

**UNIVERSITY OF WISCONSIN-MADISON**  
**MS Degree Program in Biomedical Data Science**

Academic Policies and Procedures Handbook

2017-2018



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This handbook is intended for graduate students who are pursuing MS degrees. The UW-Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The Department of Biostatistics and Medical Informatics (BMI) administers the MS degree program in Biomedical Data Science under the authority of the Graduate School. The Graduate School's Academic Policies and Procedures provide essential information regarding general University requirements. Program authority to set degree requirements beyond the minimum required by the Graduate School lies with the steering committee for the MS degree program in Biomedical Data Science. The policies described in this handbook have been approved by this steering committee. Degrees and course requirements may change over time. However, students must meet the degree and course requirements in effect when they entered the program. In addition, administrative procedures and processes can change over time. Students are required to follow the procedures and processes listed in the current handbook. The information in this handbook should also be supplemented by individual consultation with your advisor and committee so that individual needs/interests and all degree requirements are met. Additional information is available via the Department's Web page. Students may also wish to consult the Graduate School's Web page.

## I. PROGRAM OVERVIEW

### What is Biomedical Data Science?

Data science is the combined use of tools and concepts from Statistics/Biostatistics and Computer Science/Biomedical Informatics for gathering, integrating, analyzing, interpreting, and visualizing data for scientific inquiry and decision-making. In addition to those two core disciplines, data science incorporates case studies, methods, theory, and principles from other fields including systems engineering, human-centered design, and information sciences. Biomedical Data Science is focused on the quantitative and computational aspects of generating and using data to further biomedical research, broadly construed.

Biomedical Data Science includes techniques such as machine learning and data mining, optimization, theory of data structures, computational biology, formal study design methods for biomedical research, and formal statistical principles for quantifying uncertainty and making inferences. Recent growth in the size and complexity of data arising in biology, biomedical research, and public health policy—including applications in high throughput biology, medical image analysis, clinical and health services research, and genetics and genomics—requires continued research and training in the separate disciplines of statistics and computer science, and, as importantly, their synthesis.

The need for a workforce capable of innovating, implementing, and applying methods from Biomedical Data Sciences is driven by the following transformative changes in the biology and biomedical data landscape:

- The proliferation of high-throughput biological experimental methodologies (next-generation sequencing, microarrays, SNP arrays, mass spectrometry, and imaging techniques) have transformed biology into a data-intensive science.
- Incentives such as those specified by the Health Information Technology and Economic and Clinical Health (HITECH) Act are accelerating the adoption and broadening functionality of electronic health records and health care billing records, including application in the important areas of comparative effectiveness research and medical decision-making.
- The national emphasis on personalized medicine is creating pressure to develop rapid yet rigorous methods for prognostic modeling at the level of the individual patient, with ever-evolving data sources and types as inputs to this process.
- The expanding synergies between traditions in biomedical informatics and computer sciences on one hand, and statistics and biostatistics on the other, require synergistic cross training in these two areas.

With these needs in mind, training in Biomedical Data Science must be more than a blend across the two related disciplines of Biostatistics and Biomedical Informatics. Indeed, the MS Biomedical Data Sciences *seeks to integrate these two critical bodies of research methodologies*. Two examples wherein the need for such full integration arises follow.

- Comparative effectiveness research using the electronic health record (EHR) must draw on predictive models from machine learning to stratify a population, draw a cohort, and ultimately to allocate treatment and/or understand the process by which treatment was allocated in an observational study. Carrying this out will require experts who can bring to bear core biostatistical principles of study design, confounding and measurement along with biomedical informatics concepts of predictive modeling, reproducibility, and data structures.
- In bioinformatics and related areas, numerical optimization is a critical tool to be able to process the complex data from high-throughput biological experimental technology. Biostatisticians typically receive little training in optimization. At the same time, optimizers are agnostic to the downstream inferential tasks being demanded of the data; individuals who understand both areas are needed.

## **Program Vision**

The MS degree program in Biomedical Data Science takes a broad view in terms of the range and scale of biomedical problems being addressed, and also in terms of the quantitative and computational methodologies being covered.

As such, the program has several objectives:

- Train all students in a common core curriculum covering the breadth of challenges, scales and methods in Biomedical Data Science.
- Offer students a curriculum covering the spectrum from analyzing molecular-level data to analyzing populations of individuals in pursuit of biomedical research and novel clinical processes.
- Offer students a curriculum featuring rigorous training in a range of methods, including but not limited to: artificial intelligence (including computer vision, machine learning, natural language processing), databases, human-computer interaction, optimization, and security. This curriculum will surpass that of peer programs in terms of depth of training in computational and quantitative methodology.
- Impart to students a fundamental knowledge of, and competence in, computer science, statistics, and the biomedical sciences.
- Produce students who are professionals capable of independent thinking, of bringing novel strategies and new ideas to their professional work environment, and of becoming leaders in healthcare, academia and industry.
- Produce students possessing core competencies defined by the AMIA standards for MS level training in Biomedical Data Science.

## **Student Learning Outcomes**

The broad view used to create this MS degree program allows students a significant amount of flexibility in the design of their curriculum. However, even with the diverse array of course sequences possible for each student, all graduates will be expected to achieve a certain set of standards.

At the end of the program, all graduates completing this degree program will be able to:

- Understand, apply, and evaluate common Data Science theories, methods, and tools related to biological and biomedical problems, health care and public health.
- Apply, adapt, and validate an existing approach to a specific biomedical and health problem.
- Produce solutions that address academic or industrial needs using Data Science tools and knowledge.
- Evaluate the impact of Biomedical Data Science applications and interventions.
- Understand the challenges and limitations of technological solutions.
- Adhere to the professional and legal standards of conduct in Biomedical Data Science.
- Demonstrate scholarly oral and written presentations.

## Assessment of Student Outcomes

1. Coursework: The curriculum has been designed to accomplish the outcomes outlined above. The students begin with the core courses building a basic foundation in Biomedical Data Science. Note that many outcomes are covered in more than one course, thereby helping to cement the concepts for the students. As students progress through the program, they can then focus their learning in a concentrated area thus adding depth to their knowledge. Provided the students perform well in their courses (i.e., achieve a grade of B or better), they will meet the outcomes listed above. The table below indicates which outcomes are covered by each of the core courses.

	Introduction to Bioinformatics	Medical Image Analysis	Health Informatics	Introduction to Biostatistics
Understand, apply, and evaluate common Data Science theories, methods, and tools related to biological and biomedical problems, health care and public health.	√	√	√	
Apply, adapt, and validate an existing approach to a specific biomedical and health problem.	√	√	√	√
Produce solutions that address academic or industrial needs using Data Science tools and knowledge.	√	√	√	
Evaluate the impact of Biomedical Data Science applications and interventions.	√	√	√	√
Understand the challenges and limitations of technological solutions.	√	√	√	
Adhere to the professional and legal standards of conduct in Biomedical Data Science.	√	√	√	
Demonstrate scholarly oral and written presentations.	√	√	√	

2. Annual Committee Evaluations: At the end of each year that the student is in the program a committee will be created to meet, discuss, and evaluate student performance. The committee will evaluate the student's coursework and progress on any other projects he/she is working on.
3. Final Presentations: Students pursuing the research track will complete a research project that will be presented during their final semester in the program. This project will be presented to a group of their peers and departmental faculty (seminar style). This project will be assessed by the student's faculty advisor (unless otherwise specified) who will provide summary statements.
4. Indirect assessments: Students will be sent an annual questionnaire asking about the following:
  - a. Job placement (or admission to other graduate programs)
  - b. Publication records
  - c. Certifications and licenses acquired
  - d. Other awards or honors of note

## **Program Structure**

### **Graduate Program Coordinator:**

Beth Bierman  
4775b Medical Sciences Center  
1300 University Ave  
Madison, WI 53706  
608-265-8649  
bbierman@wisc.edu

### **Program Director:**

Mark Craven  
6730 Medical Sciences Center  
1300 University Ave  
Madison, WI 53706  
608-265-6181  
craven@biostat.wisc.edu

### **Associate Program Director:**

Eneida A Mendonça  
H6/550, 4675 Clinical Science Center  
600 Highland Ave  
Madison, WI 53792  
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emendonca@biostat.wisc.edu

### **Steering Committee:**

Mark Craven (Chair/Program Director), Eneida Mendonca (Co-Chair / Associate Program Director), Karl Broman, Beth Burnside, Colin Dewey, Vikas Singh, Paul Rathouz (ex-officio/non-voting)

## Faculty Research Interests:

- ❖ **Karl Broman** Statistical problems in genetics, genomics, and molecular biology. The development of improved methods for detecting and identifying genes contributing to variation in complex traits in humans and experimental organisms.
- ❖ **Rick Chappell** The analysis and design of clinical trials, link estimation in generalized linear models, bivariate and nonparametric survival analysis, and models in radiobiology.
- ❖ **Guanhua Chen** Focuses on the development and application of statistical learning methods for biomedical research, with a particular emphasis on the discovery of complex patterns in heterogeneous, high-dimensional biological and electronic health record data.
- ❖ **Moo Chung** Computational neuroscience where non-invasive brain imaging modalities are used to map spatio-temporal dynamics of the human brain. Kernel methods and their relation to integral equations, partial differential equations and random fields.
- ❖ **Mark Craven** Machine learning methods for uncovering the regulatory mechanisms of cells. Sequence, gene-expression, functional annotation and textual data sources.
- ❖ **Colin Dewey** Algorithms and statistical models for genomics. Sequence alignment, particularly that of multiple whole genomes.
- ❖ **Ron Gangnon** The development of a Bayesian approach for detecting and modeling spatial disease clustering. Model selection, order-restricted inference, measurement reliability, survival analysis and interim monitoring.
- ❖ **Anthony Gitter** Computational approaches to reconstruct signaling pathways and transcriptional regulatory networks from multiple types of high-throughput data. Emphasis on dynamic networks and disease applications, including oncology and virology.
- ❖ **Sunduz Keles** Statistical Genomics and Computational Biology; Statistical Computing; Statistical Inference with Censored Data.
- ❖ **Christina Kendzierski** Statistical methods and software for computational biology and genomics.
- ❖ **KyungMann Kim** Sequential methods of statistical analysis; clinical trials methodology; categorical data analysis; survival analysis; repeated measures analysis; applications in cancer research; applications in ophthalmology; interface between statistics and computer science.
- ❖ **Qiongshi Lu** Current research interests include developing biologically and statistically justified models to integrate diverse types of annotation data and better characterize functional non-coding DNA elements in the human genome.
- ❖ **Lu Mao** Survival analysis, semiparametric inference, design and analysis of clinical trials, nonparametric estimation under shape constraint.
- ❖ **Eneida Mendonca** Natural language processing in both biomedical literature and in electronic medical record narratives in order to identify knowledge relevant to medical decision making in the context of patient care.

- ❖ **Michael Newton** Theory, methodology, application of statistical inference in the biological sciences and genomic data integration.
- ❖ **David Page** Machine learning and data mining, especially techniques such as inductive logic programming (ILP) that can utilize background knowledge and return human-comprehensible results. Applications to bioinformatics, chemo-informatics, and health sciences.
- ❖ **Paul Rathouz** Methods for behavior genetic designs and outcome-dependent sampling; missing data in models for highly stratified or longitudinal data, generalized linear models. Applied statistical work in the areas of developmental psychopathology, epidemiologic sleep research, and arsenic exposure studies.
- ❖ **Susmita Roy** Statistical computational methods to identify the networks driving cellular functions by integrating different types of genome-wide datasets, that measure different aspects of the cellular state.
- ❖ **Vikas Singh** Design and analysis of new algorithms for image analysis.
- ❖ **Zhenzheng Tang** Research focuses on development and application of powerful statistical methods and computational tools for high-dimensional multi-omics data generated from modern high-throughput technologies, with a specific interest in microbiome and whole exome/genome sequencing data.
- ❖ **Andreas Velten** Focuses on Applied Computational Optics and Imaging. By co-designing collection hardware and processing software, we extend human and machine vision both quantitatively - improving image parameters such as resolution - and qualitatively - developing new kinds of capabilities that are beyond what even the best possible traditional image could deliver. We are developing ultrafast computational cameras that can see around corners, through scattering media, and can detect cancerous tissue and evaluate plant health by detecting fluorescence lifetime.
- ❖ **Menggang Yu** Clinical Biostatistics; Causal Inference; Risk Prediction; Treatment Selection; Comparative Effectiveness Research

### Affiliated Faculty

- ❖ **Joel Buchanan (Internal Medicine)**, Computerized medical records, integrated hospital systems for clinical computing and diagnostic testing.
- ❖ **Elizabeth Burnside (Radiology)** Using computational techniques to improve the early detection of breast cancer. Development of an expert system that can accurately assess the probability of breast cancer using patients' demographic risk factors and mammography findings.
- ❖ **Felix Elwert (Sociology)** Conducts work on methods and applications of causal inference for observational data with an emphasis on time-varying treatment, spillover, and graphical causal models in the areas of social demography and social inequality.
- ❖ **Jeanette Mumford (L&S Center for Healthy Minds)** Conducts works on developing analysis methods for the analysis of functional MRI data, including power analysis, pattern classification and network analyses. She also works as a statistical consultant for neuroimaging studies.
- ❖ **Jignesh Patel (Computer Sciences)** Main Memory Data Processing, and query processing. Fast and Scalable Multi-Pattern Matching. Founder and organizer of the CS NEST Contest.

- ❖ **Mari Palta (Population Health Sciences)** Biostatistical methods and in epidemiology. The effect and adjustment for missing covariates (confounders). The impact of unmeasured confounders on different models used in longitudinal data analysis.
- ❖ **Guilherme Rosa (Animal Science)** Develops research programs at the interface between statistical/theoretical and molecular genetics, focusing on applications to animal models in domestic/managed and natural populations.
- ❖ **Marjorie Rosenberg (Actuarial Science & Risk Management)** The development of statistical models with the intent of analyzing the utilization of health care resources, and applying her actuarial expertise to cost and policy issues in health care.
- ❖ **Christine Sorkness (Institute for Clinical and Translational Research)** She has a special interest in health disparities in asthma, in which she has conducted both cost-effectiveness and comparative effectiveness trials.
- ❖ **Grace Wahba (Statistics and Computer Sciences)** Multivariate function estimation, statistical model building and machine learning, with emphasis on statistical theory and the development of efficient numerical and statistical methods for large and extremely large data sets. Identification and flexible quantification of risk factors in large medical, demographic and other data sets.
- ❖ **Brian Yandel (Statistics)** Biometry in general, gene mapping (QTL) and statistical genomics in particular. Statistical genomics, with the goal of unraveling the complex relationships between observable traits (such as flowering time or clinical signs of diabetes) and molecular signals (mRNA expression, protein and metabolite levels, etc.)
- ❖ **Zhengjun Zhang (Statistics)** Financial Time Series Analysis, Extreme Value Theory. Risk Analysis in Finance, Insurance, and Environmental Studies. Bayesian Statistics, Simulation Technique, Internet Traffic Modeling, Seismic Data Analysis, and Medical Statistics.

## II. ADVISING

### **Advisor / Advisee Roles**

#### Advisor:

Each student in the degree program will have a faculty academic advisor and mentor who will be a key source of information regarding both academic and career advising. This advisor will be assigned in consultation with the student at the point of matriculation into the program. Advisors must be faculty within the degree program. Although an initial faculty advisor is assigned to each student upon entry in to the program, students should choose permanent advisors by the end of the first year of graduate study. When a student has selected, or changed, advisors, file the appropriate form with your program's graduate coordinator. Students may see their official advisor listed in MyUW. (The official advisor is entered in SIS by the graduate program coordinator.)

#### Advisee:

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

### **Advising Meetings:**

Students should meet regularly with their advisors to plan their course selections and any relevant research projects. Each student will be assessed during an Annual Committee Evaluations at the end of each year that the student is in the program. The advisor will help to establish a committee to meet, discuss, and evaluate student performance. The committee will evaluate the student's coursework and progress on any other projects he/she is working on.

### **Additional Advising Contacts**

Students should always reference the program's website, this Handbook, the Graduate School's website ([www.grad.wisc.edu](http://www.grad.wisc.edu)), and the Graduate School's Academic Guidelines (<http://grad.wisc.edu/acadpolicy/>) for answers on various program-related questions. However, when students need further clarification on any of these policies or procedures they should contact the Graduate Program Coordinator, Beth Bierman. She can provide guidance regarding issues including satisfactory academic progress, academic deadlines, graduation completion, program-related forms, advising/course holds and permissions, and course offerings.

### III. MASTERS DEGREE REQUIREMENTS

#### **Coursework**

The proposed program requires that students complete a total of 31 credits.

#### **Core courses (12 credits – 3 credits each)**

Students will start with four core courses designed to present the essential concepts in the field and provide a base level of knowledge.

1. Introduction to Bioinformatics (BMI 576)
2. Medical Image Analysis (BMI 567)
3. Health Informatics (BMI 573) or equivalent (e.g., BMI 617)
4. Introduction to Biostatistics (BMI 541, 551, or 571)

#### **Concentration Electives (6 credits – 3 credits each)**

Importantly, in order to attain depth of knowledge and skills, each student will select electives in an area of concentration within Biomedical Data Science. These concentration areas might correspond to common subareas such as clinical trials, epidemiology, bioinformatics or imaging informatics. Alternatively, a concentration might represent a more specialized, not-so-well-defined area such as secondary analysis of clinical data. The student will select or define such an area with the advice and approval of the student's academic advisor. Courses of high relevance as concentration electives include, but are not limited to

Statistical Methods for Clinical Trials (BMI/STAT 641)  
Statistical Methods for Epidemiology (BMI/STAT 642)  
Advanced Bioinformatics (BMI 776)  
Statistical Methods for Molecular Biology (BMI 877)  
Computational Methods for Medical Image Analysis (BMI 767)  
Statistical Methods for Medical Image Analysis (BMI 768)  
Introduction to Health Systems Engineering (ISyE 417)  
Health Information Systems (ISyE/BMI 617).

#### **Data Science Electives (6 credits – 3 credits each)**

Students will further support their program with appropriate technical depth in Data Science. They will select two courses as electives to be approved by the student's academic advisor. Coursework of high relevance includes the following areas:

Statistical Methods (STAT 601, 602)  
Mathematical Statistics and Inference (STAT 609, 610)  
Statistical Computing (STAT 627, 771)  
Theory and Application for Regression (STAT 849, 850)  
Algorithms (CS 577, CS 787)  
Computer vision (CS 766)  
Databases (CS 564, CS 764)  
Human-computer interaction (CS 570, CS 770)  
Machine learning (CS 540, CS 760, CS 761)  
Natural language processing (CS 545, CS 769)  
Optimization (CS 425, CS 525, CS 635, CS 720)  
Security (CS 642)

## Track Electives (6-7 credits)

Our curriculum has two tracks, *Professional* and *Research*, which have substantial overlap. The *Professional* track is intended for students who have an undergraduate degree in computer science, engineering, biology, or a health-related field, and are interested in a terminal MS degree that will equip them to work as a Biomedical Data Science professional in industry (e.g. Epic, DNASTar, etc.), a hospital, or a research lab. The *Research* track is aimed at students who have a professional degree in a clinical field, and are interested in doing research.

### **Professional Track: Biomedicine electives (6 credits)**

E.g. for a student concentrating their studies in bioinformatics, we would recommend courses such as General Genetics (Genetics 466) and Introduction to Human Biochemistry (Biomol Chem 314).

### **Research Track: Research electives (7 credits)**

1. Responsible conduct of research and research ethics (Nursing 802, Surgical Sciences 812, or Pharm Sciences 800; 1 credit)
2. Research Project (3-6 credits)
3. Research-oriented elective (0-3 credits)

The curriculum is substantially the same for *Professional* and *Research* track students. The key distinction is the following: *Professional* students will be required to take the biomedicine electives, but not the research-oriented electives. The assumption here is that this cohort of students probably does not have a substantial background in biomedicine. The *Research* track students, on the other hand, will not be required to take the biomedical electives, but instead will take a course in the responsible conduct of research and research ethics (1 credit), conduct a mentored research project (3-6 credits), and optionally take another elective, such as additional course in statistical methodology if the research project is taken for only 3 credits.

Each student's research project will be supervised by a program faculty member, and we expect that most projects will be conducted in collaboration with a clinician or biologist on campus. The goal of the research project experience is to enable the student to apply the knowledge they have learned in novel setting with the advice and guidance of a program faculty member. The prior experience of program faculty indicates that a 3-credit experience is sufficient to accomplish this goal. However, those students desiring a more in-depth research focus (e.g. those aiming to have a first-author publication as a result of their project) will take 6 credits of research. Program advisors will help students design and select the research experiences and courses they will need to accomplish their goals.

### **Instruction in Ethical Issues Pertaining to Biomedical Data Science**

All students in the program will receive instruction covering the ethical issues that arise in managing and analyzing biomedical data. Several lectures in the core course, Health Informatics, will be devoted to this topic. Additionally, students in the Research Track will receive additional training in the ethical conduct of research by taking one of the appropriate courses on campus.

#### IV. ENROLLMENT

The Graduate School has minimum requirements for enrollment each semester. All of the credit requirements (except F-1 and J-1 visa requirements) must be satisfied by graded, graduate-level courses; courses numbered below 300, audit, and pass/fail do not satisfy the minimum requirement.

##### **Enrollment Requirements**

The Graduate School's policy on enrollment requirements is as posted at <http://grad.wisc.edu/acadpolicy/#EnrollmentRequirements>.

##### **Auditing Courses**

Graduate School policy on Auditing Courses may be found at <http://grad.wisc.edu/acadpolicy/#auditingcourses>.

##### **Residence for Tuition Purposes**

Residency is used to determine tuition rates on campus. The details of the Graduate School Residency for Tuition Purposes can be found here as well as the full Registrar's Office policy.

<http://grad.wisc.edu/acadpolicy/#residencefortuitionpurposes>  
<http://registrar.wisc.edu/residence.htm>

##### **Transfer of Graduate Work from Other Institutions**

<http://grad.wisc.edu/acadpolicy/#transferofgraduateworkfromotherinstitutions>

#### V. SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS

Continuation in the Graduate School is at the discretion of a student's program, the Graduate School, and a student's faculty advisor.

The Graduate School sets minimum standards that all graduate students in the university must meet. Many departments and programs have additional requirements that exceed these Graduate School minimum requirements. The definition of satisfactory progress varies by program. The *Graduate School Catalog*, [grad.wisc.edu/catalog](http://grad.wisc.edu/catalog), includes the Graduate School's minimum degree requirements and each program's minimum criteria for satisfactory progress.

The Graduate School requires that students maintain a minimum graduate GPA of 3.00 in all graduate-level work (300 or above, excluding research, audit, credit/no credit, and pass/fail courses) taken as a graduate student unless probationary admission conditions require higher grades. The Graduate School also considers Incomplete (I) grades to be unsatisfactory if they are not removed during the subsequent semester of enrollment; however, the instructor may impose an earlier deadline.

A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion. (<http://grad.wisc.edu/acadpolicy/#probation> ) In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor.

## VI. SATISFACTORY PROGRESS - CONDUCT EXPECTATIONS

### Professional Conduct

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

1. **Professional Ethics:** Students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct; represent their profession and the program; and strive to incorporate and practice disciplinary ideals in their daily lives. Resumes/CVs must reflect accurate information.
2. **Honesty and Integrity:** Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, protect subject/client confidentiality and HIPPA regulations. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession as a whole.
3. **Interpersonal and Workplace Relationships:** Students shall interact with peers, faculty, staff and those they encounter in their professional capacity in a manner that is respectful, considerate, and professional. This includes and is not limited to attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to the team, keeping the lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/resources. Chronic or unexplained absences are unprofessional in the workplace and could be grounds for termination or removal of funding. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.
4. **Commitment to Learning:** Students are expected to meet their educational responsibilities at all times. Be actively prepared for class and be ready for questions and answers. Be on time for every class and always show courtesy during class or if you have to leave class early. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they work.

5. Professional Appearance: Students shall convey a positive, professional appearance in order to represent the program in a dignified manner. Appearance includes a person's dress, hygiene, and appropriate etiquette/protocols for the environment (including safety protocols and protective clothing in environments that require them).

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

### **Academic Misconduct**

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

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

Examples of academic misconduct include but are not limited to:

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

Additional information regarding Academic Misconduct:

Graduate School Policy & Procedure: Misconduct, Academic:

<http://grad.wisc.edu/acadpolicy/#misconductacademic>

### **Non-Academic Misconduct**

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

1. for conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
2. for stalking or harassment;
3. for conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
4. for conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;

5. for unauthorized possession of university property or property of another member of the university community or guest;
6. for acts which violate the provisions of UWS 18, Conduct on University Lands;
7. for knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent;
8. for violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

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

1. engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d);
2. attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;
3. attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
4. selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
5. removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;
6. preventing or blocking physical entry to or exit from a university building, corridor, or room;
7. engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
8. obstructing a university officer or employee engaged in the lawful performance of duties;
9. obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities;
10. knowingly disrupting access to university computing resources or misusing university computing resources.

#### Additional information regarding Non-Academic Misconduct

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

#### **Research Misconduct**

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

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

Responsible Conduct:

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

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

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

## VII. DISCIPLINARY ACTION AND DISMISSAL

Failure to meet the program's academic or conduct expectations can result in disciplinary action including immediate dismissal from the program. If a student is not making satisfactory progress in regards to academic or conduct expectations, the advisor will consult with the steering committee to determine if disciplinary action or dismissal is recommended.

Student progress will be reviewed through coursework and the Annual Review. If the advisor and graduate committee find that a student has failed to achieve satisfactory progress with academic or conduct expectations the student may be dismissed from the program. Students placed on probation will be placed on probation for one semester and will be reviewed by the steering committee following the probationary semester. Students placed on probation may be dismissed or allowed to continue based upon review of progress during the probationary semester.

The status of a student can be one of three options:

1. Good standing (progressing according to standards).
2. Probation (not progressing according to standards but permitted to enroll; specific plan with dates and deadlines in place in regard to removal of probationary status).
3. Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

A semester GPA below 3.0 will result in the student being placed on academic probation. If a semester GPA of 3.0 is not attained during the subsequent semester of full time enrollment (or 12 credits of enrollment if enrolled part-time) the student may be dismissed from the program or allowed to continue for 1 additional semester based on advisor appeal to the Graduate School. A cumulative GPA of 3.0 is required to graduate. See the Graduate School Academic Policies & Procedures: Probation <http://grad.wisc.edu/acadpolicy/#probation> and Grade Point Average (GPA) Requirement <http://grad.wisc.edu/acadpolicy/#gparequirement> .

In the case of a required course in which the student earns a grade below a B, the course must be repeated. Required courses may only be repeated once. Failure to receive a B or higher in the repeated course may result in dismissal from the program. Students must do all the work in the repeated course, including laboratory; attend regularly; participate in class discussions; take examinations; and write papers. Students will earn a final grade in the course. Both grades will be used in calculating the student's graduate grade-point average; however, the course will count only once toward meeting degree credit requirements for the program. See the Graduate School Academic Policies & Procedures: <https://grad.wisc.edu/acadpolicy/#repeatingcourses>

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

## Disciplinary Actions

Depending on the situation/program, the following are possible disciplinary action options.

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

Depending on the type and nature of the misconduct, the Division of Student Life may also have grounds to do one or more of the following:

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

## VIII. GRIEVANCE PROCEDURES & REPORTING MISCONDUCT AND CRIME

### Grievance Procedures

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance. Students' concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.). Many departments and schools/colleges have established specific procedures for handling such situations; check their web pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first. For more information see the Graduate School Academic Policies & Procedures: Grievances & Appeals: <https://grad.wisc.edu/acadpolicy/#grievancesandappeals>

Procedures for proper accounting of student grievances:

1. The student is encouraged to speak first with the person toward whom the grievance is directed to see if a situation can be resolved at this level.
2. Should a satisfactory resolution not be achieved, the student should contact the program's Grievance Advisor or Director of Graduate Study to discuss the grievance. The Grievance Advisor or Directory of Graduate study will facilitate problem resolution through informal channels and facilitate any complaints or issues of students. The first attempt is to help students informally address the grievance prior to any formal complaint. Students are also encouraged to talk with

their faculty advisors regarding concerns or difficulties if necessary. University resources for sexual harassment, discrimination, disability accommodations, and other related concerns can be found on the UW Office of Equity and Diversity website: <https://www.oed.wisc.edu/>.

3. Other campus resources include
  - o The Graduate School - <https://grad.wisc.edu/>
  - o McBurney Disability Resource Center - <https://mcburney.wisc.edu/>
  - o Employee Assistance Office – <https://eao.wisc.edu/>
  - o Ombuds Office - <https://ombuds.wisc.edu/>
  - o University Health Services – <https://www.uhs.wisc.edu/>
4. If the issue is not resolved to the student's satisfaction the student can submit the grievance to the Grievance Advisor in writing, within 60 calendar days of the alleged unfair treatment.
5. On receipt of a written complaint, a faculty committee will be convened by the Grievance Advisor to manage the grievance. The program faculty committee will obtain a written response from the person toward whom the complaint is directed. This response will be shared with the person filing the grievance.
6. The faculty committee will determine a decision regarding the grievance. The Grievance Advisor will report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received.
7. At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the faculty committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to the School/College.
8. Documentation of the grievance will be stored for at least 7 years. Significant grievances that set a precedent will be stored indefinitely.

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

### **Reporting Misconduct and Crime**

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

### **Research Misconduct Reporting**

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

### **Academic Misconduct Reporting**

If you know a classmate is cheating on an exam or other academic exercise, notify your professor, teaching assistant or proctor of the exam. As a part of the university community, you are expected to

uphold the standards of the university. Also, consider how your classmate's dishonesty may affect the overall grading curve and integrity of the program.

### **Sexual Assault Reporting**

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

### **Child Abuse Reporting**

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

### **Reporting and Response to Incidents of Bias/Hate**

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

## **IX. ACADEMIC EXCEPTION PETITION**

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

1. The specific requirement/rule/expectation pertinent to the petition must be identified.
2. The student's academic advisor must provide written support for the petition.
3. All course work substitutions and equivalencies will be decided by appropriate area-group faculty or curriculum chair.

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

## X. FUNDING AND FINANCIAL INFORMATION

The MS Degree Program in Biomedical Data Science does not currently provide guaranteed funding. Students who are looking for funding to support your graduate studies, the Graduate School provides a list of steps to follow, at <http://grad.wisc.edu/studentfunding/steps>

### **Stipend Levels and Paychecks**

Stipend rates for graduate assistantships are set by the University. Current rates for TAs, PAs, and RAs can be found on the website of the Office of Fellowships and Funding Resources:

<http://uwmadisonoffr.wordpress.com/funding-overview/assistantships/>

Graduate assistants are paid on a monthly basis and stipends are usually deposited directly into student's bank accounts. You can authorize direct deposit by filling out the Authorization for Direct Deposit of Payroll form (<https://uwservice.wisc.edu/docs/forms/pay-direct-deposit.pdf>) and returning it to the Payroll Specialist in the department providing the funding. For the Department of Biostatistics and Medical Informatics this is:

Val Timler  
Health Sciences Learning Center (HSLC)  
750 Highland Ave  
Madison, WI 53705  
608-262-2299  
[vtimler@wisc.edu](mailto:vtimler@wisc.edu)

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

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

### **Health Insurance Benefits**

TAs, PAs, RA, and Lecturers (Student Assistants) with appointments of 33.3% or higher (approximately 13 hrs/week) for at least the length of a semester are eligible to enroll in a health insurance program. Information about health insurance options can be found at <http://www.ohr.wisc.edu/benefits/new-emp/grad.aspx>. Current monthly premiums can be found at <http://uwservice.wisc.edu/premiums/index.php#sqh>. Questions about health insurance can be directed to Val Timler at [vtimler@wisc.edu](mailto:vtimler@wisc.edu).

### **Maximum Appointment Levels**

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

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

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

### **Loans**

The Office of Student Financial Aid (OSFA) (<http://www.finaid.wisc.edu/graduate-students.htm>) assists graduate students whose personal and family resources are not adequate to cover the expenses involved in attending the University of Wisconsin-Madison. The office also provides counseling to help students manage their money effectively, information on other potential sources of financial assistance

(such as employment), debt management counseling, and small short-term loans for emergency situations.

## XI. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING

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

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

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

- Planning for academic success
- Communication skills
- Grant writing
- Teaching
- Mentoring
- Research ethics
- Community engagement
- Entrepreneurship
- Career exploration: academic, non-profit, industry, government, etc.
- Job search support
- Pursuing postdoctoral training

Be sure to keep a pulse on programs offered by the following campus services as well.

- Writing Center <http://www.writing.wisc.edu/>
- Grants Information Collection <http://grants.library.wisc.edu/>
- Delta Program <http://www.delta.wisc.edu>
- Wisconsin Entrepreneurial Bootcamp <http://bus.wisc.edu/degrees-programs/non-business-majors/wisconsin-entrepreneurial-bootcamp>

### **Individual Development Plan**

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

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

The IDP you create is a document you will want to revisit again and again, to update and refine as your goals change and/or come into focus, and to record your progress and accomplishments. It also serves to start – and maintain – the conversation with your faculty advisor about your career goals and professional development needs. The IDP is not required by the MS Degree Program in Biomedical Informatics, but it is highly recommended and sometimes required by certain funding agencies.

### *Sciences and Engineering*

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

## XII. OPPORTUNITIES FOR STUDENT INVOLVEMENT

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

### **Student Representation in Governance**

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

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

### **Registered Student Organizations**

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

### **Outreach and Community Connections**

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

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

### XIII. STUDENT HEALTH AND WELLNESS

Maintaining good health is extremely important to student success, and our campus provides a wealth of resources to support not only physical health but also mental health. UW-Madison has a holistic resource for all things wellness called “UWell”. The site includes information and opportunities for wellness for your work/school, financial, environmental, physical, emotional, spiritual, and community. Go to <http://uwell.wisc.edu/>

Students who pay segregated fees are eligible for University Health Services (<https://www.uhs.wisc.edu>). There is no charge to students for many basic services including counseling sessions, because services are paid through tuition and fees. Personal health and wellness services are also available in addition to medical services.

#### **Securing Health Insurance Coverage**

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

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

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

#### **Disability Information**

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

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

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

#### **Mental Health Resources On and Off Campus**

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

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

#### XIV. MISCELLANEOUS INFORMATION FOR NEW STUDENTS

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

##### **Activate your NetID**

You will need your NetID and password to access the My UW-Madison portal at <https://login.wisc.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s1>. To activate your NetID click on the ACTIVATE NETID button from the My UW Madison login screen. Enter your 10 digit student campus ID number and birthdate. The NetID you create and password you enter are keys to your access to the MyUW portal, so make a record of it and keep it private. If you are unsure about your NetID and password, contact the [DoIT Help Desk](#) at 608-264-4357.

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

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

##### **Enroll in classes**

We highly recommend that students meet with their advisors prior to enrolling in their courses during the first semester. Advisors will be assigned to students in August and should be available for correspondence in the weeks prior to the beginning of the semester. Contact Beth Bierman, [bbierman@wisc.edu](mailto:bbierman@wisc.edu), the Grad Coordinator, if you have any questions.

##### **Pick up your free Madison Metro bus pass**

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

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

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

##### **HR contacts**

The Human Resources contact for the Department of Biostatistics and Medical Informatics is

Tami Flock  
K6/410 Clinical Sciences Center (CSC)  
600 Highland Ave  
Madison, WI 53792  
608-262-0781  
[tflock@wisc.edu](mailto:tflock@wisc.edu)

##### **IT Support**

At this time, IT support and computing needs are handled by the Biostatistics Computing Group (BCG). Contact information for the BCG can be found on their website <https://www.biostat.wisc.edu/bcg> If you have a computing concern or problem please call our help line at **(608) 265-5757**. Non-urgent issues and comments may be sent to [support@biostat.wisc.edu](mailto:support@biostat.wisc.edu) ([link sends e-mail](#)). Please send Linux and Solaris

questions to [sysreq@biostat.wisc.edu](mailto:sysreq@biostat.wisc.edu) ([link sends e-mail](#)). If there is an emergency or a quick response is needed, please call the help line - (608) 265-5757. If you are having a network problem, then contact your support person, or call the help line. The issue needs to be verified as a network problem, and it will then be forwarded to the network group.

## XV. ADDITIONAL INFORMATION FOR INTERNATIONAL STUDENTS

**Document Scanning:** New graduate students must check in with International Student Services (ISS) for required document scanning soon after their arrival in Madison. The ISS Welcome Room can be found in Room 217 Red Gym, Lobby of ISS. Please bring along your original documents: passport with the entry admission stamp, F-1 or J-1 visa (Canadians excluded), and I-20 or DS-2019 to scan. You will be given an orange ISS Receipt which you will need to bring to your orientation session. Visit their website for more information at <http://www.iss.wisc.edu> or to schedule an appointment.

New graduate students must also attend one of the session times offered for ISS Mandatory Orientation (Summer ITAs who have already gone to the ISS orientation do not need to attend again)

### **Please bring the following documents along to your ISS Orientation:**

- I-20 (If you are holding an F-1 visa) or DS-2019 (If you are holding a J-1 visa)
- Passport with the Entry Admission Stamp
- F-1 or J-1 Visa Stamp (Canadians excluded)

### **Students with ESL requirements**

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

### **Funding for International Students**

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

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

### **Full-time Enrollment**

All F-1 and J-1 international students are required to be enrolled full-time during the fall and spring semesters (12 credits for undergraduates; 8 credits for graduates). The F-1 or J-1 student must also have a valid I-20 or DS-2019 document that is valid through the end of their studies. If they need additional time to complete degree requirements, please refer to our [Extension Request for Degree-Seeking Students](#) or our [Extension Request for Non-Degree-Seeking Students](#).

## **Reduced Course Load for students who passed prelims, but there is no Dissertator status yet at the beginning of the semester**

If an international student has **passed their prelims and is still awaiting for the confirmation of their dissertator status from the graduate school**, ISS advises that they submit a [completed coursework RCL](#) no later than the second Friday of the semester. Please note that if a student submits an RCL request for coursework completed they need to be enrolled in at least 2 credits.

## **Final Semester Enrollment**

If an F-1 or J-1 international student has less than full-time enrollment degree requirements remaining, they may be granted permission to enroll for only those courses required for the degree program. The student is required to complete and submit the [Reduced Course Load \(RCL\) form](#), which also requires a signature from the academic advisor.

A student must be enrolled in traditional, on-campus course(s) in the final semester. **It is not recommended that students enroll in non-UW Madison courses during their final semester**, especially UW-Extension Independent Learning. These courses, with a completion date into the future of most UW-Madison courses, may put an F-1 or J-1 international student's immigration status in jeopardy.

## **Online Enrollment**

Use caution when recommending online course enrollment, especially UW Extension Independent Learning! No more than three online credit hours can count toward an F-1 or J-1 student's full-time enrollment requirement. In other words, an undergraduate must be enrolled in a minimum of 9 in-person credit hours, the rest can be online. A graduate student must be enrolled in a minimum of 5 in person credit hours, the rest can be online.

UW Extension Independent Learning is not recommended in the final semester as it may jeopardize a student's post-graduation employment eligibility.

## **Other changes to a student's academic record**

If a student [changes or adds a major](#), they must report that to ISS. If a student is changing from one degree level to another degree level, they must report that to ISS.