Experimental Pathology
Graduate Student Handbook

Biomedical Science
Ph.D. Graduate Program

The University of Iowa
Mission Statement:

The Experimental Pathology Ph.D. Graduate subprogram is centered in the Department of Pathology and is a member of the Biomedical Science Graduate Program in the Carver College of Medicine at the University of Iowa. Our mission is to provide Ph.D. students with advanced knowledge of disease pathogenesis at the genetic, molecular, cellular and systems levels. In addition, research performed for the Ph.D. thesis will teach cutting edge basic and translational research skills enabling graduates of our program to successfully investigate the basis of disease and lay the foundation for new and better therapies.

Introduction:

This policy handbook outlines all key information for students and faculty of the Experimental Pathology Ph.D. subprogram. The handbook is a supplement to the University of Iowa General Catalog (http://catalog.registrar.uiowa.edu/) and the Graduate College Manual of Rules and Regulations (https://www.grad.uiowa.edu/graduate-college-manual) which describe University policies pertaining to graduate students in detail. The handbook lists subprogram leadership, admissions, curriculum, comprehensive exam, thesis and thesis committee guidelines, thesis defense, student stipend and tuition support, academic and professional standards, student resource and the vacation and leave policy.

Program Website:

https://medicine.uiowa.edu/pathology/education/experimental-pathology-phd-graduate-program
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PROGRAM LEADERSHIP

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2021-2022 ACADEMIC CALENDAR

Fall semester 2021:

First day of classes – August 23
Last day of classes – December 10

Graduate Degree Applications due – October 1
Plans of study for master's recipients and final exam requests – October 12
Final thesis exam reports due – November 29
Final thesis deposit due – December 6

Spring semester 2022:

First day of classes – January 18
Last day of classes – May 6

Graduate Degree Applications due – February 25
Plans of study for master's recipients and final exam requests – March 8
Final thesis exam reports due – April 19
Final thesis deposit due – April 26

Graduate College Deadlines can be found at:

https://grad.uiowa.edu/academics/deadlines

The University of Iowa Academic Calendar can be found at:

https://registrar.uiowa.edu/academic-calendar
ADMISSIONS

Qualifications

Applicants must have a bachelor’s degree in a science discipline and a GPA of at least 3.0. In addition, previous research experience is highly desired. The GRE is not required. International students must submit TOEFL or IELTS scores that meet institutional requirements. For more information on English proficiency requirements, please go to:

Graduate College English Proficiency Requirements

Application Process

To be considered for the Experimental Pathology subprogram, interested students must apply to the Biomedical Science Program (BSP). The primary link to the BSP Admissions webpage is:

BSP ADMISSIONS

The key links found on the BSP ADMISSIONS site are as follows:

How to apply

Requirements

International Applicants

Interviews

Financial Support

UI Internal Fellowships

National Competitive Fellowships

Diversity

We are a direct admission subprogram

It is important to note the Experimental Pathology Ph.D. subprogram only accepts ‘direct admits’ at this time. This means all admitted students have already identified a faculty mentor and laboratory upon entering the subprogram. Accordingly, students in Experimental
Pathology do not perform rotations, but begin developing a thesis project with their mentor at the onset of their Ph.D. training.

**MSTP students are welcome to apply**

Consistent with our direct admission policy, Medical Science Training Program (MSTP or M.D./Ph.D.) students are welcome to join the Experimental Pathology Ph.D. subprogram.

**Off-cycle admission**

Since the Experimental Pathology Ph.D. subprogram recruits students as ‘direct admits’, we will consider spring semester admission. This is the exception however, with most students starting their course of study in the fall semester.
STUDENT SUPPORT

Stipend:

All Experimental Pathology graduate students receive a full stipend until they complete their studies/research and defend their thesis. Stipend amounts are at the same level as other graduate programs on the biomedical campus. Stipend support for the upcoming 12-month fiscal year (ending June 30, 2022) is $31,000. The stipend is paid to students on a monthly basis. Support for new incoming students begins on the first day of classes for the semester.

Support for students appointed to federal training grants (e.g. T32 and F31 grants) is capped at NIH levels that are below stipend levels within the Biomedical Science Program. In all such cases, the difference is made up by funds from the mentor or department.

Tuition and fees:

All Pathology graduate students have their tuition and fees paid until they complete the Program.

Health and Dental insurance:

The Program also pays most of the costs for health and dental insurance. For more information on health and dental benefits, please go to:

https://hr.uiowa.edu/benefits/health-insurance-graduate-students

https://hr.uiowa.edu/benefits/dental

Current monthly costs are detailed at:

https://hr.uiowa.edu/benefits/health-insurance/student-health-plans/undergraduate-students/student-health-insurance-plan

Summer tax information:

Graduate students do not normally register for classes during the summer. Due to this, IRS regulations may result in FICA being withheld from summer stipend checks. These deductions amount to approximately $300. This issue is discussed in more detail on the following websites:

https://hr.uiowa.edu/payroll/student-fica-information

https://financialaid.uiowa.edu/studentemployment/employers/university/fica
STUDENT GUIDANCE

Students entering the Experimental Pathology subprogram will be advised by both the subprogram Director and the faculty mentor. In addition to ensuring completion of all classroom requirements, regular meetings (at least yearly) with the Dissertation committee will be enforced until the student completes the program. Dissertation Committee meetings start in the fall semester of the second year.
CURRICULUM AND REQUIREMENTS

Coursework:

As a subprogram within the Biomedical Science umbrella, Experimental Pathology students take the same foundational courses as all Biomedical Science students during the first year. These include Principles of Molecular and Cellular Biology, Topics in Principles of Molecular and Cellular Biology and Basic Biostatistics and Experimental Design during the first semester, and Pathogenesis of Major Human Diseases, Methods for Molecular and Translational Medicine, and Mastering Reproducible Science during the second semester. Similarly, all Biomedical Science students take two semesters of Scholarly Integrity and Responsible Conduct of Research during the second year.

In addition to common foundational courses, Experimental Pathology students take a higher level of statistics (Practical Data Science and Bioinformatics or Introduction to Biostatistics), professional development (Pathology Seminar) and an elective in the area of their thesis research (see list below).

Plan of Study:

Fall semester of Year 1:

BMED:5207 Principles of Molecular and Cellular Biology (3 s.h.)
BMED:5208 Topics in Principles of Molecular and Cellular Biology (1 s.h.)
PCOL:5204 Basic Biostatistics and Experimental Design (1 s.h.)
PATH:7211 Research in Pathology (variable)

Spring semester of Year 1:

Bioinformatic or Biostatistics (only one)
MMED:3310 Practical Data Science & Bioinformatics (3 s.h.) or
BIOS:4120 Introduction to Biostatistics (3 s.h.)
PATH:5270 Pathogenesis of Major Human Diseases (3 s.h.)
MMED:6260 Methods for Molecular/Translational Medicine (1 s.h.)
PHAR: 6504 Mastering Reproducible Science (1 s.h.)
PATH:6220 Seminar in Pathology (1 s.h.)
PATH:7211 Research in Pathology (variable)

Fall semester of Year 2:

One Elective (3-4 s.h.) is required either in the fall or spring semester
BMED:7270 Scholarly Integrity/Responsible Conduct of Research (0 s.h.)
PATH:7211 Research in Pathology (variable)
Spring semester of Year 2:

One Elective (3-4 s.h.) is required either in the fall or spring semester
PATH:6220 Seminar in Pathology (1 s.h.)
BMED:7271 Scholarly Integrity/Responsible Conduct of Research (0 s.h.)
PATH:7211 Research in Pathology (variable)

Subsequent semesters:

PATH:7211 Research in Pathology (minimum of 2 s.h.)

Total Hours:

72 student hours are required for the Ph.D. degree. This requirement is met by:
Total student hours of coursework = 18
Total student hours of research = 54

Possible Electives:

Electives are determined by the area of thesis research. A complete listing of all courses can be found at: https://myui.uiowa.edu/my-ui/courses/dashboard.page

MMED:6220 Mechanisms of Cellular Organization 3 sh
MMED:8115 Molecular Physiology 4 sh
MMED:6225 Growth Factor Receptor Signaling 1 sh
MMED:6226 Cell Cycle Control 1 sh
MMED:6227 Cell Fate Decisions 1 sh
MMED:6215 Transcription and Multifunctional Regulation by RNA 1 sh
FRRB:7001 Molecular and Cellular Biology of Cancer 3 sh
MICR:6247 Graduate Immunology and Human Disease 4 sh
MICR:6267 Graduate Viruses and Human Disease 4 sh
IMMU:6201 Graduate Immunology 3 sh
NSCI:5653 Fundamental Neurobiology 3 sh
NSCI:7235 Neurobiology of Disease 3 sh
GENE:6150  Genetic Analysis of Biological Systems  3 sh
GENE:7191  Human Molecular Genetics  3 sh

**Scholarly Integrity/Responsible Conduct of Research:**

Scholarly Integrity/Responsible Conduct of Research is required of all graduate students in the Biomedical Science Graduate Program. This training program consists of 11 modules of basic SI/RCR training offered through the CITI training web portal. This is described at:

[https://grad.uiowa.edu/postdocs/training-rkr/approved-courses](https://grad.uiowa.edu/postdocs/training-rkr/approved-courses)

The CITI training is to be taken early in the first semester. Once all CITI modules are successfully completed, students are then eligible to take the two semester Scholarly Integrity/Responsible Conduct of Research sequence course taught through the Carver College of Medicine (BMED:7270:0002 and BMED:7271:0002). These are taken during the fall and spring semesters of the second year.

**Laboratory Rotations**

At this point, rotations are not required as all new students entering the Experimental Pathology subprogram are ‘direct admits’.

**Teaching:**

The Experimental Pathology subprogram does not have a teaching requirement. However, there are opportunities to teach or TA if students desire this experience.

**Publication requirements:**

Students must have one first author peer-reviewed paper published or in press, as well as a co-authored peer-reviewed paper or review article published or in press prior to being allowed to schedule their dissertation defense.
INDIVIDUAL DEVELOPMENT PLAN (IDP)

The IDP is a tool to assist trainees with career and professional development. The IDP provides a platform for trainees to identify professional goals, assess competencies relevant to these goals, and develop a plan to achieve specific objectives related to their career goals. The trainee-developed IDP becomes a platform for discussion with their Ph.D. mentor, to foster communication important for the trainee’s professional development. The process is interactive and reiterative to ensure training success and satisfaction. Several steps are involved in the development, implementation, and revision of the IDP. The trainee and mentor are active participants, working together to design a plan that helps the trainee meet goals identified in the IDP. The process involves identification of short-term objectives, with clear expectations and milestones that address long-term career goals.

Basic steps for Trainee:

Conduct a self-assessment
- Define your time commitment to various components of the graduate experience
- Assess your skills and interests
- Use outside resources to get feedback on your skills, strengths, and weaknesses. The following self-assessment tools provide excellent guidance
  http://myidp.sciencecareers.org
  https://www.grad.uiowa.edu/individual-development-plan

Survey opportunities with mentor
- Identify career opportunities that interest you
- Define differences between your current skills and additional skills needed for your identified career objectives
- Prioritize areas for development and discuss strategies for addressing objectives with your mentor

Write/update your IDP, share it with your mentor, and review together
- Identify specific skills that you need to develop in the short-term (e.g. 1-2 years)
- Define strategies to develop each skill. Use the “SMART” principle:
  - Specific - is it focused and unambiguous?
  - Measurable - define metrics to know whether the objective is achieved
  - Action-oriented - identify concrete steps to achieve the objective
  - Realistic - is the strategy feasible?
  - Time bound - define a deadline

Implement the plan, and revise as needed (at least annually)
- Review your plan with your mentor on a regular basis
- Revise as necessary
**Basic steps for Mentor:**

- Be familiar with training requirements and opportunities
- Discuss opportunities with trainee
- Review your trainee’s IDP and help revise. Provide written comments at the end of this document
- Establish regular periods for IDP review and revision, as needed
COMPREHENSIVE EXAM

The Comprehensive exam will normally be taken during the second (spring) semester of the second year. For students with advanced standing, they will be eligible to take the exam during the first (fall) semester of the second year.

The goal of the Comprehensive exam is to determine whether the student has acquired the basic skills needed to continue with the dissertation phase of their Ph.D. program and ultimately succeed as a basic scientist. These skills include the ability to fully understand a basic problem in the field, create an appropriate hypothesis and generate an experimental approach to address the hypothesis. By nature of the exercise, the student’s ability to communicate in written and oral form will also be tested.

The Comprehensive exam process is governed by the Manual of Rules and Regulations of the Graduate College:

https://grad.uiowa.edu/academics/manual/academic-program/section-xii-doctors-degrees

It is important to note the Comprehensive Exam policies and timelines are established to ensure uniformity in the process to the greatest extent possible. This is in the best interests of the students, and faculty who serve on exam committees. However, if there are mitigating circumstances that interfere with the established process/timeline (e.g. illness, family emergencies, etc), alternative arrangements can be made. Such arrangements will be made in consultation with the Program Director.

Comprehensive exam committee

The Comprehensive exam committee will consist of the student’s Dissertation committee minus the mentor. A replacement member will be appointed by the Experimental Pathology Director in consultation with the four standing members of the Dissertation committee. The chair of the Dissertation committee (who is not the mentor) will also serve as chair of the Comprehensive exam committee.

Duties of the Comprehensive exam committee chair

The chair of the committee will have a key role throughout the exam process. The student will send their abstract and proposal to the chair who will in turn distribute the documents to the other committee members. The chair will be responsible for all communication with the student, the other committee members, the Program Coordinator and if necessary, the Program Director. If needed, the chair will meet with the student to discuss needed revisions to the abstract or discuss why a given abstract was deemed ‘fatally flawed’. Importantly, the chair will oversee the in-person Comprehensive exam (proposal defense) and meet with the student at the end of the exam to communicate the outcome and if necessary, summarize necessary steps to mitigate any reservations.
The Comprehensive exam is ‘off-topic’

The Comprehensive exam will take the form of a grant proposal and will be ‘off-topic’. Specifically, the focus of the proposal will be in the field of the student’s research, but must not be directly related to the dissertation project. In order to determine the topic, each of the five comprehensive exam committee members will choose a recent high-profile paper in the area of the student’s research interests (but not directly related to the dissertation project). The chair of the committee will oversee the process to ensure selected papers are appropriate and not redundant. After examining the papers, the student will choose one and make it the basis of their comprehensive exam. Importantly, the chosen paper is to serve as the area of focus for the proposal and not necessarily as the sole source of preliminary data or proposed experiments.

Comprehensive exam process

Abstract description: Upon choosing the topic of the exam, the student will then prepare and submit a two-page single spaced abstract to the committee (not including references). The abstract will include the background/rationale, the significance of the question being asked and an outline of the specific aims. The specific aims should highlight the major experimental approaches, but not include methodological details. Students may not consult with their mentor regarding the content of the abstract, although they may consult regarding potential overlap with their thesis project. The format of the document will be identical to NIH applications with 0.5 inch margins (all sides) and the use of Arial font no smaller than 11 points. Importantly, students are encouraged to examine successful exam abstracts of others as well as the Summary (rationale) and Specific Aims pages of grant applications submitted by their mentor or other faculty and trainees (e.g. post-doctoral fellows). Once completed, the student will submit the abstract to the committee chair.

Committee evaluation of the abstract and outcomes: The Comprehensive exam committee will have one week to evaluate the abstract and arrive at one of three outcomes:

1. The abstract is found to be acceptable and the student can begin work immediately on the full proposal. This will be communicated by the committee chair.
2. The abstract has the potential to lead to a defensible proposal, but requires revision. The committee chair will meet with the student to provide a written summary of the committee’s concerns and an overview of needed revisions. The student will have one week to submit a revised abstract to the committee chair.
3. The abstract is fatally flawed and the student will need to generate a new abstract. The committee chair will meet with the student to provide a written summary that describes the basis for the committee’s decision. The student will then have three weeks to prepare a new (second) abstract on a different topic. The latter will be derived from one of the remaining four papers originally selected by committee members.
If neither the original or second abstract is deemed acceptable (i.e. both are ‘fatally flawed’), this will constitute a first failure and the student must wait four months prior to attempting the comprehensive exam again.

**Proposal:** Upon approval of the abstract, the student will be given permission to prepare a full proposal based on the NIH R21 format. Specifically, the proposal will be seven single spaced pages (not including references) with the Specific Aims composing the first page. The remaining six pages (Research Strategy) will include Significance, Innovation, Rationale and Experimental Plan. The Experimental Plan section will be organized around the Specific Aims (and Sub-Aims) and should describe the experimental approaches, expected results/outcomes, potential pitfalls and unexpected outcomes, and alternative approaches. A basic description and rationale of experimental/technical approaches are expected. However, detailed protocols are not required and students should instead provide key references describing them. It is important to propose technical approaches that are feasible and consistent with experimental goals. Considering and listing appropriate controls is also key. Figures and tables can be included, but should focus on summarizing previous findings or experimental approaches. Students should avoid inserting data figures from published papers. The format of the proposal will also adhere to NIH grant application rules with 0.5 inch margins (all sides) and the use of Arial font no smaller than 11 points. As stated above, references are not included in the seven-page limit, although no more than five pages are allowed. Again, students are encouraged to examine successful proposals submitted by previous students, or successful R21 applications submitted by their mentor or other faculty. Once completed, the student will submit the proposal to the committee chair. As detailed below, the proposal will be defended orally in front of the entire committee.

**Input from others:** Fundamentally, the Abstract and Proposal should be the original work of the student. However, students undertaking the comprehensive exam may consult with other students, post-doctoral fellows and faculty other than their advisor regarding technical approaches or general questions about the topic. Students may not ask other faculty to review the abstract or proposal, or provide experimental details. Accordingly, each student must take full ownership of their abstract and proposal. In this regard, students are expected to defend their ideas and experimental approaches based on precedent (the literature) not the personal views of others. Equally important, mentors must remove themselves from the exercise and not serve as an intermediary prior, during or after the comprehensive exam process.

**Proposal defense:** All proposals will be defended orally with the Comprehensive exam committee, with one exception (see below). As listed below in the exam timetable, the Program Coordinator will schedule a time for the proposal defense to occur at least two weeks after submission of the completed document. The chair of the committee will lead the meeting.

The defense will begin with a PowerPoint presentation by the student where an overview of the proposal is given. The overview will include the background and rationale for the proposal, the specific aims and the experimental approaches. The overview may include updates such as any recent publications that have a direct bearing on the proposal, or needed
corrections recognized by the student after submission of the proposal document. It is recommended the overview last no longer than 15 minutes and committee members refrain from specific questions until after the overview is complete. However, slides from the overview should be used during the defense as a context for questions and discussion. No additional material, aside from the proposal and the slide presentation, may be used during the defense. This includes primary papers or review articles.

Upon completion of the overview by the student, committee members will then ask questions on any aspect of the written proposal. Committee members also have license to ask general questions to assess the student’s depth of knowledge in the area of the proposal. Questions will continue until all committee members have completed their inquiries, or the committee chair decides to end the questioning period. The student will then leave the room and the committee will decide on the outcome of the exam. This outcome will then be communicated to the student by the committee chair.

Proposal defense outcomes:

1. **Defense is not allowed or postponed:** If upon receiving the proposal document, the majority of the Comprehensive exam committee members judge the proposal to be significantly below standards (and hence indefensible), the Comprehensive exam committee can decide to give the student an Unsatisfactory without an oral defense, meaning the student will fail their first attempt. This outcome is rare and will only occur if the student did not put in the effort to generate a proposal that is minimally defensible. Alternatively, the committee could decide the proposal is defensible upon revision. The committee chair will meet with the student to provide a written summary of the committee’s concerns and an overview of needed revisions. The student will have three weeks to revise the proposal and submit the document to the chair. If the committee again decides the revised document does not meet minimum standards for an oral defense, the outcome will be Unsatisfactory and the student will fail. The student must wait four months prior to attempting the comprehensive exam again.

2. **The Comprehensive Exam is judged as ‘Satisfactory’**: If four of five committee members judge the defense as Satisfactory, the student passes and moves forward towards earning the Ph.D. degree.

3. **The Comprehensive Exam is judged as having ‘Reservations’**: If two or more of the committee members rate the exam outcome as having Reservations, the student must correct the deficiencies as directed by the committee. Specifically, the committee chair will meet with the student and provide a written summary of the committee’s concerns, an overview of needed revisions and a clear timetable to complete revisions. This written summary must also be provided to the Graduate College (by the Program Director). The student will complete the revisions as directed by the committee within the defined time frame. The student will also prepare a document (no more than one page) which summarizes (point-by-point) their revisions. The latter is to ensure all concerns raised by the committee are addressed. The committee with then examine the revised document to ascertain whether the reservations have been addressed. The committee also reserves the
right to hold a second oral exam with the student to evaluate and judge the revised proposal. If four of five committee members judge the revised proposal as Satisfactory, the student passes and moves forward towards earning the Ph.D. degree. If at least two members of the committee judge the revised document to be Unsatisfactory, the student fails and must wait four months prior to attempting the comprehensive exam again. The Program Director will then inform the Graduate College of the Satisfactory or Unsatisfactory outcome.

4. **The Comprehensive Exam is judged as ‘Unsatisfactory’**: If at least two members of the committee judge the Exam as Unsatisfactory, the student fails and must wait four months prior to attempting the comprehensive exam again.

**Comprehensive exam timetable**

**Spring Comprehensive exam schedule:**

The typical Ph.D. student who spends their first year in the Program performing required coursework and defining a thesis project will begin the Comprehensive Exam process in January of their second year of graduate study.

**January 1:** The Chair of the Comprehensive exam committee will send out a notice to committee members to begin the process of selecting an off-topic paper that meets the criteria listed above.

**January 15:** The Chair of the Comprehensive exam committee members will provide the selected papers to the student. The student will select one and prepare a two-page single spaced abstract (not including references) as described above.

**February 15:** The student will submit the completed abstract to the committee for review.

**February 22:** The student will be informed whether to proceed with a full proposal, revise the existing abstract or generate a new second abstract, as detailed below:

**Revision:** The student will submit a revised abstract to the committee for review by March 1. The committee will inform the student within one week of its decision. The student will either be granted permission to proceed with a full proposal or generate a new abstract, as described below.

**New second abstract:** The student will generate and submit a second novel abstract to the committee for review within three weeks. The committee will inform the student within one week of its decision (proceed with a full proposal or revise the abstract). If the decision is to edit the abstract, the student will have one week to submit the revision, after which the committee will have one week to inform the student of its decision. The student has only one opportunity to submit a second new abstract during a given exam cycle.
Fall Comprehensive exam schedule:

Students with advanced standing may take the Comprehensive exam during the fall semester of their second year. These include MSTP students as well as those with an M.S. degree.

**August 1:** The Chair of the Comprehensive exam committee will send out a notice to committee members to begin the process of selecting an off-topic paper that meets the criteria listed above.

**August 15:** The Chair of the Comprehensive exam committee members will provide the selected papers to the student. The student will select one and prepare a two-page single spaced abstract (not including references) as described above.

**September 15:** The student will submit the completed abstract to the committee for review.

**September 22:** The student will be informed whether to proceed with a full proposal, revise the existing abstract or generate a new second abstract, as detailed below:

**Revision:** The student will submit a revised abstract to the committee for review by September 29. The committee will inform the student within **one week** of its decision. The student will either be granted permission to proceed with a full proposal or generate a new abstract, as described below.

**New second abstract:** The student will generate and submit a second novel abstract to the committee for review within **three weeks**. The committee will inform the student within **one week** of its decision (proceed with a full proposal or revise the abstract). If the decision is to edit the abstract, the student will have **one week** to submit the revision, after which the committee will have **one week** to inform the student of its decision. The student has only one opportunity to submit a second new abstract during a given exam cycle.

**Outcome of the abstract submission and review process:**

Once the abstract is deemed acceptable by the Comprehensive exam committee, the student will have **four weeks** to complete the proposal and submit it to the committee Chair. In addition (upon acceptance) the Program Coordinator will contact all committee members to schedule a defense date **two weeks** after submission of the full proposal.

If neither the original or second abstract is deemed acceptable (i.e. both are ‘fatally flawed’), this will constitute a first failure and the student must wait **four months** prior to attempting the comprehensive exam again.

**Deadlines:** If a deadline falls on a Saturday or Sunday, it will be moved forward to the following Monday.
Dissertation Research Credits:

Thesis research is accounted for in the curriculum by registering for:

PATH:7211:0IND Research in Pathology

When registering for PATH:7211:0IND, select the thesis mentor in the drop-down menu. Please note that Research in Pathology is graded as S/U.

Dissertation Committee:

Students will be required to select and meet with their Dissertation committee by the end of the first (fall) semester of their second year. The committee will consist of the mentor and four additional faculty. Two of the committee members may be faculty from outside the Experimental Pathology subprogram, although they must have an appointment in a Ph.D. degree granting program or department. A member of the committee other than the mentor will serve as chair. The chair will be determined by mutual consent during the first committee meeting.

Dissertation Committee Meetings:

The student must meet with the thesis committee at least once a year, starting in the second semester of the first year. After each meeting, the student must submit a satisfactory report to the Program Director. This report is to consist of a PowerPoint file of the student’s presentation and a list of committee recommendations. The list of recommendations is compiled by the student and mentor shortly after the meeting.

Dissertation defense, Dissertation document and final exam:

Students will be allowed to schedule their dissertation defense/final exam once the following have been met:

- Completed all curricular requirements (72 s.h. of classroom and research credits)
- Are in good standing with the Graduate College, Biomedical Science Program and Experimental Pathology subprogram
- Have met publication requirements
- Have been granted permission by their Dissertation committee

Two weeks prior to the dissertation defense/final exam, the student must provide the entire committee with a completed draft of their dissertation. Prior to distribution, the dissertation must have been approved by the student’s research advisor and must be formatted as per Graduate College guidelines. On the day of the defense, the student will present a public seminar of the dissertation work. This will then be followed by defense of the dissertation
before the entire Dissertation committee. A final version of the dissertation will then be prepared based on suggested edits provided by the committee. After final approval by the research advisor and committee, the dissertation will be submitted to the Graduate College.

Graduation checklist for students planning to defend their thesis:

https://grad.uiowa.edu/academics/graduation-checklist

Food and beverage at committee meetings:

The Experimental Pathology program does not expect students to provide food and/or drink for committee members during any meeting, including the Comprehensive exam or Dissertation defense. This is consistent with a recent resolution by the University of Iowa Graduate Student Senate passed on 02-04-20.
ACADEMIC AND PROFESSIONAL STANDARDS

Coursework and GPA:

As stated above, all coursework is typically completed within the first two years. In order to remain in good standing, students must maintain at least a 3.0 GPA as mandated by the Graduate College:

https://grad.uiowa.edu/academics/manual/academic-program/section-iv-academic-standing-probation-and-dismissal

Specifically: A doctoral student on regular status shall be placed on academic probation if, after completing 9 semester hours of graded (A, B, C, D, F) graduate work at The University of Iowa, the student's UI Cumulative GPA falls below 3.00. A student regains good academic standing when his or her UI Cumulative GPA returns to 3.00. If, after completing 9 more semester hours of graded (A, B, C, D, F) graduate work at this University, the student's UI Cumulative GPA remains below 3.00, the student will be dropped from the degree program and denied permission to re-register within any Graduate College doctoral degree program. The student may apply for and be accepted into a non-doctoral degree or certificate program.

Professionalism:

Students in the Experimental Pathology subprogram are expected to adhere to accepted standards of behavior at every level. This includes time commitment, classroom and laboratory integrity and interactions with peers and faculty.

Time commitment: Graduate school is a full-time commitment that requires at least 40 hours of work per week focused on classroom and laboratory activities. Additional time is typically spent in the evenings and weekends completing classroom assignments, reading the primary literature, evaluating and compiling data or carrying out experiments. As such, students may not be employed in other jobs. During rotations, students are expected to work in their rotation laboratory during the day when not taking classes. The rules for vacations, sick leave and other time away is described below in the Experimental Pathology Graduate Subprogram Vacation and Leave Policy section. Importantly, open communication with the rotation or thesis mentor is key when planning time away.

Cheating/plagiarism: Any form of cheating or plagiarism with respect to curricula, coursework, examinations, thesis or manuscripts is grounds for dismissal from the Program. The policy and procedures regarding academic misconduct are defined in the University of Iowa Graduate College Manual of Rules and Regulations

http://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal
**Scientific misconduct:** The U.S. Public Health Service has a formal policy dealing with misconduct. It is described in a special July 18, 1985 issue of the NIH Guide to Grants and Contracts. Any intentional fabrication, falsification or plagiarism of experimental data/result is considered scientific misconduct. Any deviation from federally defines standards regarding the use of animals in research or human subjects is also considered scientific misconduct. Normal human errors or differences of opinion in regards to data interpretation is not considered misconduct. Scientific misconduct is grounds for dismissal from the Program.

**Sexual Harassment:** Sexual harassment will not be tolerated in any form. The University of Iowa has specific guidelines and regulations on sexual harassment. These are described at:

https://opsmanual.uiowa.edu/community-policies/sexual-harassment

It is the obligation of each student to read and be familiar with the University of Iowa policies regarding sexual harassment.

**Professional interactions:** Students are expected to maintain professional interactions with all members of the classroom, laboratory environment and Department. This includes all faculty, fellow students, other laboratory trainees and staff, and support personnel within the Department. Professional interactions are simply defined by treating all individuals with respect regardless of race, creed, color, religion, national origin, age, sex, sexual orientation or any other classification as defined in the Diversity Statement on page 13. A persistent failure to adhere to this expectation may result in dismissal from the Program.

**Appeals:**

In the event that a student is failing to meet the academic and professional standards described above, the department will notify the student of this fact in writing and specify the deficiencies. If the student does not remedy the deficiencies within a reasonable specified time, the student may be dismissed. If the student judges that this or any other departmental action is improper, the student has a right to request a review. If the student wishes to appeal the decision, the Department Chair should be contacted to arrange the appeal process following the rules of the Graduate College. These are described at:

https://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal
RESOURCES:

Counseling:

We need to be constantly vigilant about not only the scientific health and status of our students and faculty, but also about their mental health. Graduate school is an extremely stressful time for students and faculty alike. We would like to remind our students and faculty that if concerns arise about their mental health status, for whatever reason, that it is appropriate to seek help. Individual faculty or students should feel free to contact those services directly or, if they feel it appropriate, discuss with the Program Director. The University offers counseling services for students at University Counseling Service (3223 Westlawn, 335-7294) and for faculty at Faculty Services (5101A D, 335-2085). Detailed information is found at:

https://counseling.uiowa.edu/

Office of the Ombudsperson:

The Office of the Ombudsperson (3rd floor of Jefferson Building, 129 East Washington Street) provides conflict management and problem solving to the entire campus community. Their services are confidential, neutral, informal, and independent. Appointments are suggested and can be scheduled by phone, 319-335-3608, or by email:

ombudsperson@uiowa.edu

Detailed information is found at:

https://uiowa.edu/ombuds/.

Student Disability Services:

The University is committed to providing an educational experience accessible to all students. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through Student Disability Services (SDS). SDS is responsible for making Letters of Accommodation (LOA) available to the student. The student must provide an LOA to the course instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated. The LOA will specify what reasonable accommodations the student is eligible for and those the instructor should provide. Detailed information is found at:

https://sds.studentlife.uiowa.edu/students/
VACATION AND LEAVE POLICY

Successful graduate education in the biomedical sciences does not begin and end with the usual academic calendar, but rather is a full-time occupation. Reasonable vacation periods are certainly appropriate, but long or repeated absences are generally not permitted. Vacations or any other planned absences should be discussed in advance with the faculty member in charge of the laboratory where the student is rotating or performing their thesis work.

Paid Leaves:

Graduate students are entitled to University-designated holidays and up to (15) working days per fiscal year of absence without pay deduction.

All paid leave must be scheduled with the approval of the Mentor.

Graduate students are entitled to University-designated holidays.

University-designated Holidays:

- New Year's Day
- Dr. Martin Luther King, Jr.'s Birthday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Friday after Thanksgiving Day
- Christmas Day
- A day before or after Christmas Day

Monday will be recognized as a holiday for all holidays occurring on a Sunday and Friday for all holidays occurring on a Saturday.

Sick Leave

Graduate students may be absent due to illness without loss of pay not to exceed (18) days during a twelve-month appointment.

If a Graduate student has exhausted paid sick leave due to illness, they may request an unpaid leave of absence which will be granted at the discretion of the Mentor and Program Director.

Family Illness Leave:

Graduate students may use available sick leave for care of and necessary attention to ill or injured members of the immediate family or for parental leave including birth and adoption.
Bereavement Leave:

Graduate students may use available sick leave for three (3) work days when a death occurs in the employee’s immediate family.

Additional paid leave:

Such leaves may be granted provided the Program and mentor determines the graduate student is able to meet the time and effort obligation reflected in the percentage of appointment over the full term of individual’s appointment.

Unpaid Leave of Absence:

A Graduate student may be granted an unpaid leave of absence during the term of their appointment, upon request to and at the discretion of the Mentor and Program Director.

The Mentor and Program Director shall authorize leave requests in accordance with the provisions of the Family and Medical Leave Act of 1993 for qualifying individuals.

DIVERSITY STATEMENT

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Director, Office of Equal Opportunity and Diversity, the University of Iowa, 202 Jessup Hall, Iowa City, IA, 52242-1316, 319-335-0705 (voice), 319-335-0697 (TDD), diversity@uiowa.edu