Ultra - <https://us.bbcollab.com/guest/85f2a1148bc7462f8339e62f70dafe8e>

(Access is also available through the Canvas Orientation page)

**5:00-6:00pm – GAINS Kick-Off!**

*Join us for an introduction to the Graduate Association for Interdisciplinary Neuroscience Students (GAINS). The goal of this meeting is to introduce GAINS as an organization to NTP students and provide information on its functioning and how to be involved.*

<https://uwmadison.webex.com/uwmadison/j.php?MTID=m40342bc00ce2c67abefbca2231c3402c>

Meeting number (if calling in): 120 438 7341 Password (if calling in): 1234

**Tue, September 1**

**First Day of Classes!**

## VI. APPENDIX – NTP Rotation Selection Guidelines

### NTP ROTATION SELECTION GUIDELINES

Identifying 3 rotation labs can be an exciting, yet overwhelming process. To begin the process, you should contact faculty of interest and arrange a time to meet, discuss your questions and obtain more information about their lab. Remember, each lab rotation is expected to last 6-8 weeks in length.

#### Steps for setting up rotations:

- Contact faculty and meet with a few you are interested in rotating with (~2-6)
- Arrange rotation slots—maximum 8 weeks each, can be less
  - September-October
  - November-December
  - January-February
- Inform the NTP office your first rotation lab choice and planned time period

#### Appropriate questions to ask professors during a meeting would be the following:

1. How many permanent positions are available in your lab?
2. Is the funding for these positions awarded (available now) or pending (waiting to hear)?
3. Describe your ideal student.
4. How many other students have you agreed upon to rotate in your lab? What are my chances of being able to do a rotation in your lab?
5. What are the expectations of rotating students and students who have joined your lab?
6. Hours: What is the expected minimum and maximum number of hours per week?
  - a. Do students work every weekend, or weekends on an as needed basis?
7. What is the average time to degree for the students in your lab? What is the average number of first authored papers your students graduate with?
8. How accessible will you be during the rotation period?
  - a. (For example: Do students work directly with you (the major professor) or mainly with Postdocs? Will your responsibilities allow you to be present during the rotation period?)
9. How do you encourage independence in the lab?
10. What are the major techniques being used in the lab and what can I reasonably expect to learn during the rotation? Who will train me in the necessary techniques?
11. When will you be making your final decisions about accepting students into your lab as permanent members?

VII. APPENDIX – NTP Fall 2020 Rotation Guidelines  
**NTP Rotation Guidelines - Fall 2020**

Individual faculty should design rotation experiences that best suit the type of research they do, with consideration for the current campus COVID research restrictions. We expect that most rotations will have a hybrid format with a combination of virtual and in-person components. Faculty should work with their home departments/centers to ensure that in-person rotation activities are in compliance with their department and building safety plans.

We are moving toward a structure in which rotations are completed during the fall semester and students join a permanent lab in January, in line with other bioscience graduate programs on campus. While rotation length can vary, most rotations should be 4-5 weeks in length.

Approximate suggested rotation dates:

- Rotation 1 (Sept. 1 – early Oct.),
- Rotation 2 (early Oct. – early/mid Nov.)
- Rotation 3 (early/mid Nov. – mid Dec.).

Students are required to follow the [CDC safety guidelines](#) and COVID19 requirements as specified by your site. In addition, students are required to self-quarantine as recommended by the [CDC](#) and [State of WI](#).

Graduate students newly arrived in Madison are encouraged to take advantage of the campus COVID-19 testing, available freely on campus. Info is here:

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

Recommendations for mentors of rotating students:

- **Include at least some in-person work if possible**, as that is the best way for students to experience the research work and the lab culture.
- **Use Chalk Talks as an initial forum to describe your approach to rotations** (i.e. virtual vs. in-person structure). Discuss the rotation structure and expectations with the student before beginning the rotation.
- **Discuss social distancing, maximum occupancy, occupancy times, and other policies related to COVID restart policies for your lab and school.** Note that these may differ across labs, buildings and schools, do not assume your rotator knows the rules for your school/building/lab. Confirm that rotators are well-informed of any specific building access protocol that will affect them.
- **Articulate to students that the main goal of rotations is to ensure that you and student have sufficient resources to make an informed match.**
- **Schedule frequent meetings with rotators.** Because conversational / informal interactions will be limited, intentional planning is essential. Provide opportunities for mentees to lead some of the meetings. We recommend meeting at least twice weekly (they need not be long meetings).
- **Communicate with rotators more frequently than you have in previous years.** Use email, MS teams, and other communication forms for frequent check-ins to make sure rotators have opportunities to ask questions and express concerns.
- **Establish clear expectations and articulate them before the rotation begins.** Lab time may be limited, so alternative learning opportunities are great ways to evaluate

mentees. These include co-review of manuscripts, thought experiments, preparation of figures, writing of mini-reviews and mini-reports of lab experiments.

- **Structure opportunities for rotating students to interact with other lab members.** It is important for your team members and rotating students to understand your community – you can schedule virtual journal clubs, virtual lab meetings, or informal get togethers to enable all members to interact.
- **Make yourself available for questions.**
- **Consider planning an evaluation session for the last week of the rotation.**

**Some technical details:**

- (1) Rotation students do NOT need to be added to individual lab Phase 2 OVCRGE plan but PIs do need to include rotation students in their adherence to all other campus/school/building restrictions in terms of personnel densities etc. with the one exception listed next.
- (2) Rotation students may work closer than 6 feet away from their mentors for brief periods of time not exceeding 1 hour/day for procedures that require such closeness. Normally such work would require an exception that would need to be approved but this is being allowed by the OVCRGE for rotation students during their training. Masks are required at all times anyway, but it is worth reiterating this point for close contact work.

**Relevant resources:**

SMPH Smart Restart Plan: <https://intranet.med.wisc.edu/smph-smart-restart-plan/>

COVID-19 information for Grad Students: <https://grad.wisc.edu/covid19/>

UW Research Reboot information: <https://research.wisc.edu/research-reboot-phase-2/>

VIII. APPENDIX – NTP Certification Forms and Advisory Committee Report Form

**Committee Meeting Forms (<https://ntp.neuroscience.wisc.edu/forms/> )**

The following forms must be completed at each of your advisory committee meetings as indicated in their descriptions and turned into the NTP office.

1. [Certification Form I](#)

Description: This form is to be completed at your first committee meeting.

2. [Certification Form IIa](#)

Description: This form is to be completed at the outside area paper presentation meeting.

3. [Certification Form IIb](#)

Description: This form is to be completed at the proposal defense meeting.

4. [Certification Form III](#)

Description: This form is to be completed at a meeting prior to dissertation writing and defense, usually ~6 months in advance of the defense.

5. [Advisory Committee Report](#)

Description: This form is to be completed at regular committee meetings, except when Certification Forms are completed.

## IX. APPENDIX – Recommended Timetable for Student Progress

Departure from the timetable may occur, but this timetable is the norm that is expected

Year 1	Year 2	Year 3	Year 4	Year 5
<b>Fall:</b> <ul style="list-style-type: none"> <li>NTP/NEURODPT 610 (Cellular and Molecular Neuroscience)</li> <li>NTP 700 (Professional Development for Biomedical Graduate Students)</li> <li>NTP 900 (Neuroscience Seminar)</li> <li>Possible elective course</li> <li>Complete 2-3 Lab Rotations (NTP 990) and submit report to NTP Office.</li> <li>Meet with First Year Committee member.</li> </ul>	<b>Fall:</b> <ul style="list-style-type: none"> <li>NTP 900 (Neuroscience Seminar)</li> <li>NTP 990 (Research and Thesis)</li> <li>Possible elective course</li> <li>Attend an ethics seminar and report attendance to NTP Office.</li> <li>Meet with Advisory Committee no later than the third week of the fall semester. Submit Cert I form to NTP Office.</li> </ul>	<b>Fall:</b> <ul style="list-style-type: none"> <li>NTP 900 (Neuroscience Seminar)</li> <li>NTP 990 (Research and Thesis)</li> <li>Attend an ethics seminar and report attendance to NTP Office.</li> <li>Complete Prelim II: Proposal Defense. Submit request for Prelim Warrant to NTP Office 3 weeks in advance.</li> <li>Upon completion of Prelim, submit Cert IIb form and signed Prelim Warrant to NTP Office.</li> <li>Present thesis research in Neuroscience Seminar.</li> <li>Conduct thesis research.</li> </ul>	<b>Fall (DISSERTATOR):</b> <ul style="list-style-type: none"> <li>NTP 900 (Neuroscience Seminar)</li> <li>NTP 990 (Research and Thesis)</li> <li>Attend one ethics seminar this year and report attendance to NTP Office.</li> <li>Meet with Advisory Committee no later than the third week of the fall semester. Submit Committee meeting form to NTP Office</li> <li>Conduct thesis research</li> </ul>	<b>Fall (DISSERTATOR):</b> <ul style="list-style-type: none"> <li>NTP 900 (Neuroscience Seminar)</li> <li>NTP 990 (Research and Thesis)</li> <li>Attend one ethics seminar this year and report attendance to NTP Office</li> <li>Meet with Advisory Committee no later than the third week of the fall semester to decide format and content of dissertation. Submit Cert III form to NTP Office.</li> <li>Conduct thesis research</li> </ul>
<b>Spring:</b> <ul style="list-style-type: none"> <li>NTP/NEURODPT/PSYCH 611 (Systems Neuroscience)</li> <li>NTP 900 (Neuroscience Seminar) – likely assigned as subgroup speaker</li> <li>Possible elective course</li> <li>Select your major professor. Submit Advisor Approval form to NTP Office.</li> <li>Attend an ethics seminar and report attendance to NTP Office.</li> </ul>	<b>Spring:</b> <ul style="list-style-type: none"> <li>NTP 900 (Neuroscience Seminar)</li> <li>NTP 990 (Research and Thesis)</li> <li>Complete all course requirements.</li> <li>Attend an ethics seminar and report attendance to NTP Office.</li> <li>Complete Prelim I: Outside Area Paper component. Submit Cert IIa form to NTP Office.</li> </ul>	<b>Spring (DISSERTATOR!)</b> <ul style="list-style-type: none"> <li>NTP 900 (Neuroscience Seminar)</li> <li>NTP 990 (Research and Thesis)</li> <li>Attend an ethics seminar and report attendance to NTP Office.</li> <li>Conduct thesis research</li> </ul>	<b>Spring (DISSERTATOR):</b> <ul style="list-style-type: none"> <li>NTP 900 (Neuroscience Seminar)</li> <li>NTP 990 (Research and Thesis)</li> <li>Complete subgroup presentation requirement.</li> <li>Conduct thesis research</li> </ul>	<b>Spring (DISSERTATOR):</b> <ul style="list-style-type: none"> <li>NTP 900 (Neuroscience Seminar)</li> <li>NTP 990 (Research and Thesis)</li> <li>Complete dissertation and oral defense. Submit request for Final Warrant to NTP Office 3 weeks in advance.</li> <li>Deposit dissertation digitally to the Graduate School. Provide copies to the NTP Office.</li> </ul>
<b>Summer:</b> <ul style="list-style-type: none"> <li>NTP701 (Experimental Design and Statistical Methodology)</li> <li>NTP 990 (Research and Thesis)</li> <li>Select Advisory Committee members. Submit form to NTP Office for approval.</li> </ul>	<b>Summer:</b> <ul style="list-style-type: none"> <li>NTP 990 (Research and Thesis)</li> </ul>	<b>Summer (DISSERTATOR):</b> <ul style="list-style-type: none"> <li>NTP 990 (Research and Thesis)</li> </ul>	<b>Summer (DISSERTATOR):</b> <ul style="list-style-type: none"> <li>NTP 990 (Research and Thesis)</li> </ul>	

\*NOTE: Each student is expected to complete the equivalent of one semester of teaching. Once complete, you should report your experience to the NTP Office. Students are encouraged to plan the timing of this experience.

X. APPENDIX – Current NTP Committee Roster (2020–2021)

<p><b><u>Steering</u></b>          Josh Cisler (exp 2021)          Xin Huang (exp 2021)          Tracy Baker (exp 2022)          Mike Koenigs (exp 2022)          Darcie Moore (exp 2022)          Ari Rosenberg (exp 2022)          Mike Cahill (exp 2023)          Marina Emborg (exp 2023)          Mrinalini Hoon (exp 2023)          Tyler Ulland (exp 2023)  <u>Students:</u> Lizzi Holland (exp. 23)          Zarmeen Zahid (exp. 21)  <u>Ex officio:</u> Director: Mary Halloran          Assoc Dir: Corinna Burger          Grad Coord: Sharon Kahn          Outreach Spec: Heidi Neeley</p> <p><b><u>Admissions</u></b>          Mary Halloran, chair (12-present)          Matt Banks (12-present)          Corinna Burger (14-present)          Tim Gomez (16-present)          Ben Parrell (20-present)          Raunak Sinha (19-present)  <u>Students:</u> Lauren English          Akshay Kohli  <u>Ex officio:</u> Grad Coord: Sharon Kahn          Outreach Spec: Heidi Neeley</p> <p><b><u>First Year Advisory</u></b>          Jyoti Watters, chair (cmte, 18-present; chair 20 – present)          Ryan Herringa (18-present)          Xin Huang (20-present)          Raunak Sinha (18-present)  <u>Ex officio:</u> Director: Mary Halloran          Grad Coord: Sharon Kahn</p> <p><b><u>Faculty Trainers</u></b>          Mary Halloran, Chair (14-present)          Brad Postle (19-present)          vacancy</p> <p><b><u>Seminar Topics</u></b>          Matt Jones, chair (16-present)          Reid Alisch (14-present)          Xin Huang (16-present)          Darcie Moore (16-present)          Luigi Puglielli (06-present)  <u>Students:</u> Graham Findlay          Russell Taylor  <u>Ex officio:</u> Director: Mary Halloran          Grad Coord: Sharon Kahn</p>	<p><b><u>Student Funding</u></b>          Mary Halloran, Chair          Matt Banks (10-present)          Tim Gomez (20-present)</p> <p><b><u>Curriculum</u></b>          Corinna Burger, chair (19-present)          Anita Bhattacharyya (18-present)          Seth Blair (02-present)          Masatoshi Suzuki (10-present)          Tracy Baker-Herman (12-present)          Craig Berridge (12-present)  <u>Students:</u> Lauryn Campagnoli (continuing)          Cameron Casey (continuing)  <u>Ex officio:</u> Grad Coord: Sharon Kahn          Outreach Spec: Heidi Neeley</p> <p><b><u>Diversity Enhancement</u></b>          Corinna Burger (08-present), Chair          Ozioma Okonkwo (18-present)          Raghu Vemuganti (10-present)          LaTasha Crawford (19-present)          Brad Postle (19-present)          Jayshree Samanta (19-present)  <u>Students:</u> Josh Cruz          Lauren English          Jasenia Hartman          Alejandra Canales          Grace George  <u>Ex officio:</u> Grad Coord: Sharon Kahn          Outreach Spec: Heidi Neeley</p> <p><b><u>Recruiting</u></b>          Darcie Moore (19-present)          Brittany Travers (19-present)          Ari Rosenberg (19-present)  <u>Students:</u> Karly Cody          Lauryn Campagnoli          Kendra Hanslik          Akshay Kohli          Olivia Sargent          Zarmeen Zahid  <u>Ex officio:</u> Grad Coord: Sharon Kahn          Outreach Spec: Heidi Neeley</p>
--	--



XI. APPENDIX – Teaching Fellows in Neuroscience Application Form

**Teaching Fellows in Neuroscience**

Please outline below the courses/workshops/activities you completed to earn the Teaching Fellows in Neuroscience (TfN) certificate. Please submit the completed document to the Neuroscience Training Program office.

1. Delta course(s) taken prior to completing the Delta Internship. Please include when the coursework was completed.
  
2. Delta Internship: What course did you teach and when, what problem did you address? How did you address it and what were the results?
  
3. Mentor training: When did you complete the mentor training course, CBE 562: Research Mentor Training?

Overall, what was your experience like while obtaining the TfN certificate?

Do you have suggestions for improving TfN?

Other comments?