



Office of Research Education

SCHOOL OF MEDICINE

UNIVERSITY OF COLORADO **ANSCHUTZ MEDICAL CAMPUS**

Integrated Physiology Program

Handbook

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Information for New Students

Expectations for Graduate Students

It is our intention to train students so that they can function as independent, imaginative, productive scientists in a research capacity in academia or other challenging environments. It should be understood by all students that their productivity during their tenure as graduate students will strongly influence the opportunities that are available when they seek employment. The Program thus requires considerable investment of time in developing experimental, critical thinking and organizational skills. Although the output expected can be influenced by a variety of factors including the importance and thoroughness of publications, most successful students graduate with the equivalent of two or more principal-author papers. Students should be prepared to invest a substantial amount of time above and beyond the normal workweek during their training to place themselves in a competitive position upon graduation.

The success of each student admitted to the Program is our goal. During the first two years of graduate school, there are clear and tangible milestones every graduate student must meet. In the first year, students must obtain passing grades in their coursework, successfully complete three research rotations, and pass the year-end preliminary exam. In the second year, they must begin thesis research and successfully pass the comprehensive exam. In the subsequent years of thesis research, the milestones become much more nebulous and success relies on a student's own self-motivation, intellectual drive and hard work. Graduate school is not a job – it is training for a challenging career. A student's success at this stage of his/her training and in subsequent steps will depend on the student's own efforts. The thesis advisor and thesis committee are in place to provide scientific and professional guidance and support. It is the student's responsibility to take the initiative to work with their advisor and committee to achieve success in research and in a career. Ultimately, a student's success lies with the student!

The Program has the following expectations for a student's thesis career:

1. A student must be self-motivated. Motivation should come from within and not determined by the mentor or arbitrary deadlines.
2. A student should work the necessary hours in the lab to complete the experiments. Graduate school is not a five-day a week, 9-5 job. The effort each student puts in will be reflected in the level of success and the timetable for graduation.
3. A student should be intellectually engaged in the research project. Initially, the project is often conceived by the mentor; however by the comprehensive exam, the student should be actively participating in experimental decisions and research directions. In subsequent years, the student should take progressively more control in the execution and direction of the research.
4. A student must take initiative for his/her own career and take responsibility for research successes and failures. If things are not working out in the lab or with the

advisor, in addition to the advisor's responsibilities, the student should initiate actions to correct the problem. The thesis committee and student advisor exist to help, but the student must seek out that help.

Student Stipend and Financial Responsibilities

During the first academic year, the Office of Research Education will support Rotation Track Integrated Physiology students with a stipend of \$38,110 per year, paid monthly by the last working day of each month. Thesis Track students are supported by their faculty mentor at the same stipend rate with the same pay schedule.

Monthly checks are automatically deposited into the bank account specified by the student. The Office of Research Education also pays tuition, fees, and health insurance for the first year; thereafter, the chosen thesis mentor pays these expenses (except for Thesis Track students, whose mentor pays these expenses during all years, including the first year). Students are responsible for books, housing, etc.

Student expenses, including stipend, will be paid until graduation contingent on the student meeting the following conditions:

1. Satisfactory academic progress.
2. Eligibility for in-state tuition after the first year. Students who fail to qualify for in-state residency will be personally responsible for the difference between in-state and out-of-state tuition (international students excepted). Please see ["Establishing Residency"](#)
3. Preliminary examination is passed at the end of the first year.
4. Comprehensive examination completed and passed by end of fall semester of third academic year.

Establishing Residency

New students must immediately obtain documentation to support the petition for State Residency. This is a very important priority for first year students. After the first full year, funding will be available (assuming satisfactory academic progress) only if the student qualifies as an in-state resident*. The steps, documentation, and petition information are located on the [University of Colorado Anschutz Medical Campus Office of the Registrar](#) website. ****International students cannot gain residency and will remain at an out of state tuition rate; they are NOT personally responsible for the tuition differential.***

University Email

Beginning July 1st of the first academic year, all university communications will be sent to the student's university email address. It is the student's responsibility to claim their email address after matriculation and regularly check their email address. Important information will be communicated to students via their university email address throughout the duration of their academic career. Failure to check email is not an excuse for missed deadlines.

University Badge

Everyone on campus must carry a CU Anschutz Badge. The Office of Research Education will facilitate the badging process for new students. This identification badge serves many purposes including enabling students to access university buildings and laboratories, utilize the library, obtain parking, and keep our campus secure. It is the student's responsibility to keep their badge on them and visible at all times. Lost or stolen badges should be immediately reported to [the Badging Security Office](#) or University Police (after hours).

Program Director:

Students in their first year should consult on a regular basis with the Program Director. This provides a mechanism for continuous rapport to be established between one Program Director and students throughout the critical first year. This permits continuous monitoring of potential problems and a useful way for students to have input into the program. The Program Director consults regularly with program faculty regarding student questions and concerns. The Program Director approves registration for all first-year students.

Graduate Training and Oversight Committee:

While the Program Director assumes the overall responsibility for the quality of trainees, curriculum, and welfare of the students, oversight is offered by the Graduate Training and Oversight Committee (GTOC). Primary responsibilities include addressing student progress, curriculum/course development and evaluation, and potential new activities, among other topics. All courses undergo annual student review, which is reviewed by the GTOC. Additional responsibilities of the GTOC include assisting the Admissions Committee with recruitment and evaluation of graduate student applicants, taking part in orientation activities with the incoming 1st year students, annually reviewing the program for successes and weaknesses, actively review 1st year student rotation seminars, work in conjunction with the Preliminary Exam committee as oversight, review the formats of the preliminary and comprehensive exams, assist students with selection of their thesis committees, in conjunction with the PD, review the IPHY website and other recruiting materials, and on occasion, review the training faculty to make recommendations of addition or removal of any faculty.

Course Requirements

First Year:

Below is an outline of courses students are required to take during their first year. The Program Administrator will guide you during the first year to ensure you are registering for the correct courses.

Fall Semester

- BMSC 7806 (6 credits) - *Core I: Foundations in Biomedical Science*

This course provides basic background fundamental knowledge in molecular biology, genetics, structural and developmental biology, biochemistry, physiology, and cellular signaling.

- 2 sections of BMSC 7810 (2 credits total) – *Core Topics in Biomedical Science*
See tables below for available courses.
- IPHY 7652 (1 credit) – *Special Topics in Integrated Physiology*
This course consists of the biweekly seminar series and the biweekly student led journal club.
- IPHY 7650 - 001 (1 credit) and 7650 – 002 (1 credit) – *Integrated Physiology Research*
See “[Lab Rotations](#)”

BMSC 7810 Core Topics A Sections 001-005 (11/4-11/26)			
Course	Course Description	Section	Time
Protein Structure & Function	This course aims to teach students how to design experiments to discover the function and structure of a protein using a variety of genetic, biochemical, and structural approaches. Complete syllabus will be available in Canvas once you register.	001	8:00 - 10:00 am
Microbiology Biomed Research	This course is designed to introduce graduate students to the application and study of microbiology. Microbiology basics will be presented, including critical discoveries and tools from microbiology such as CRISPR/Cas and retroviral transduction and basic principles to understand bacteria and viruses. This course may serve as a primer for non-majors and will serve to prepare students for subsequent advanced courses in virology and bacteriology.	002	8:00 - 10:00 am
Inflammation	This module on Inflammation will provide details of the cellular and molecular basis of the inflammatory response, its role in immune responses and maintenance of tissue homeostasis, resolution of acute inflammation, and how chronic inflammation promotes the development of inflammatory diseases.	003	8:00 - 10:00 am
Evolution Genetics & Genomics	This course will examine modern evolutionary theory and how it relates to genetics, genomics, cancer, and medicine. Topics include population genetics, selection, origin of function, evolution of genome structure, adaptation of biological systems, cancer genetics, and genetic conflicts.	004	9:00 - 11:00 am
Stem Cell Biology to Regenerative Medicine	Students will be introduced to the concept of stem cells with an emphasis on embryonic, pluripotent, and tissue stem cells. Besides their role in normal development of different organ systems, we will specifically address the use of stem cells in tissue engineering and disease modeling. We will then discuss new approaches using stem cells in regenerative medicine. Lastly, we will discuss ethical issues regarding the use of these cells (e.g. the creation of human/animal chimeras for research purposes).	005	8:00 - 10:00 am

BMSC 7810 Core Topics B Sections 006-009 (11/27-12/13)			
Gene Regulation & RNA Biology in Disease	Course will cover molecular biology of gene regulation, RNA production, and post-transcriptional mechanisms that go awry in disease contexts.	006	9:00 - 11:00 am

Microbiome: Health & Medicine	The Microbiome in Health and Disease will introduce graduate students to basic concepts and techniques used to study the microbiome. This course will address mammalian physiology, immunology and disease pathogenesis within the context of the microbiome and its relationship to biomedical research. Additionally, this course will cover emerging topics and technologies related to the study of the microbiome, including nervous system responses, metabolomics, the virome, the mycobiome and transkingdom interactions.	007	8:00 - 10:00 am
Principles of Cancer Biology	Course covers the basics of Cancer Biology including the molecular and genetic basis of oncogenesis, cancer epidemiology, and cancer treatments. Course will serve as a preparation for more advanced cancer biology courses such as CANB 7600.	008	8:00 - 10:00 am
Introduction to Animal Models and Experiments in Developmental Biology	Introduction to animal models in developmental biology: This course offers a hands-on approach to the study of developmental biology including an opportunity to perform experiments on model systems used in the study of development. In addition, general principles and definitions used in developmental processes will be discussed as well as a focus on specific processes such as gastrulation and neurulation. This knowledge can be directly applied to the study of stem cells and cell biology.	009	8:00 - 10:00 am

Spring Semester

- IPHY 7800 (6 credits) – *Comprehensive Physiology*
- IPHY 7803 (3 credits) – *Signaling in Physiological Systems*
- IPHY 7652 (1 credit) – *Special Topics in Integrated Physiology*
This course consists of the biweekly seminar series and the biweekly student led journal club.
- IPHY 7650 - 001 (1 credit) – *Integrated Physiology Research*
See "[Lab Rotations](#)"

Summer Term

- IPHY 8990 (1 credit) – *Doctoral Thesis*
In the summer term, all students are required to take 1 credit of IPHY 8990 in order to maintain full-time student status.

Second Year:

Below is an outline of courses students are required to take during their second year. The Program Administrator will guide you during the second year to ensure you are registering for the correct courses.

Fall Semester

- BIOS 6606 (3 credits) – *Statistics for Basic Sciences*
- BMSC 7811 (1 credit) – *Responsible Conduct of Research* (sometimes offered in Spring)

- One Advanced Topics or Elective Course
Recommended elective courses include: Developmental Biology, Molecular Biology Advanced Topics, an immunology course, Principles of Pharmacology, Bioinformatics
- IPHY 7652 (1 credit) – *Special Topics in Integrated Physiology*
This course consists of the biweekly seminar series and the biweekly student led journal club.
- IPHY 7650 – OV3 (1 credit) – *Integrated Physiology Research*

Spring Semester

- CANB 7620 (3 credits) – *Histophysiology*
- IPHY 7802 (1 credit) – *Grant Writing*
- BMSC 7812 (1 credit) – *Rigor and Reproducibility in Biomedical Research*
- IPHY 7652 (1 credit) – *Special Topics in Integrated Physiology*
This course consists of the biweekly seminar series and the biweekly student led journal club.
- IPHY 7650 – OV3 (1 credit) – *Integrated Physiology Research*
- IPHY 7804 – *Proteomics and Computational Analysis*
Note: This course will only be required for students on the Physiology of Human Health and Disease Training T32

Summer Term

- IPHY 8990 (1 credit) – *Doctoral Thesis*
In the summer term, all students are required to take 1 credit of IPHY 8990 in order to maintain full-time student status.

Third Year:

Fall Semester

- IPHY 7650 – OV3 (5 credits) if you still need credit hours to complete the required 30 hours prior to the comprehensive exams. IPHY 8990 (5 credits) if comprehensive exam was completed and passed during the summer.
- IPHY 7652 (1 credit) – *Special Topics in Integrated Physiology*

This course consists of the biweekly seminar series and the biweekly student led journal club.

Spring Semester

- IPHY 8990 (5 credits) – *Doctoral Thesis*
- IPHY 7652 (1 credit) – *Special Topics in Integrated Physiology*
This course consists of the biweekly seminar series and the biweekly student led journal club.

Summer Term

- IPHY 8990 (1 credit) – *Doctoral Thesis*
In the summer term, all students are required to take 1 credit of IPHY 8990 in order to maintain full-time student status.

Fourth Year and Beyond:

Fall & Spring Semesters

- IPHY 8990 (5 credits) – *Doctoral Thesis*
- IPHY 7652 (1 credit) – *Special Topics in Integrated Physiology*
This course consists of the biweekly seminar series and the biweekly student led journal club.

Summer Terms

- IPHY 8990 (1 credit) – *Doctoral Thesis*
In the summer term, all students are required to take 1 credit of IPHY 8990 in order to maintain full-time student status.

Academic Standards

Students are required to maintain a 3.0 grade point average throughout the program. Additionally, the Program requires students to make a grade of B (3.0) or better in all required mandatory courses, regardless of the overall grade point average. If a student receives a B- in any required mandatory course, they may be allowed, at the discretion of the program Graduate Training and Oversight Committee (GTOC), to retake the course. Should the student be allowed to retake a required course in which they have received a grade of less than a B (3.0), it must be completed by the end of the next academic year. Students are placed on probation by the Graduate School if their grade point average falls

below 3.0 and are dismissed from the program if the grade point average is not raised to 3.0 within one semester.

Lab Rotations

Rotation Track:

Most students enter the Integrated Physiology Program via the Rotation Track. In this track, students are required to take research rotations in the laboratory of three different IPHY faculty members of the program. Each rotation lasts for approximately twelve weeks during the Fall and Spring semesters.

Selection of laboratories for research rotations should be a decision made mutually by the student and the participating faculty. However, students are encouraged to consult with the Graduate Training Committee before making a selection. Factors such as space, number of students in a laboratory, and how much time and effort a faculty member can spend should be considered. Projects are selected to challenge the student but are adjusted in scope so that a logical conclusion can be reached within a one-rotation period.

These rotations are used to introduce students to the techniques of molecular research, facilitate the development of the logic required for conducting research, and give the student an opportunity to view, first-hand, laboratories in which they may choose to perform their thesis research. For each laboratory rotation, the student and rotation lab mentor complete a pre-rotation form that describes the research project, which is then reviewed and approved by the Program Director.

Students take research rotations for 1 hour of credit (IPHY 7650) and are evaluated, on the basis of their performance, by their rotation lab mentor. These evaluations are used as one criterion for advancement to the second year of the program. Evaluations will be two-fold. The PI of the rotation laboratory will not only grade the student for 1 credit hour of research but will provide a written critique of the student's understanding of the material, ability to design experiments, bench and organizational skills, and quality of laboratory notebook.

Thesis Track:

Some students join the Integrated Physiology Program via the Thesis Track. In this track, students also complete 3 rotations during the first year. However, as Thesis Track students join their thesis lab at the beginning of their first year, all 3 rotations are conducted in their thesis lab, under their thesis mentor, but must be on 3 different projects. Each rotation lasts for approximately twelve weeks during the Fall and Spring semesters.

Projects are selected to challenge the student but are adjusted in scope so that a logical conclusion can be reached within a one-rotation period. These rotations are used to introduce students to the techniques of molecular research and facilitate the development of the logic required for conducting research. For each rotation period, the student and rotation lab mentor complete a pre-rotation form that describes the research project, which is then reviewed and approved by the Program Director.

Students take research rotations for 1 hour of credit (IPHY 7650) and are evaluated, on the basis of their performance, by their rotation lab mentor. These evaluations are used as one criterion for advancement to the second year of the program. Evaluations will be two-fold. The PI of the rotation laboratory will not only grade the student for 1 credit hour of research but will provide a written critique of the student's understanding of the material, ability to design experiments, bench and organizational skills, and quality of laboratory notebook.

Post Rotation Talks:

All students, regardless of track, are required to complete a Post Rotation Talk after each rotation. These are brief 10–15-minute slide talks that cover the work done during the rotation. Students should consult with the PI of the rotation laboratory in putting together their talks.

Rotation Dates:

Rotation 1: August 26th – November 15th

Rotation 2: November 18th – February 21st

Rotation 3: February 24th – May 16th

Evaluation and Selection of Thesis Advisor:

The graduate training and oversight committee (GTOC) will evaluate the overall performance of the student based on three areas: course work, laboratory rotations and the preliminary examination. This evaluation will take place at a general faculty meeting in June. Upon successful completion of this evaluation, students then select a thesis advisor and a project. Selection of the thesis advisor should be the mutual decision of the student and the program faculty member. At the completion of the third laboratory rotation (by June 1), students are asked to submit in writing (to the Program Director), the name of the potential thesis advisor and a brief description of the proposed research project so that this request can be presented at the GTOC meeting in late June. The GTOC will review written requests and make final approvals. Every effort will be made to accommodate a student's first choice. However, factors such as the number of other students in a laboratory, space, and financial resources of the potential thesis advisor must be considered. Therefore, a student may be asked to make an alternate selection.

Preliminary Exam

At the completion of the first year, students take a preliminary examination, which is given in early June and spans 2 days. This consists of an in person exam that is based on knowledge learned throughout the year; students are required to select 5 of the submitted questions per day and will be provided a defined amount of time to complete the questions. The exam questions will be submitted by training faculty, will be “thought” questions, and will be graded by the submitting faculty. The preliminary examination committee, in consultation with the Student Advisor, establishes the guidelines for pass/fail, reviews the exam results, and makes its recommendation to the program

faculty. Students who fail the exam may be dismissed from the program or given the chance to retake the exam, depending on their performance in laboratory rotations and course work. Students who are allowed to retake the preliminary exam will do so in the next academic year when the exam is typically administered, and the entire examination must be retaken.

Comprehensive Exam

Exam Overview:

Students are required to take the comprehensive exam no later than the end of the fall semester of their third year, though earlier in the fall is preferable.

This exam comprises a public seminar, followed by an oral defense of a written proposal based on the students' thesis research. The proposal is a written NIH F31/30-style grant proposal that focuses on the student's thesis work. The thesis advisor can provide input into the content of the proposal but should not edit the proposal prior to the oral exam. The student may discuss the Specific Aims of the proposal with their comprehensive exam committee in order to focus the Aims, but the committee should not view the entire proposal until 2 weeks before the oral exam. This proposal is meant to be the student's ideas/written document and not based entirely on a funded grant of the thesis advisor's research. The format of the oral portion of the exam will be set by the committee chair. Students will receive the following: "pass", "pass with conditions" with specific conditions set by the comprehensive exam committee, and "fail." Students who fail the exam may be dismissed from the program or given the chance to retake the exam; the exam must be retaken and passed prior to December of their third year in order to continue into candidacy for the PhD degree.

Scheduling Exam/Requirements

- To schedule the exam, students must have completed or be registered to have 30 credit hours.
- Student must submit completed, but unsigned, copies of the following forms to the Program Administrator no later than 4 weeks prior to the exam date. Forms can be found: <https://graduateschool.cuanschutz.edu/forms-resources/resources>
 - Exam Request Form
 - Application for Candidacy Form
- Students should submit their completed written portion to committee members at least 2 weeks in advance of the exam date.
- Students must obtain written approval of the topics of their proposals from the chair of their comprehensive exam committee and submit this to the Program Administrator before beginning preparation of the written portion of the exam.

Exam Committee:

A student's comprehensive exam committee must meet the following criteria:

- 3 IPHY Faculty Members

- 1 IPHY Faculty Chair
- At least 1 outside Graduate Training Faculty not affiliated with IPHY
- The student's thesis advisor may not chair the comprehensive examination committee

PhD Thesis and Defense

Overview:

There are timelines regarding the PhD Thesis and Defense as well as applying for graduation that students should familiarize themselves with as they near the semester in which they plan to defend. Please see the deadlines tab of the Graduate Schools Form and Resources page: <https://graduateschool.cuanschutz.edu/forms-resources/resources>

Scheduling/Requirements:

- To schedule the defense, students must have completed or be registered for 30 hours of IPHY 8990.
- At the time of defense, the student must have a **minimum** of one first author research manuscript of the thesis work in press.
- Students must submit completed, but unsigned, copies of the following forms to the Program Administrator no later than 4 weeks prior to the defense date. Forms can be found: <https://graduateschool.cuanschutz.edu/forms-resources/resources>
 - Exam Request Form
 - Biosketch Form for Thesis Defense
- The student must submit finalized draft copies of the dissertation to the defense committee at least 2 weeks before the examination committee.

Thesis Committee:

A student's thesis committee must meet the following criteria. While a comprehensive exam committee can roll over to become the thesis committee, this is not required.

- 5 Graduate Faculty Members
- 3 of which must be IPHY Graduate Faculty Members
- The chair must be IPHY Faculty
- 1 External Graduate Faculty Member
- The student's thesis advisor may not chair the thesis committee

Required Meetings:

Thesis committee meetings must occur a minimum of twice annually throughout the students PhD program.

The committee chair will document each meeting, and a copy of these notes will be placed into the student file by the Program Administrator. This summary should include:

- 1) the student's progress since the last committee meeting
- 2) planned studies for the immediate future
- 3) indication of how student's progress relates to the specific aims of the thesis proposal presented in the comprehensive exam

- 4) manuscripts published, in press, or in preparation
- 5) meetings attended, presentations, abstracts, and awards/honors
- 6) number of years in the program as well as anticipated date of completion.

Seminar Program

The program holds a seminar every other week, opposite of journal club, in which faculty, students, and invited outside speakers present talks on their research. The seminar series is a major focus for the program in that it draws everyone together bi-weekly, keeps individuals abreast of research in progress as well as scientific techniques and expertise present within the program. This seminar series is beneficial to all participants in the program, both faculty and students. It helps students practice the presentation skills that will be important in their careers, provides examples from faculty presentations, and helps enormously in finding the appropriate colleague to consult when problems arise in individual research efforts. Outside faculty speakers are scheduled to maximize interactions between both students and faculty.

Starting in the Spring of a student's second year, students are required to give a research in progress seminar during the seminar series. This serves to focus the student's research project and to provide training in oral presentation skills. Students will sign up to give these talks once each year following the second year.

Journal Club

The program holds a journal club every other week, opposite of the seminar program, in which faculty and students discuss a research paper.

Starting in the Fall of a student's second year, students are required to lead an interactive journal club session each year. Students who lead journal club are required to find a faculty representative with expertise in the area. Students will sign up to lead journal club each year following the second year.

Additional Program Expectations

In addition to meeting the program requirements as stated in the program handbook thus far, students are expected to participate in other program events throughout the academic year such as the IPHY annual retreat and recruitment. There are opportunities for students to serve on committees and further develop the program. Participation in program events fosters community.

Policies

Students in the Integrated Physiology Program are held to the policies and procedures of the Office of Research Education, The Graduate School, and the School of Medicine. A few policies are highlighted below, but these and additional policies can be reviewed in greater detail under the policies tab on the Office of Research Education website:

<https://medschool.cuanschutz.edu/ore/forms-and-resources>

External Employment:

Graduate students, in good academic standing, may, with appropriate approval, work a maximum of 10 hours per week.

Such employment must be approved in advance in writing by the Student's Program Director for first year students and by Program Director and Thesis Advisor for those students who have entered a laboratory or who transfer or are directly admitted to a laboratory.

The Office of Research Education and the student's advisory/thesis committee must also be informed of any students approved for external employment.

External employment must not conflict with any required elements of a student's PhD training. Examples include but are not limited to: classes, assessments, seminars, journal clubs, lab meetings, retreats and other required program or ORE activities.

Students remain in good academic standing in order to continue their external employment.

Approvals must be reviewed and reported by the student's Program and Advisory committee every 6 months. Students will attest that they have not exceeded approved hours.

Students received extramural support for their PhD from training grants or other sources are subject to the requirements and policies of those funding entities and may not be eligible for external employment.

Failure to disclose external employment, falsely reporting or willfully exceeding approved hours will be grounds for disciplinary action and possible dismissal from the PhD program.

Direct Admit

The Integrated Physiology program adheres to the Office of Research Education's Direct Admit Policy, with the additional requirement that direct admits to the Integrated Physiology program must complete three research rotations on three different projects within the laboratory of their mentor and present a rotation talk on these projects. With the exception of the format of these rotations in the first year, direct admits are held to the same standard as all other Integrated Physiology students from the time of application to graduation.

Leave of Absence:

Students may take a personal leave of absence, due to circumstances that impact their ability to participate in their graduate education that are not appropriate for Medical or Parental leave. This provides an opportunity for students to take an extended break (up to one year) to handle personal issues and subsequently resume their graduate studies.

Personal LOAs are approved by a student's program in consultation with ORE and the Assistant Dean of Student Affairs. Students should be advised that their stipend will terminate on the effective date of their LOA and their student health insurance will finish at the end of the semester from the start of their LOA.

Students considering a medical leave of absence should contact the [CU Anschutz Office of Student Outreach and Support](#).