Graduate Program in Clinical Investigation

Handbook 2012-2013
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Graduate Program in Clinical Investigation
HANDBOOK 2012-2013

This handbook provides basic information about the Graduate Program in Clinical Investigation (GPCI) for current and prospective graduate students, their advisors and major professors. Enrolled students are responsible for knowing the policies and requirements of the program as described in this document. Any questions about these requirements may be directed to the program coordinator, Debora Treu, at dltreu@wisc.edu.

PROGRAM OVERVIEW

The 2007 funding of UW Institute for Clinical and Translational Research (ICTR) through the NIH Clinical and Translational Science Award (CTSA) facilitated UW-Madison's ability to offer a complete spectrum of graduate programs in clinical research. The Graduate Program in Clinical Investigation (GPCI) is a complement to the areas of clinical research training emphasized by the graduate program in Population Health Sciences. The focus of the GPCI is to provide physicians, clinical scientists and other health care professionals the knowledge and skills needed to conduct and translate basic science discoveries into clinical applications through patient (human or animal)-oriented research – or what is commonly known as “bench to bedside” research. Patient-oriented research includes the study of disease, therapeutic interventions, development of new technologies, and clinical trials.

The ICTR is the administrative home for the degree programs which are jointly governed by representatives of the Institute’s academic partners: Schools of Medicine and Public Health, Nursing, Pharmacy, Veterinary Medicine, College of Engineering and Marshfield Clinic. Faculty from these academic partners serve as instructors, advisors and leaders to provide graduate programs that will prepare multidisciplinary clinical-scientists to do research in the next century.

The curriculum draws from existing courses in the various partner schools, but also includes new courses developed specifically for the GPCI. Together, these courses provide a solid foundation in research methods and analysis, including biostatistics, study design, and ethical and responsible conduct of research. Students pursue their own areas of specialization in patient-oriented clinical research through electives and research.

The graduate program in Clinical Investigation welcomes students who wish to pursue a research career in academia, industry, at research institutes, or with health or regulatory agencies. To accommodate the complex schedules of clinicians and students, the GPCI program has flexible course schedules for both full- and part-time enrollment. Our aim is to offer courses at times and using instructional technology that will serve the schedules of busy healthcare professionals.

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

- Independently lead, manage, design, execute, interpret and report multidisciplinary therapeutic intervention studies (e.g. those involving drugs, devices, behavioral modifications, surgery, nerve stimulation, diet, or similar mechanisms) in an ethically sound and responsible manner;

- Disseminate knowledge through teaching and advising students;

- Assume leadership roles in higher education or industry; and

- Establish a national reputation as a leader in a given area of expertise.
ORGANIZATION AND STRUCTURE

Graduate School
The UW-Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The doctor of philosophy is the highest degree conferred at UW-Madison. It is never conferred solely as a result of any prescribed period of study, no matter how faithfully pursued. Rather, a PhD is a research degree and is granted on evidence of distinctive attainment in a specific field and on ability for independent investigation as demonstrated by a dissertation presenting original research or creative scholarship with a high degree of literary skill. The Institute for Clinical and Translational Research administers the Graduate Program in Clinical Investigation under the authority of the Graduate School. If completed successfully, the Program's minimum requirements meet all Graduate School requirements for conferring a Ph.D. or M.S. degree. The Program is designed to prepare students for outstanding professional careers in clinical investigation.

GPCI Executive Committee
The GPCI Executive Committee (EC) has the authority to establish degree requirements beyond the minimum required by the Graduate School. The policies described in this handbook have been approved by the EC and are subject to periodic review and update. Day-to-day program administration is delegated to the Program Coordinator and the Program Faculty Director. The EC, aided by Program staff and faculty and related Standing Committees (Admissions, Curriculum) provides guidance to students and faculty with regard to Graduate School and Program requirements, and arbitrates any requests for exceptions to them.

DEGREE SUMMARIES

MS In Clinical Investigation

Learning Objectives
In order to achieve the program’s goals, M.S. students will learn to:
1. Determine when it is and is not appropriate to use a multidisciplinary patient-oriented research design to investigate a therapeutic problem.
2. Conceptualize and design multidisciplinary patient-oriented research protocols.
3. Execute multidisciplinary therapeutic intervention studies.
4. Interpret and report research findings using the expertise of collaborators in multiple disciplines.
5. Contribute to the leadership of programs that integrate clinical and translational science across multiple departments, schools and colleges, clinical and research institutes, and healthcare delivery organizations.
6. Translate research from the laboratory to the clinic through technological innovations, such as drug therapies, medical devices or biological materials ("bench to bedside"), as an active participant in a multidisciplinary clinical research team.

MS Curriculum
Below is a listing of required courses and research requirements for a Master of Science in Clinical Investigation. Thirty-five credits of coursework and research must be completed for the M.S. degree.

1. A graduate entry level biostatistics course (3 credits). Possible course selections include BMI 541 (Fall): Introduction to Biostatistics, Stat 571(Fall): Statistical Methods for Bioscience, or an equivalent course.
2. **Family Medicine 701: Perspectives in Multidisciplinary Clinical and Translational Research** (3 credits, Spring). An overview of clinical investigation and translational research

3. **Population Health Sciences 797: Introduction to Epidemiology** (3 credits, Fall).

4. **One lecture course in ethical conduct of research** selected from the following list of courses or an equivalent course that meets the approval of the Faculty Governance Committee (1-2 credits).
   - a) **Vet Med/Surgical Science 812: Research Ethics and Career Development** (2 credits, Fall).
   - b) **Med Hist 545: Ethical and Regulatory Issues in Clinical Investigation** (1 credit, Fall).
   - c) **Nursing 802: Ethics and Responsible Conduct of Research** (1 credit, Spring).
   - d) **Oncology 675: Appropriate Conduct of Science** (listed as "Advanced or Special Topics", 1 credit, Spring).

5. **An intermediate statistics course** (3 credits). Course selection must meet the approval of the graduate program and be applicable to the students’ area of research.

6. **Biostatistics and Medical Informatics 542: Introduction to Clinical Trials I** (3 credits, Spring). Course emphasis is on clinical trials study designs. BMI 541 is a prerequisite for enrolling in BMI 542.

7. **Biostatistics and Medical Informatics 544: Introduction to Clinical Trials II** (3 credits, Fall). Course emphasis is on clinical trial implementation and management, regulatory requirements, and data collection and management strategies.

8. **Nursing 705: Seminar in Interdisciplinary Clinical Research Evidence** (2 credits, Summer).

9. **Biostatistics and Medical Informatics 699: Multidisciplinary, Patient-Oriented Research Seminar** (1 credit, one semester)

10. **Research Requirement: ### 990 (6 credits)**

The MS degree requires students to formulate a research question, investigate a problem/issue, report the results and discuss the findings and implications of a study. Please see below, **Thesis Requirements and Guidelines.**

**Elective Courses (6 credits)**
Students will work with their major advisor to determine appropriate electives. Electives may be distributed in order for the student to acquire specialized knowledge and skills or they may be focused in a single area in order to receive specific training in an area of expertise, such as genetics, biomedical engineering or ethics. Electives should be taken to advance the student’s understanding of a specific methodology, statistical design, academic writing, or area of expertise.

**Prior Coursework**
Since many students will be working professionals with degrees, the program will maintain flexibility by considering students’ prior coursework and learning experiences in their plan of study. These strategies offer flexibility and variability in methods, analysis and specialized content and skill development as students proceed through the Program. Furthermore, the course requirements build on existing clinical research certificate programs so that students are able to waive courses in the GPCI that were taken while in a certificate program.

**Thesis Requirements and Guidelines**

**What is a thesis and how does a MS differ from a PhD?**
This question is eloquently addressed through the words of Dr. Ian M. Bird who wrote, “Both a Masters and PhD require formulation of a question, investigation of the question, reporting of the results and a discussion of the immediate implications. The difference between the two degrees (Masters vs. PhD) is
the extent of the investigation and, most importantly, the extent to which the findings are discussed beyond the immediate objective/conclusions."

Put another way a Masters is exactly that, Mastery of Science i.e. excellence of investigative technique/ability in an ongoing project, knowledge and understanding of Methods including principles, quality of data collection, appropriate analysis of data and an understanding of the meaning of the outcome. The background knowledge of the literature and the discussion of the data is more in relationship to that needed to undertake the work and publish the data. As a rule the successful completion of the study and publication of the data is largely sufficient in itself and as such the Masters thesis could quickly be prepared around a shell of say two manuscripts. The final chapter should include some more general discussion but the extent to which this is undertaken is not that great in most cases. Most commonly this is actually drawn out from the student in the thesis exam.

What are the components of a MS thesis and what format should I follow when writing it?
The MS thesis comprises a detailed report on the project approved by the student's 3-member MS committee. Masters students in the Graduate Program in Clinical Investigation are expected to complete an independent research project and write and defend their work with their 3-member advising committee to complete the MS thesis requirement. The MS thesis for the GPCI can take two forms: 1) technical report or 2) traditional thesis. A technical report addresses a scientific problem or project of a substantial nature. The general requirement for the report is that it treats some significant scientific problem or project in sufficient depth to contribute to clinical or translational knowledge. The report should be conducted and prepared in a manner that is suitable for publication in a national journal. Alternatively, a traditional thesis may be prepared and defended to the student's three-member advising committee. A traditional thesis will generally involve more substantial research than a technical report, and may be suitable for publication in a national academic journal. The research must be unique and on a contemporary topic. Students should consult with their major professor regarding the quality and content of thesis research.

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

Is a publishable/published literature review adequate for my MS thesis?
No. Students should complete an entire research project and prepare a scientific report as described in the previous question. However, during your first summer of coursework, you are expected to conduct and prepare a literature review as a final assignment for Nursing 705. This assignment provides an excellent “jump start” for the Introduction section of your thesis manuscript.

What are common mistakes that should be avoided when preparing my MS thesis manuscript?
Again, the answer to this question is drawn from the wisdom of Dr. Ian M. Bird.

- Pasting methods from the proposal but failing to update and/or correct the tense. This shows a poor focus/rushed approach. Also incomplete methods or sources information.
- Lack of any abstract at all.
- Inconsistent abbreviations due to changes between 'papers'.
- Conclusions in a ‘paper’ style results chapter that are ignored or contradictory to the final conclusions and not explained or discussed further
- Completely ignoring any opposed view from another lab even if they are 'obviously wrong'.
- Graphs or tables which are incompletely titled/labeled and no mention of n values in legends.
- Failure to acknowledge other peoples work/data. The fact the student may not have collected all the data is not the issue but integrity is.
- Use of wooly language - the most common of all is saying two things were different or one increased but then showing a lack of significance. So what is meant by 'different'?
- Use of pages of text when one good diagram would work a lot better.
When should I begin a research project so that I can complete the MS thesis requirement in a timely way?
By the end of your first semester of coursework, you should have met with your advisor to discuss research topics and project ideas. During your subsequent semesters of coursework, you will have further opportunities to develop a research proposal. During the final year of coursework, you should be conducting your research project and meeting frequently with your major advisor who will monitor your progress and provide feedback while conducting your project. Near the end of the final year of coursework, you should have completed your project and begun to prepare your thesis manuscript.


Completion of Degree/Degree Warrants

You must meet both departmental and the Graduate School requirements for graduation. It is your responsibility to notify your graduate program coordinator by the program deadline of your intention to graduate. For the GPCI, notify the program coordinator ONE SEMESTER IN ADVANCE of the semester you plan to graduate. Your department must request your degree warrant a minimum of three weeks before your defense/exam or the degree deadline. The Graduate School issues a degree warrant if you meet these requirements:

- Graduate registration for a minimum of two graduate-level credits (300-level or above for a grade, no audits, or pass/fail) in the semester (fall, spring or summer) you expect your degree. Alternatively, if a degree completion fee has been approved by the Graduate School, you must have paid the fee in lieu of registration.
- Credit requirement for the appropriate degree has been met, or will be by the end of the semester.
- Graduate GPA of at least 3.00.
- All incomplete, unreported grades, or progress grades in anything other than research/thesis (usually 690, 790, 990) must have been cleared. Independent study (usually 699, 799, or 999) must be given a grade (not progress) each semester. If you are continuing for a Ph.D., a warrant may be issued even though you have incomplete or progress grades that are part of your Ph.D. program, but your advisor needs to send a letter to the Graduate School stating which courses are for your Ph.D. requirements.
- You must complete all requirements by the appropriate degree deadline.

A warrant is a document issued to your department by the Graduate School at your department's request after you have met all degree requirements. Warrants are valid for one semester, and are signed by the department chair, advisor, or your committee. By signing the warrant, departments indicate that all departmental degree requirements have been met. If the Graduate School does not have your warrant with appropriate signature(s), you will not graduate.

NOTE: If your department has signed and returned your warrant to the Graduate School, and you receive an Incomplete or Progress grade at the end of the semester, or you deposit your thesis after the degree deadline, you will receive your degree during the following semester when your grade is cleared or your thesis is deposited (if your program requires thesis deposit).

MS Thesis Defense Guidelines (Student version)

The thesis defense is the culmination of completing course work, and research activities, and preparing a thesis document to be defended before your advisory committee. This event is your opportunity to demonstrate your growth in the field of clinical investigation. With appropriate preparation, the thesis defense can be an enjoyable experience for you and your committee members to celebrate your accomplishments.
Steps in Preparing for your Thesis Defense

- Planning for the thesis defense should take place a semester ahead – do not leave the organization of the defense and writing to the last minute.

- You must start to organize a defense at the time you begin to write, or even better as soon as you, in consultation with your advisor, decide to begin.

- When thesis preparation begins, you, the Candidate, should contact your committee and ask for available dates three or more months in advance, but before the end of the semester in which you intend to graduate. You will be asking for dates on which the committee members can commit a two-hour block of time. Please refer to the Handbook page 20, for guidelines on selecting committee members. Ask your advisor for help if needed with unresponsive Faculty. Notify the GPCI office by email of the expected date. NOTE: Faculty have also been given procedures to follow if it is not possible to have all examiners present at one time.

- When you have a complete draft of your thesis and you have obtained your advisor’s approval that it is complete, you are close to circulating your thesis. Contact the GPCI Program Coordinator to request a degree warrant from the UW Graduate School. NOTE: The date of your thesis defense must be no less than three weeks from the date the warrant is requested. This is a standard enforced by the Graduate School.

- If at this time you are on track to circulate the final complete thesis (including all pages and final figures which are grammar and spell checked) three weeks ahead of the defense, then all is well. If your progress slows and you are behind, your defense date should be adjusted. The one thing we insist upon is that your defense thesis be in the committee’s hands for three weeks prior to your defense. An electronic file (in pdf format) may be used if your committee members grant you permission to do so.

- While your committee reviews your thesis, prepare your oral presentation. Your oral presentation should focus on the knowledge you bring to the research project and the slides should contain only highlighted information to support your talk.

- Have available three photocopies of your most recent transcripts (these need not be “official transcripts”) for distribution by you or your advisor at the thesis defense. Transcripts should not be distributed to your committee in advance of the defense since they contain confidential information.

At the Thesis Defense

- Your major advisor is responsible for leading the thesis defense and supporting you throughout the process.

- The thesis defense will last about two hours - 1/2 hour for your oral presentation of the thesis, 1 hour for questions by the committee members, and 1/2 hour private discussion by the committee members. The committee members may ask questions at any time during the exam.

- Your major advisor will begin by asking you to provide a brief background (i.e., BS degree, professional degree, MS degree, work experience, how the student got interested in the topic) for the committee members.

- Your oral presentation is open to the public and should be concise and factual. The introduction and review should be brief and the presentation should emphasize the research methods and results. The committee is primarily interested in your own work. Questions by the committee during the presentation are generally for clarification purposes only.

- After the formal presentation is completed, public participants will be asked to leave and the committee members will ask extensive questions referring to specific parts of the thesis and the oral presentation. Every committee member will be allowed sufficient time to question you. Your
major advisor will act as the moderator, but will not answer for you, except, for example, to clarify the question.

- After approximately 1 1/2 hours, you will be asked to briefly summarize the most important new findings of the thesis research. Upon polling the committee to determine that the members have no further questions, you will be asked to leave the room.

- Next, your advisor will circulate your transcript which will be reviewed by the committee for appropriate grades and completeness of the curriculum in preparing you for the degree.

- Private discussion by the committee will focus on the evaluation of your thesis research, evaluation of your thesis defense, and evaluation of your overall record. There should be time for each member of the committee to consider each of these items, and, if necessary, to formulate instructions to be implemented by your major advisor. The committee will pay particular attention to determining whether your own contributions are clearly delineated and thoroughly documented in the thesis. A questionnaire will be used by each member of the advising committee to rate the extent to which you:
  1. utilized multiple disciplines when proposing and conducting your research;
  2. provided a clear and logical rationale for selecting your study design;
  3. explored alternative study designs to answer your research questions;
  4. selected a study design that addresses a therapeutic problem;
  5. conducted a study that will translate scientific discoveries to applications that benefit health;
  6. provided evidence of collaboration and communication with disciplines outside your own when addressing the research question;
  7. presented your research through written and verbal communications that clearly articulate innovative ideas, critical and logical thought processes, and complex thinking when findings were interpreted;
  8. have received appropriate advising on course plans, multidisciplinary collaborations and study designs in preparing to conduct research;
  9. have maintained satisfactory progress during the graduate program.

Additionally, your curriculum vitae and manuscripts completed during your graduate education will be rated on the extent to which you:
  1. developed a focused area of research;
  2. were prepared to participate in multidisciplinary research teams;
  3. demonstrated your ability to form multidisciplinary collaborations; and
  4. demonstrated your ability to advance clinical or translational science.

The information from the questionnaire is used in the overall evaluation of the graduate program and will not be used to penalize you for the purposes of the defense.

- At the conclusion of the defense, the committee will decide whether you have passed or failed the thesis defense and subsequent efforts that must be undertaken by you to complete your degree requirements. You will then be invited to rejoin the committee and provided the outcome of the defense by your major advisor. Assuming all goes well at the defense, you will inevitably have corrections to make. It is important that your advisor keep track of verbal comments. Any committee member that requires a change before they sign the warrant must make that
requirement absolutely clear. Any changes not listed as required by a committee member will by default be advisory. Changes that are required should either be undertaken or an explanation provided of why the change was not made (there may be a good reason that only comes up later, which is acceptable). Either way, the final version of the thesis should be approved by that examiner as indicated by a signature on the warrant. Any other changes (i.e. those changes suggested but not required) are by default, made at the discretion of the student with the approval of the advisor.

- Your committee chair will have the final warrant at the meeting, will gather the committee members' signatures, and return the warrant to the GPCI Student Services Coordinator for forwarding to the UW Graduate School.

### After the Thesis Defense

Once you have made any necessary changes to your thesis and successfully passed the thesis defense, the signed warrant is forwarded to the UW Graduate School by the GPCI Program Coordinator. A signed warrant indicates that all degree requirements have been met. If the UW Graduate School does not have your warrant with appropriate signature(s), you will not graduate. Once you have met the degree requirements, you may choose to attend a fall or spring commencement ceremony.

### References and Credits

These guidelines were prepared using excerpts from documents and website information prepared by the Endocrinology and Reproductive Physiology Graduate Program, the Department of Mechanical Engineering and the UW Graduate School.

### PhD in Clinical Investigation

#### Learning Objectives

In order to achieve the goals of the Graduate Program in Clinical Investigation, PhD students will learn to:

1. Determine when it is and is not appropriate to use a multidisciplinary patient-oriented research design to investigate a therapeutic problem.
2. Conceptualize and design multidisciplinary patient-oriented research protocols.
3. Execute multidisciplinary therapeutic intervention studies.
4. Interpret and report research findings using the expertise of collaborators in multiple disciplines.
5. Disseminate knowledge through teaching and mentoring students/trainees.
6. Lead programs that integrate clinical and translational science across multiple departments, schools and colleges, clinical and research institutes, and healthcare delivery organizations.
7. Translate research from the laboratory to the clinic through technological innovations, such as drug therapies, medical devices or biological materials (“bench to bedside”).

#### PhD Curriculum

Below is a listing of courses in the 61-credit Ph.D.:

1. **Family Medicine 701:** Perspectives in Multidisciplinary Clinical and Translational Research (3 credits, Spring) An overview of clinical investigation and translational research

2. **Population Health Sciences 797:** Introduction to Epidemiology (3 credits, Fall).

3. **Ethics:** One lecture course in ethical conduct of research selected from the following list of courses or an equivalent course that meets the approval of the Faculty Governance Committee (1-2 credits).
   - **Vet Med 812:** Research Ethics and Survival Skills (2 credits, Fall).
   - **Med Hist 545:** Ethical and Regulatory Issues in Clinical Investigation (1 credit, Fall).
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- **Nursing 802**: Ethics and Responsible Conduct of Research (1 credit, Spring).
- **Oncology 675**: The Conduct of Science (1 credit, Spring).

4. A **graduate entry level biostatistics course (3 credits)**: Possible course selections include BMI 541, Introduction to Biostatistics or Stat 571, Statistical Methods for Bioscience. Topic areas should include: descriptive statistics, hypothesis testing, estimation, confidence intervals, t-tests, chi-squared tests, analysis of variance, linear regression, correlation, nonparametric tests, survival analysis and odds ratio. Biomedical applications should be used for each topic. Course selection must meet the approval of the program’s governance committee or major advisor.

5. An **intermediate statistics course (3 credits)**: Course selection must meet the approval of the graduate program and be applicable to the students’ area of research.

6. **Biostatistics and Medical Informatics 542**: Introduction to Clinical Trials I (3 credits, Spring). BMI 541 is a prerequisite for BMI 542. *Note: Course emphasis is on clinical trials study designs.*

7. **Biostatistics and Medical Informatics 544**: Introduction to Clinical Trials II (3 credits, Fall). *Note: Course emphasis is on clinical trial implementation and management, regulatory requirements, and data collection and management strategies.*

8. **Nursing 705**: Seminar in Interdisciplinary Clinical Research Evidence (2-3 credits, Summer).

9. **Communicative Disorders 900**: A Research Career Development Seminar on Grant Preparation (3 credits, Spring).

10. **Advanced statistics or analytical methods courses (6 credits)**: Students should select courses that advance their knowledge and application of statistics, study design or analytical methods (such as those used in qualitative and quantitative studies) applicable to their areas of research. Possible courses might include: Statistics 572, Statistical Methods for Bioscience II.; Sociology 751, Methods of Survey Research; Design & Measurement; Nursing 801, Grounded Theory Methodology: Foundations and Practice; or Statistics 642, Statistical Methods for Epidemiology.

11. **Pharmaceutical Sciences 800**: Research Ethics: Scientific Integrity and the Responsible Conduct of Research (2 credits, Fall). (RCR Laboratory)*

12. **Biostatistics and Medical Informatics 699**: Clinical Research Informatics (3 credits, Spring, alternating years: 2011, 2013, etc.).

*The Ethics Lecture and RCR Laboratory requirement is being reviewed at the time of printing of this Handbook (August 2012). Please check with the GPCI office for updates after the start of the fall 2012 semester.*

**PhD Minor (9 credits minimum)**

The purpose of the minor is to add breadth to a Ph.D. major. Monitoring the course content and credit requirements for Ph.D. minors is the responsibility of the minor department/program. Major departments/programs are responsible for indicating the expected minor (either Option A or B, see below) at the time of the preliminary warrant request.

In summary, minor options are as follows:
- **Option A (external)**: Requires a minimum of 9 credits in a single department/program. Selection of this option requires the approval of the minor department/program.
- **Option B (distributed)**: Requires a minimum of 9 credits in one or more departments/programs and can include course work in the major department/program. Selection of this option requires the approval of the major department/program.

The Graduate School's minimum course requirements for the minor include:
- An average GPA of 3.00 on all minor course work.
- Course work at a graduate level (the equivalent of UW-Madison courses 300 level or above; no audits or pass/fail).
Maximum of 3 credits as independent study (e.g., 699, 799, 899, 999).
Research and thesis cannot be used to satisfy the minor (e.g., 790, 890, 990).

A limit of 5 credits of course work completed more than five years prior to admission to the PhD will be accepted; course work taken ten years ago or more may not be used.

**Doctoral Dissertation (18 credits total)**
Doctoral degree candidates are expected to complete and defend a research project, pass an oral exam, and prepare a dissertation that is approved by the student’s advisory committee. The dissertation should demonstrate a thorough description and critical understanding of the literature in the student’s topic area, an original idea, methods used, the results and their implications in terms of the study questions, further research or future directions, and practical significance and application.

**Prior Coursework**
Since many students will be working professionals with degrees, the program will maintain flexibility by considering students’ prior coursework and learning experiences in their plan of study. These strategies offer flexibility and variability in methods, analysis and specialization content and skill development as students proceed through the Program. Furthermore, the course requirements build on existing clinical research certificate programs so that students are able to waive courses in the GPCI that were taken while in a certificate program.

**Procedures and Guidelines: Preliminary Exam, Final Oral Examination, Dissertation and Degree Completion**
Each doctoral candidate is expected to meet the minimum degree requirements of the Graduate School in addition to the Program’s requirements to be eligible to receive their degree. Briefly, students should maintain a 3.0 GPA, complete the specific course and credit requirements defined by the GPCI, take a comprehensive oral preliminary exam, complete a PhD minor requirement, be advised by one or more faculty members, meet regularly with their faculty advisor(s), and take a final oral examination and deposit a dissertation with the graduate school.

**Time to Degree**
- **Oral Preliminary Exam**
  Full-time Ph.D. students must pass their preliminary exam within four years of matriculation. Part-time Ph.D. students must pass their preliminary exam with six years of matriculation. The final copy of the preliminary exam proposal must be circulated to the student’s preliminary exam committee at least two weeks prior to the oral exam.

- **Course completion and grades**
  Students must adhere to the minimum requirements of the Graduate School and complete the curriculum as specified by the GPCI. Briefly, students must clear all incompletes and grades of “P” (indicates progress) and have completed 34 credits of required coursework and 10 credits of minor coursework before they are eligible to take the preliminary examination. The remaining 18 credits of research are completed as a dissertator.

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

**Preliminary Examination**
The preliminary exam is intended to assess a student’s knowledge of the field and readiness for independent research. Therefore, this exam serves as a comprehensive assessment of a student’s
knowledge and skills acquired through the graduate curriculum and abilities to apply clinical and translational research concepts to a field of study. The primary objectives of the oral preliminary examination are to:

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

Preliminary Examination Committee
The student is responsible, in consultation with her/his advisor, to form the preliminary examination committee. It is strongly recommended that students select the same members for their preliminary committee as their dissertation committee. Five faculty or academic staff are required for the preliminary exam and dissertation committees, including the major professor.

Proposal Format & Page Length
The subject matter of the research proposal will coincide with the student’s anticipated dissertation research. The student is encouraged to consult with others in addition to meeting with the major professor when writing the research proposal. The final draft of the proposal must be circulated to the Preliminary Exam Committee at least two weeks prior to the oral exam. The recommended format and page limits are specified below. It is also recommended that the entire length of the proposal be approximately 30 pages using 12-point double-spaced type. Students may submit an NIH grant proposal for their preliminary examinations.

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

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

Experimental Design and Methods
- Outline the experimental design and the procedures intended to accomplish the specific aims of the project.
- Detail the means by which the data will be collected, analyzed and interpreted.
- Describe any new methodology and its advantage over existing methodologies.
- Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims.
- Provide a tentative sequence or timetable for the investigation.
- Point out any procedures, situations, or materials that may be hazardous to personnel and precautions to be exercised.
- Up to 25 pages is allowed for this section.
Literature Cited
- Each citation must include the title, names of all authors, book or journal, volume number, page numbers, and year of publication (use a consistent format).
- Make every attempt to be judicious in compiling a relevant and current list of literature citations; it need not be exhaustive.
- *This does not count as part of the 30-page total page limitation.*

Figures & Tables
- Figures and tables critical to the proposal must be included within the 30-page limit.
- The student will have the opportunity to present other figures and tables at the oral exam.

Human subjects
When applicable the student’s research proposal should include a copy of the completed IRB application materials and address the inclusion or exclusion of women, minorities, children and special populations (e.g. prisoners). *A proposal that involves human subjects and does not contain this information will result in immediate failure of the preliminary examination.*

Preliminary Examination Warrant
Three weeks before the scheduled preliminary examination, a request for the preliminary warrant must be sent to the Graduate School (request form available through the Program Coordinator). The warrant request will not be filed until a student has cleared her/his record of all Incomplete “I” and Progress “P” grades (other than research and thesis), and completed coursework for the Ph.D. major and minor requirements (excluding 18 credits of research). Thus, be sure to resolve any incompletes and progress grades and confirm completion of all degree requirements before submitting a warrant request form.

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

As described above, the proposal must contain a statement of the student’s research problem, a critical analysis of the relevant theoretical and empirical literature, a description of the student’s theoretical approach and hypotheses, a description of the proposed study design and procedures, and a timetable for the research project. *The proposal should be no longer than 30 pages excluding tables, figures, references, and appendices.*

The student’s research proposal will be evaluated based on its originality, appropriateness of methods and design, and clarity of presentation. The proposal and oral presentation to the faculty should demonstrate proficiency in conducting independent research. Additionally, research proposals for a GPCI doctoral degree should:
- utilize multiple disciplines;
- provides a clear and logical rationale for the selected study design;
- explore alternative study designs for answering the research questions;
- address a therapeutic problem;
- translate scientific discoveries to applications that benefit health; and
- provide evidence of collaboration and communication with disciplines outside the student’s own when addressing the research question.
Exam Outcomes

Pass
- Obtain the signature of the GPCI Faculty Director and the Committee members on the Warrant.
- Provide the Warrant and a copy of the research proposal to the GPCI Office.

Written Revisions only
- Notify the GPCI Office of the Committee's written revisions decision.
- Within one week post-exam, complete the requested revisions and obtain the signature of one member of the Thesis Committee (typically the Thesis Advisor) confirming satisfactory revisions have been completed.
- Obtain the signature of the GPCI Faculty Director on the Warrant.
- Within 10 days post-exam, provide the Warrant, original research proposal and Thesis Committee-member-signed copy of revisions to the GPCI Office.

Written Revisions and repeat of oral defense
- Notify the GPCI office of the requirement to repeat the oral defense and of the date for the new defense
- Obtain the signature of the GPCI Program Director on the Warrant.
- Provide the Warrant and original research proposal with revisions to the GPCI Office.

Fail
- Discuss the recommendations with the Advisor and Thesis Committee.
- Student must turn in the unsigned warrant to the GPCI Office and inform them of the committee’s recommendation.
- If the Prelim Exam is not successfully completed, a student cannot continue in the GPCI Ph.D. Program.

Advancing to dissertator status
Students advance to dissertator status and become Ph.D. candidates after completing all requirements for the Ph.D. degree (see requirements for completing the Ph.D. on pages 10-11 of this Handbook) and passing the preliminary exam. Dissertators are required to enroll in three credits each fall and spring semester. Dissertators holding traineeships, research assistantships (RA) or fellowships that require summer enrollment must also enroll in three credits during the summer term. Dissertators who expect to graduate in August must enroll in the eight week general session for three graduate-level credits.

Dissertation
The dissertation research project is the major focus of effort in the Ph.D. program. The dissertation, therefore, is a detailed written report of the research proposed in the oral preliminary exam and approved by the examining committee. The results of the research must be an original contribution to scientific literature. However, the research project must also develop the student's research ability to the high level of knowledge and skill appropriate for a Ph.D. degree. The dissertation must be prepared according to the Graduate School’s standards. The dissertation must be satisfactory to a reading committee consisting of the major professor and four other members of the graduate faculty. The completed dissertation must be submitted to the reading committee at least four weeks prior to the final oral examination.

Dissertation options
While the details of your Dissertation will be determined by you and your Advisory Committee, all Dissertations are expected to be of publishable quality and to conform to a general standard. The standard Ph.D. thesis consists of 1) a traditional single topic, extensive exploration from which papers may be drawn later, or 2) three publishable papers that are woven together in the dissertation. Two of the papers must present new empirical analyses. The dissertation also must be an original contribution. If the
student desires to submit extensive additional analyses or other materials, these may be included in the appendix.

1. **Traditional Format**
   A traditional dissertation should contain the following sections:
   - Title page (see Format for more information)
   - Abstract (structured or unstructured) of 250 words or less
   - Acknowledgements (including a list of the members of the committee, funding sources, and date of IRB clearance)
   - Table of Contents (including a list of tables and figures)
   - Introduction
   - Background/Literature Review
   - Specific aims
   - Methods
   - Results
   - Conclusions
   - Bibliography
   - Appendices (including material such as extensive tables, questionnaires and measurement protocols)

2. **Research Paper**
   The three paper option should contain the following sections:
   - Title page (see Format for more information)
   - Abstract (structured or unstructured) of 250 words or less
   - Acknowledgements (including a list of the members of the committee, funding sources, and date of IRB clearance)
   - Table of Contents (including a list of tables and figures)
   - Introduction and literature review
   - Specific aims
   - Methods
   - Manuscripts (formatted for the proposed journal)
   - Conclusion
   - Bibliography
   - Appendices (including detailed methods, material such as extensive tables, questionnaires and measurement protocols)

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

**Degree Completion**

Students must formally notify the department and the Graduate School of their intention to graduate. Notification consists of submitting a Graduation Warrant Request Form to the department by the warrant request deadlines below:
- Fall: Approx. November 29 or three weeks before defense (whichever occurs sooner)
- Spring: Approx. April 22 or three weeks before defense (whichever occurs sooner)
- Summer: Approx. August 5 or three weeks before defense (whichever occurs sooner)

**Final oral exam and dissertation defense**
A final oral examination committee, consisting of the major professor and at least four other members of the graduate faculty representing more than one graduate program, is selected by the student in consultation with her or his major advisor. This committee includes members of the dissertation reading
committee described above and at least one of the five members must be from a field outside of the student’s major. The final oral exam committee membership must be approved by the Graduate School three weeks prior to the exam date.

You and your Advisory Committee will set a date for the Oral Defense of the thesis. The date chosen for the defense must allow sufficient time prior to your departure from the University for revisions suggested by the Committee to be incorporated into the final version of the Dissertation. **At least four weeks before the final Oral Examination, you should submit the Ph.D. Final Oral Committee Approval Form to the GPCI Program Office.** This form should be signed by the student’s advisor and GPCI Faculty Director and is available in the Program Office and at the Graduate School in Bascom Hall. No later than three weeks before the defense and after the details have been approved by your major professor, you should provide the Program Office with the final date, time, and place of the Oral Defense and an abstract of the thesis. An announcement of the defense will be mailed to Program faculty, Program students, and other scientists on campus.

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 you 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. To pass the examination, students must receive no more than one dissenting vote from their final oral examination committee. A missing signature on the warrant is considered a dissent. One copy of the final version of the Dissertation should be submitted to the Graduate School and three copies to the Program. Students should bind three copies of your Dissertation: one each for you, your major professor, and the Program’s permanent collection.

**Possible outcomes**
Possible outcomes of the committees’ closed session deliberations (discussed above) are pass, fail, or conditional pass. In the case of a conditional pass, the dissertation advisor and in some cases other committee members will not sign the final warrant until all revisions are completed and approved. Failures at the final oral defense are generally considered the responsibility of the advisor as well as the student and should rarely occur. However, in the event of the student’s failure to pass the final oral defense, the advising committee will vote on the student’s candidacy for the MS degree in Clinical Investigation.

**Depositing the dissertation**
After the final oral examination and approval of the dissertation, a copy the dissertation is filed at UW-Madison Memorial Library. This copy is subject to a final review by the Graduate School and must comply with the formatting requirements provided in “The Three D’s: Deadlines, Defending, & Depositing your Ph.D. Dissertation.” ([http://www.grad.wisc.edu/education/completedegree/ddd.html](http://www.grad.wisc.edu/education/completedegree/ddd.html))

**Deadline for passing**
Doctoral students are expected to pass the final oral examination and deposit the dissertation no later than five years from the date of passing the preliminary examination. The oral examination is the oral defense of the completed dissertation. Full-time students generally complete the dissertation within two years of the preliminary examination. Part-time students may take longer. According to Graduate School policy, a candidate for the Ph.D. degree who fails to take the final oral examination within five years after passing the preliminary examination is required to take another preliminary examination and be readmitted to candidacy.

**Commencement**
If you would like your name to be printed in the commencement program, you must inform the GPCI early in the semester of your intention to graduate. You may attend the ceremony even if your name is not included in the commencement program. August does not have a commencement ceremony. If you plan to graduate in August, you may attend either the May or December ceremony by calling the Secretary of
Faculty Office to have your name printed in the program. Cap and gown rentals are provided by the University Bookstore and must be ordered several weeks in advance of the commencement ceremony.

**PhD Minor in Clinical Investigation**

The GPCI curriculum is well-suited as a minor for other graduate programs, e.g. Biomedical Engineering, Population Health Sciences, and Surgical Sciences. A PhD Minor in Clinical Investigation provides students a general education in interdisciplinary clinical research while emphasizing a scientific area of graduate study. Doctoral students in Engineering, Nursing, Veterinary Medicine and other disciplines may want to minor in Clinical Investigation as a way to learn about applications of science to clinical disciplines.

Minor coursework includes:

**Course Number and Name**  
**Credits**

BMI 541: Introduction to Biostatistics  
3

BMI 542: Introduction to Clinical Trials I  
3

Ethics and Responsible Conduct of Research (choice of four options)  
1-2

Choice of one elective course:

a) Family Medicine 701: Perspectives in Multidisciplinary Clinical and Translational Research  
2-3

b) Nursing 705: Seminar in Interdisciplinary Clinical Research Evidence  
2-3

c) BMI 544: Introduction to Clinical Trials II  
2-3

d) Population Health 797: Introduction to Epidemiology  
2-3

Total  
9-11 credits

**Declaring the PhD Minor**

The procedures for approving a student’s request to complete the PhD minor in Clinical Investigation as part of her or his doctoral coursework in another graduate program are described below. It is assumed that the student has discussed the Clinical Investigation minor with his or her advisor as a desired way to complete the Graduate School’s PhD minor option A* requirement.

The student provides a written request to complete the PhD minor option A in Clinical Investigation to the GPCI Program Coordinator by completing the *Intent to Complete a PhD Minor in Clinical Investigation* form. This form must a) specify the courses proposed for the minor in accordance with the PhD Minor requirements in Clinical Investigation and when (semester/year) those courses will be taken, and b) be signed by the student’s major advisor. The form can be found online at the ICTR website:  
[https://ictr.wisc.edu/PhDMinorOverview](https://ictr.wisc.edu/PhDMinorOverview)

A current CV submitted electronically, and ICTR membership are required.

Once the form and all required steps have been completed, the student may begin the PhD Minor coursework.
ADDITIONAL POLICIES AND INFORMATION

Advisors

Role of Advisor
An advisor is a faculty member from the major department/program responsible for providing advice regarding graduate studies and for supervising a student's degree program (including research). An advisor, (sometimes referred to as the "major professor" or "mentor"), generally serves as Chair of a student's final examination committee. A committee or an assigned advisor often accomplishes advising in the early stages of study.

With approval from the degree program, students can have a co-advisor/co-chair. The co-advisor/co-chair may be from any of the following categories: Graduate Faculty, faculty from a department without a graduate program, Academic Staff (including emeritus faculty), visiting faculty, faculty from another institution, Scientists, Research Associates, and other individuals deemed qualified by the Faculty Governance Committee or its equivalent.

The advisor/student relationship is one of mutual agreement, which may be terminated by either party. If students change advisors, they need to notify the Program Coordinator. **It is the responsibility of every graduate student to have an advisor.** If students do not have an advisor, the Graduate School may suspend them from further graduate study at UW-Madison. However, in some cases, particularly for incoming students, the department/program may assign an advisor.

Students in the GPCI without a proposed advisor at the time of matriculation will be assigned a temporary advisor appropriate to their background and interests. Students must identify a permanent advisor within the first semester of enrollment. Students submit the name of their proposed advisor to the Program Coordinator, who then submits his/her credentials for approval by the Faculty Governance Committee.

The Faculty Governance Committee can weigh the relative importance and application of each of the above criteria on an individual basis. Some of the criteria might be waived for new, independent, junior faculty or a co-advisor status may be granted.

Criteria for advisors

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

1. What projects would be available to me if I were to join your research group?
2. Would these projects expose me to a variety of different experimental approaches? If so, what kind?
3. In general, how available will you be to answer questions I might have? Is there another point person available in your research group to answer questions?
4. What is your philosophy regarding the amount of guidance the graduate advisor should provide to a student during their academic career, conduct of research, etc.?
5. What are your expectations for the amount of time I should spend each day/week on my research?
6. What regularly scheduled activities (e.g., group meetings, joint group meetings, journal clubs) does your research group conduct that provide an opportunity to get outside input on my research project and to hear about the work of other students and faculty?
7. Do you encourage your students to attend seminars and journal clubs, including those that may be outside of their narrow field of research?
8. Do students in your research group have the opportunity to attend scientific meetings where they can interact with researchers from other institutions?
9. Do you include your graduate students in professional activities that will familiarize them with their field of research, such as reviewing manuscripts and meeting with visiting speakers?
10. How long do you think it should take me to get my M.S./Ph.D. degree? As a full- or part-time student?
11. What are your former graduate students (if any) doing now?

Many of these questions are not simple and may not elicit a quick answer. However, any faculty member should be willing to discuss these important issues with you. You may also want to discuss these issues with any students that are currently a part of the prospective advisor’s research group or other students currently in the Graduate Program in Clinical Investigation. This list is by no means complete; you should spend some time thinking about what is most important to you in your graduate training.

For a list of approved GPCI advisors, please see pages 33-35 of this handbook.

Degree Committees (Doctoral/Master's)

Committees (sometimes called “Graduate Advisory Committees” or “Degree Committees”) advise and evaluate satisfactory progress, administer preliminary and final oral examinations, evaluate a thesis or dissertation, and/or sign a degree warrant. The GPCI EC is responsible for approving the composition of all graduate committees. The GPCI Faculty Director must sign the “Ph.D. Final Oral Committee Approval Form,” thus representing the approval of the program/department Executive Committee (or its equivalent), before the form is submitted to the Graduate School for final approval.

Minimum Graduate School requirements for Graduate Committees are as follows:

1. The chair or co-chair of the committee must be Graduate Faculty from the student's major program. The UW-Madison Faculty Policies and Procedures 3.05A stipulates that “the faculty of the Graduate School includes all university faculty defined in 1.02 holding professional rank (professor, associate professor, assistant professor or instructor) in any department with graduate program authority, including those with zero-time appointments in such departments.”
2. Doctoral committees must have at least five members, four of whom must be Graduate Faculty or former Graduate Faculty up to one year after resignation or retirement. At least one of the five members must be from outside of the student's major field (often from the minor field).
3. Master's thesis committees must have at least three members, two of whom must be Graduate Faculty or former Graduate Faculty up to one year after resignation or retirement.
4. Non-thesis master's committees must have at least one Graduate Faculty member from the student's major program.
5. The required fifth member of a doctoral committee or third member of a master’s thesis committee, as well as any additional members, all retain voting rights. They may be from any of the following categories, as approved by the program Executive Committee (or its equivalent): Graduate Faculty, faculty from a department without a graduate program, Academic Staff (including emeritus faculty), visiting faculty, faculty from other institutions, Scientists, Research Associates, and other individuals deemed qualified by the Executive Committee (or its equivalent).

Change of Major

Students currently enrolled in a Masters or PhD program at UW-Madison desiring to change their major to Clinical Investigation should follow the following process:

1. Locate the Change of Major form on the Graduate School website: http://info.gradsch.wisc.edu/education/forms/changemajorform.html
   Complete the form online. In the box labeled "changing major to:" write “Clinical Investigation.” Do not submit the form online. Print and send it to the address at the bottom of this page, along with:
   - An updated CV and NIH Biosketch
   - A statement (limit to one page) of your reasons for pursuing a graduate degree in Clinical Investigation. The statement should address your:
     - reasons for enrolling in the CI graduate program
     - educational goals as a graduate student
     - patient-oriented research interests and career objectives
     - proposed area of concentration
     - a letter of support from your a) current advisor and b) the advisor you wish to work with while in the Graduate Program in Clinical Investigation

2. Submit a request to your current major department to have a copy of your original graduate school application, including letters of reference, forwarded to the address below.

All materials should be submitted to:
Graduate Program in Clinical Investigation
2112G HSLC
750 Highland Avenue
Madison, WI  53705
## Core Courses

### The ICTR GPCI Fall Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Instructors</th>
<th>Location</th>
<th>Days &amp; Times</th>
<th>Distance ed. options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course designed for the biomedical researcher. Topics include: descriptive statistics, hypotheses testing, estimation, confidence intervals, t-tests, chi-squared tests, analysis of variance, linear regression, correlation, nonparametric tests, survival analysis and odds ratio. Biomedical applications used for each topic. <strong>Prerequisite:</strong> Math 221 or equivalent or consent of instructor.</td>
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| **Biostatistics and Medical Informatics 544: Introduction to Clinical Trials II** | 3 | Christine Sorkness | HSLC 1244 | 16 weeks course – T & R 4:30 – 6:00 PM | Video conference (in dedicated video conference room) |
| Intended for biomedical researchers, focuses on design, implementation, and conduct of clinical trials. Topics include: regulatory requirements; data collection; data quality and management; budgets; federal, institutional, and sponsor-defined requirements; establishment of research infrastructures; preparation of investigator-INDs; investigator responsibilities. **Prerequisite:** BMI or equivalent and BMI542 and consent of instructor. |  |  |  |  |  |

| **Pop Health Sciences 797: Intro to Epidemiology** | 3 | Halcyon Skinner | HSLC 1345 | 16-week course - Main lecture: T&R. 11-12:15 |  |
| Lectures and discussions on design, implementation and interpretation of epidemiologic studies; emphasis on methodologic problems in the measurement of disease frequency, natural history and risk factors. **Prerequisite:** Graduate student status in clinical/life science or consent of instructor. |  |  |  |  |  |

| **Pharmaceutical Science 800: Research Ethics: Scientific Integrity and the Responsible Conduct of Research Laboratory** | 2 | Robert Thorne, Christine Sorkness | 2121 Rennebohm Hall | 16-week course, M 4:40-6:10PM | NA for fall 2012 |
| **Prerequisite:** Consent of instructor. |  |  |  |  |  |

### Fall Ethical Conduct of Research choices:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Instructors</th>
<th>Location</th>
<th>Days &amp; Times</th>
<th>Distance ed. options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vet Med/Surgical Science 812: Research Ethics and Career Development</strong></td>
<td>2</td>
<td>Dale Bjorling &amp; Charles Czuprynski</td>
<td>VET MED 2255</td>
<td>16-week course - T 4:00-6:00 PM</td>
<td>NA for fall 2012</td>
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<tr>
<td>The purpose of this seminar series is to provide trainees with information that will be useful in their development as scientists and will provide a frame of reference as they struggle with issues of authorship, plagiarism, scientific misconduct or fraud, mentoring, starting their career, developing a research program, and writing. <strong>Prerequisite:</strong> Consent of instructor.</td>
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<p>| <strong>Med Hist 545: Ethical and Regulatory Issues in Clinical Investigation</strong> | 1 | Dr. Norman Fost | HSLC 1220 | 15-week course (9/8/10-12/15/10) -W 3:30-5:30 PM | NA for fall 2012 |
| This course will explore and examine the ethical issues central to clinical research, regulations governing clinical investigation, and the role of good clinical practice for clinical trials. |  |  |  |  |  |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructors</th>
<th>Location</th>
<th>Days &amp; Time</th>
<th>Distance ed. options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Medicine 701</td>
<td>Perspectives in Multidisciplinary Clinical and Translational Research</td>
<td>3</td>
<td>David Rabago &amp; Marlon Mundt</td>
<td>TBD</td>
<td>16-week course - M 4-6 PM (tentative)</td>
<td>NOT OFFERED SPRING 2013</td>
</tr>
<tr>
<td>Biostatistics and Medical Informatics 542</td>
<td>Introduction to Clinical Trials I</td>
<td>3</td>
<td>KyungMann Kim</td>
<td>HSLC 1345</td>
<td>8 week course (1st half) – T &amp; R 4:45-7:00 PM</td>
<td>In development</td>
</tr>
<tr>
<td>Communicative Disorders 900</td>
<td>Grant Writing</td>
<td>2-3</td>
<td>Susan Ellis Weismer</td>
<td>TBD</td>
<td>16-week course – T 4-6:30pm (tentative)</td>
<td>Currently not available via distance ed.</td>
</tr>
<tr>
<td>Spring Ethical Conduct of Research choices:</td>
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<tr>
<td>Nursing 802</td>
<td>Ethics and the Responsible Conduct of Research</td>
<td>1</td>
<td>Audrey Tluczek</td>
<td>HSLC 1222</td>
<td>16-week course (1/19/10-5/7/09) - T 8:30-10:30 AM. Every other week.</td>
<td>NA at this time</td>
</tr>
<tr>
<td>Oncology 675</td>
<td>Appropriate Conduct of Science</td>
<td>1</td>
<td>Janet Mertz, Gary Roberts</td>
<td>MC ARDLE 1109</td>
<td>8 week course (1st half) - R 3-5 PM (subject to change)</td>
<td>Currently not available via distance ed.</td>
</tr>
<tr>
<td>GPCI Summer Course</td>
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<tr>
<td>Nursing 705</td>
<td>Seminar in Interdisciplinary Clinical Research Evidence</td>
<td>2</td>
<td>Karen Kehl</td>
<td>HSLC 1229</td>
<td>8-week course – T 5:00-8:00 PM</td>
<td>Video conference (in dedicated video conference room)</td>
</tr>
</tbody>
</table>
List of Potential Elective Courses

Students will work with their major advisor to determine appropriate electives. Electives may be distributed in order for the student to acquire specialized knowledge and skills or they may be focused in order to receive specific training in an area of expertise, such as genetics, biomedical engineering or ethics.

Some example electives:
- Biomed Eng 662: Design and Human Disability and Aging
- Biomed Sci 529 Immunology Laboratory
- Biomed Sci 711: Sequence Analysis
- Ed Psych 771: Test Construction
- Ed Psych 945: Evaluation Research
- Med Genetics 708: Methods and Logic in Genetic Analysis
- Nursing 590: Patient Centered Research
- Nursing 701: Interpretive Research in Health Care Settings
- Nursing 801: Grounded Theory Methodology: Foundations & Practice
- Nursing 818: Patient Centered Research
- Pharmacy 558: Laboratory Techniques in Pharmacology & Toxicology
- Pharmacy 768: Pharmacokinetics
- Pop Health 798: Epidemiologic Methodology
- Pop Health 802: Advanced Epidemiology
- Pop Health 876: Measuring Health Outcomes
- Public Aff 881: Benefit Cost Analysis
- Sociology 750: Research Methods in Sociology
- Sociology 751: Methods of Survey Research: Design & Measurement
- Sociology 755: Methods of Qualitative Research

Policies and Procedures for Course Waivers

Certificate in Fundamentals of Clinical Research and Graduate Programs in Clinical Investigation
FGC approved: January 12, 2009, revised, July 2009, revised by Curriculum Committee, October 9, 2012
REVISED AND APPROVED: December 19, 2012 Executive Committee

This document outlines the policies and procedures for waiving courses that are part of the curricula for the Capstone Certificate in the Fundamentals of Clinical Research or the Graduate Program (MS, PhD, or PhD Minor) in Clinical Investigation.

1. Students will meet with their advisor (applies to graduate students only) and the ICTR/REC Senior Program Coordinator to determine if any course that is part of the applicable certificate or graduate degree program in which the student has been admitted could be waived.
2. Courses may be waived if one or more courses previously completed by the student are similar in content and rigor to one or more courses in the program to which the student has been admitted.
3. Students must have achieved a B or better in a course taken within the past five years in order for a comparable course to be waived. A Statistics exam may be taken to waive BMI 541 when students believe they have acquired equivalent knowledge and skills through their experiences.
4. A form requesting the waiver must be completed and signed by the student and the student’s advisor (advisor signature required for graduate students only) and submitted to the graduate program coordinator. A student may be requested to provide supporting documentation (e.g. a course syllabus or transcripts) when submitting his/her request for a course waiver.
5. Program staff may consult with the instructor of the course in question, request a comparison of syllabi, and report back to the Curriculum Committee.
6. Waiver requests will be reviewed and given final approval or denial by the Curriculum Committee at their earliest meeting. Course waivers that need approval between Committee meetings will be entrusted to
the Committee Chair in collaboration with the Chair of the student’s advising committee or two Curriculum Committee members.

7. **Formal waivers will not be granted prior to a student's admission to a certificate or degree program:** however, guidance and advice on comparable courses will be offered in advance of admission to a program.

8. The Graduate School requires that M.S. students must complete a minimum of 16 credits at the UW-Madison, including research, to be eligible for the M.S. degree. Ph.D. students are required to complete a minimum of 32 credits at the UW-Madison, including research, to be eligible for the Ph.D. degree.

**Degree Plan Approval**

Students will meet with their advisor and the GPCI Program Coordinator to establish course timeline and plan. Courses may be waived according to the GPCI Policies and Procedures for Course Waivers. Plans are to be completed by the end of the first semester in which the student is enrolled in the graduate program. It is assumed that students will follow their degree plans during their course of study. Any revisions made to the plan must be approved by the student's major advisor and reported by the thesis chair to the Program Coordinator.

**Registering for Research Credits**

Research (990) credits are taken within the school/college/department of the faculty member or instructor directing the student’s research. E.g., for students conducting research with faculty member in the Department of Medicine, the course taken will be Medicine 990, etc. Each department has its own administrator for establishing research credits. To enroll in research credits, contact the relevant department administrator, provide your name, student ID number, name of faculty member directing the research, and the number of credits of research being conducted for that particular semester. Each student’s research will be established as a separate section of 990 for that particular department. The department will then advise the student as the section number to enroll in when registering for classes.

**Student Appeals and 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, s/he should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.).

**Examples of Appeals and Grievances:**

The following is a list of student grievances (in no particular order of frequency or importance) that have occurred:

- Discrimination based on sex, religion or political views
- Course or exam grade disputes
- Required class or examination attendance at other than regularly scheduled (Timetable) times
- Changes in course content contrary to catalog description or division approval
- Difficulty in obtaining space in a critical course
- Personality conflicts between student and instructor
- Difficulty obtaining an appointment with instructor
- Unwillingness of instructor to estimate a grade before the course drop deadline date
- Teaching above the level of the class, which includes the assumption of an unlisted course prerequisite
- Intelligibility of instructors, especially those for whom English is a second language
- Excessive instructor class absences
- Rescheduled final exams by majority approval or apparent unanimity, to possible disadvantage of the minority
Section One: Appeals
Appeals are limited to requests to continue in the curriculum after being dropped from the program for academic reasons.

Procedure
Step 1: Filing an Appeal
A written appeal must be filed with the Chair of the Executive Committee within 10 working days of the date of the letter notifying the student of the decision to discontinue the student in the program, or the right to appeal is waived. The appellant (student) must submit to the Chair the following information:

1. A written statement addressed to the Chair of the Executive Committee specifying:
   - Precise grounds on which the appeal is based.
   - Circumstances associated with the need to appeal.
   - Arguments supporting the appeal.
   - Description of proposed remedial actions to be taken to improve the student's academic performance.

2. The appellant may also submit letters of support from persons knowledgeable about the appellant's current and/or past academic work and/or other matters related to the appellant's academic performance. Any such letters must be submitted to the Chair by the same deadline.

Step 2: Appeals Subcommittee
For the purposes of hearing the appeal, the Chair will arrange an appeals subcommittee that consists of at least 3 Executive Committee faculty members. The Chair will collect the information relative to the appellant's academic situation and forward the information to the Appeals Subcommittee.

Step 3: Appeals Subcommittee Meeting
1. Within 15 working days of the filing of the appeal, the Appeals Subcommittee will schedule a meeting date for the purposes of hearing the appeal.
2. Appellant must appear before the Appeals subcommittee to present the appeal. Appellant may have a support person accompany him or her to the meeting with the Appeals Subcommittee. Appellant must address the Appeals Subcommittee under all circumstances. Appellant’s chosen support person is limited to providing advice and support to appellant. No fewer than 3 working days prior to the meeting with the Appeals Subcommittee, the appellant shall identify to the Subcommittee the individual's appellant wishes to be present at the meeting for the purpose of providing the Appeals Subcommittee with information about the appeal.
3. The Appeals Subcommittee is authorized to decide the appeal and is responsible for the following:
   - Reviewing all data presented by the Appellant and others.
   - Discussing the argument presented by Appellant and inviting Appellant to contribute to the discussion.
   - Limiting statements of appellant and other individuals where information being presented is irrelevant, unduly repetitious, or disrespectful.
   - Deciding the appeal and providing a written decision, including the reasons therefore, to the Appellant, EC Chair and Dean (or Dean’s designee) of the School of Medicine and Public Health within 15 working days of the Appeals Subcommittee meeting. The written decision shall identify and include where appropriate:
     i) Appellant’s stated reason for the appeal
     ii) Action taken by the Appeals Subcommittee
     iii) Stipulations and recommendations for appellant’s continuation in program (where appeal granted
     iv) Rationale for decision
     v) Names of individuals present at the hearing
     vi) Notice of appellant's right to appeal the Appeals Subcommittee’s decision to the Chair of the Executive Committee.
   - If the appeal is granted, the Appeals Subcommittee will discuss with the Appellant any stipulations (binding) and recommendations (non-binding) for continuation in the program.
Step 4: Review of Appeals Subcommittee Decision

1. A written request for review of the Appeals Subcommittee Decision by the Dean of the School of Medicine and Public Health or the Dean's designee must be submitted to the Chair of the Executive Committee within 20 working days of the date of notification of the Committee's initial decision.

2. The request must state the specific grounds for appeal which are limited to:
   - School policies were incorrectly applied;
   - Decision is contrary to state or federal law;
   - Proper appeal procedures were not followed; or
   - Unfounded, arbitrary, or irrelevant assumptions of fact regarding the appellant's performance were made by the Appeals Subcommittee. Appellant must also identify the specific aspects of the Committee decision that he or she believes meet the criteria cited as a basis for appeal.

3. The Dean or the Dean's designee may meet with the appellant to discuss the request for review.

4. Copies of the information submitted to the Appeals Subcommittee and the Appeals Subcommittee decision shall be provided to the Dean or the Dean's designee for review. Only facts and information presented to the Appeals Subcommittee may be introduced to and considered by the Dean or the Dean's designee.

5. The burden of proof shall be on the student to demonstrate by a preponderance of the evidence that the Appeals Subcommittee's decision was the result of one or more of the above bases for appeal.

6. The Dean or the Dean's designee shall notify Appellant and the Appeals Subcommittee in writing within 30 working days of receipt of the request for review of the Appeals Subcommittee decision or the appellant's meeting with the Dean's or Dean's designee, whichever is later, stating the action on the appeal and the grounds for the action taken.

7. The decision by the Dean or the Dean's designee on review is final, except as provided in item eight below.

8. Graduate students may seek Graduate School Procedural Review of the decision by the Dean or the Dean's designee. Please contact The Graduate School Office of Academic Services & Fellowship Administration in 217 Bascom Hall or at 608-262-2433 for information regarding this process.

Note: Deadlines referenced herein may only be altered by mutual agreement of the parties. Any such agreement must be in writing.

Course Grade Appeals Process

If a student believes s/he has been awarded a grade for a course that does not adequately represent her/his performance in the course, they should speak with the course faculty member in an effort to attempt to resolve the issue informally. This must be done within 10 working days of receipt of the grade. During this informal process both student and faculty may consult with the Chair of the Executive Committee to seek resolution of the issue.

If the student remains dissatisfied with the grade, the student has the option to initiate the formal Grievance procedure. To do this, the student must submit the grievance, in writing, to the Chair of the Executive Committee within 10 working days. The Chair will appoint a subcommittee of the Executive Committee to hear the grievance. The decision of the committee is final. There is no further appeal.

Section Two: Grievances

Informal Resolution:

Any student in the graduate and certificate programs in Clinical Investigation who believes that he or she has been treated inequitably is encouraged to resolve the matter informally. The student should first talk with the person or group at whom the grievance is directed in an attempt to resolve the issue informally. The student may contact the Chair of the Executive Committee for assistance in resolving the matter informally. The student may also contact the following groups for assistance in reaching an informal resolution and/or information regarding other possible formal procedures to resolve the matter.

1. Contact the UW-Madison Equity and Diversity Resource Center for information and assistance regarding discrimination or disability issues.
2. Contact the Dean of Students for information about resources for addressing student concerns.
Program’s Grievance Procedure:
The grievance procedure is available to resolve student concerns regarding inequitable treatment that have not been satisfactorily resolved through the informal resolution process or where the student believes that informal resolution would not be productive. The grievance procedure is described below. Through the grievance process, the student may be accompanied by a support person. The use of this grievance procedure shall not prevent the student from seeking redress through another administrative or legal process.

1. To initiate the formal grievance procedure, the student must submit his or her grievance, in writing, to the Chair of the Executive Committee.
2. The written grievance shall include:
   a. a statement that the student wishes a review of the situation by a grievance committee;
   b. the identification of the person or group at whom the grievance is directed;
   c. the specifics of the perceived inequitable treatment;
   d. evidence in support of the student’s belief that he or she has been treated inequitably; and
   e. the outcome or resolution desired by the student.
3. A grievance must be initiated no later than 20 calendar days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance. Initiation of the informal procedure described above within the 20-day period will extend the deadline for initiating the grievance to 40 calendar days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance.
4. Within 30 calendar days after receiving the grievance, the Chair of the Executive Committee shall arrange for a committee meeting. The Committee may request a written response from the person or group at whom the grievance is directed, may ask for additional information from any or all parties involved, may request that the parties involved appear before the Committee, and/or may take other steps in attempting to resolve the grievance.
5. Within 60 calendar days after receiving the grievance from the Chair of the Executive Committee, the Committee shall send a written report of the Committee’s recommendations to the Chair of the Executive Committee. The student will also receive a copy of the report. The report shall include notice to the student of his or her right to appeal the Committee’s recommendation to the Dean of the School of Medicine and Public Health.
6. A student wishing to appeal the Committee’s recommendation to the Dean of the School of Medicine and Public Health must submit a written appeal to the Dean within 10 calendar days of the date of the Committee's report. The request must state the specific bases for appeal and identify the specific aspects of the Committee’s recommendation that he or she believes are the subject of the bases for appeal. Where an appeal is filed with the Dean, a copy of the Committee’s report shall be provided to the Dean for review. Only facts presented to the Committee may be introduced to and considered by the Dean. The Dean shall notify the appellant and the Committee in writing within 30 calendar days of receiving the written appeal stating the action on the appeal and the grounds for the action taken.
Campus Resources

Offices of the Dean of Students
(all grievances involving students)
75 Bascom Hall
263-5700
www.wisc.edu/students/

Office for Equity and Diversity
(discrimination or harassment issues)
179A Bascom Hall
608-262-2378
www.oed.wisc.edu/

Employee Assistance
(conflicts involving graduate assistants and other employees)
256 Lowell Hall
608-263-2987
eao.wisc.edu/

Ombuds Office for Medical School & Public Health
(students, faculty, and staff)
2262 Health Sciences Learning Center
608-265-9666
www.med.wisc.edu/Ombuds

Ombuds Office for Faculty and Staff
(graduate students and post-doc issues as well as faculty and staff)
523-524 Lowell Center
608-265-9992
www.ombuds.wisc.edu/

Graduate School
(informal advice at any level of review and for official appeals of program, departmental, school or college grievance decisions)
217 Bascom Hall
500 Lincoln Drive
Madison, WI 53706-1380
608-262-2433
www.grad.wisc.edu
Conflicts of Interest and Commitment

Contents of this document have been adapted with permission from the following sources:


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

- represent a state of affairs, not behavior;
- are common and often unavoidable;
- frequently involve perceptions; and
- are judged by others, not by those directly involved.

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

Your faculty advisor has a personal consulting agreement with a private company that provides research support for a project through the University, and you are working on a part of that project for your dissertation. You wish to publish your dissertation, but the company requires you to delay publication, and hence your graduation, until the external research is complete.

State and University policies require annual disclosures of outside activities from faculty members, academic staff, and principal or co-investigators on federal grants or human subjects protocols. Federal policies require the University to eliminate, minimize, or manage any potential or actual conflicts of interest between an investigator’s federally funded research and significant financial interests that might reasonably appear to affect, or be affected by, the federally funded work. The Conflict of Interest Committee oversees the annual disclosure process and review of disclosures to meet those obligations. For further information on the committee’s activities, see the [UW-Madison's Conflict of Interest](http://www.grad.wisc.edu/research/policyrp/rcr/coi.html) website. If you suspect a conflict of interest that may be affecting your graduate work, please contact:

**Conflict of Interest Program Manager**
Kelly Ullrick
201 Bascom Hall
608-890-1613
kullrick@bascom.wisc.edu
Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that governs the privacy of student educational records, access to those records, and disclosure of information from them. An educational record is any record in any medium maintained by the University of Wisconsin–Madison, which is directly related to a student. Information exists in both paper and electronic format, in the Office of the Registrar and in other locations/offices around campus. Under FERPA, prior written consent must be obtained before a student's educational record may be disclosed to a third party, with some exceptions (refer to http://registrar.wisc.edu/ferpa for detailed information). The following primary rights are protected under FERPA:

- Your right to review and inspect your educational records
- Your right to seek to have your educational records amended or corrected
- Your right to control disclosure of certain portions of your educational records
- Your right to file a complaint with the U.S. Department of Education's Family Policy Compliance Office

Prior written consent to release your student records is not required when:

- There is an articulable and significant threat to the health and safety of you or other individuals;
- Requests are made in accordance with a lawful subpoena or court order; or
- You have not restricted the release of directory information.

Parents (and/or guardians) do not have access to student academic information without your written consent.

If you have questions or concerns regarding the FERPA law or UW policies and procedures for protecting your records, please contact:

**Office of the Registrar**
Phone: 608-262-3811
E-mail: reginfo@em.wisc.edu
http://registrar.wisc.edu/ferpa


NIH Guidelines for Manuscripts and Citations

There are specific guidelines which must be followed for submitting manuscripts and managing citations for NIH. Detailed guidelines can be found on the IME video of the presentation of Julie Schneider and Emily Wixon, “NIH Public Access Policy: Submitting Your Manuscripts and Managing Your Citations for NIH” from 5.27.09. The video may be accessed at this link: http://videos.med.wisc.edu/videoInfo.php?videoid=9252

On the bottom right of that IME screen are “Related Links” with Ebling Library’s contact information, Julie’s assistance information, the actual Powerpoint slides from the 5.27.09 presentation, plus links to the NIH and Publishers’ policies.

Publications or presentations arising from any research project receiving support from the UW ICTR should acknowledge support by stating:

“The project described was supported by the Clinical and Translational Science Award (CTSA) program, through the NIH National Center for Advancing Translational Sciences (NCATS), grant UL1TR000427. The content is solely the responsibility of the authors and does not necessarily represent the official views of the NIH.”
# DIRECTORY OF PROGRAM STAFF, FACULTY & ADVISORS

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<table>
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<tbody>
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*will begin with Nov-Dec 2013 Meeting

*will attend when pharmacy students are being considered
Academic Calendar 2012-2013

http://www.secfac.wisc.edu/acadcal/ChooseSemester.asp

Fall 2012

Faculty contract year begin Aug 27 (M)
Advising available Aug 27 (M)
Labor Day Sep 3 (M)
Instruction begins Sep 4 (T)
Thanksgiving recess Nov 22-25 (R-N)
Last class day Dec 14 (F)
Study day Dec 15 (S)
Exams begin Dec 16 (N)
Commencement Dec 16 (N)
Exams end Dec 22 (S)
Official graduation date Dec 23 (N)
Last day grades in Dec 28 (F)

RELIGIOUS OBSERVANCES POLICY
In accordance with regent and faculty policy, faculty are asked not to schedule mandatory exercises on days when religious observances may cause substantial numbers of students to be absent from the university. Some religions mark observances over multiple days, which may begin at sunset on the day preceding the holiday. A listing, though not exhaustive, of religious holidays is available at www.interfaithcalendar.org. Any student with a conflict between an academic requirement and any religious observance must be given an alternative for meeting the academic requirement. A student's claim of a religious conflict, which may include travel time, should be accepted at face value.

Spring 2013

Advising available Jan 14 (M)
Martin Luther King Jr. Day Jan 21 (M)
Instruction begins Jan 22 (T)
Spring recess Mar 23-31 (S-N)
Classes resume Apr 1 (M)
Last class day May 10 (F)
Study day May 11 (S)
Exams begin May 12 (N)
Commencement weekend May 17-19 (F-N)
Exams end May 18 (S)
Official graduation date May 19 (N)
Last day grades in May 24 (F)
Faculty contract year end May 26 (N)

Summer 2013

Memorial Day May 27 (M)
3-week session begins May 28 (T)
8-week session begins Jun 17 (M)
Independence Day§ Jul 4 (R)
8-week session ends Aug 9 (F)
Official graduation date Aug 25 (N)

§No classes