



**EPIDEMIOLOGY PHD DEGREE PROGRAM**  
School of Public Health

**2021-2022**  
**STUDENT GUIDEBOOK**

Welcome to the University of Minnesota School of Public Health!

This guidebook contains important information about SPH and University policies and resources that enable students to better navigate their academic journey and get the most out of their student experience. By combining this Guidebook with your program-specific Student Guidebook you will have a comprehensive reference that will answer most questions about academics, the University environment, policies, expectations, and the many resources available to students. Please note that this guidebook augments and is not a substitute for other sources of information. There are many additional resources available to graduate students that are listed throughout this handbook; please always maintain a copy so that you have the full array of resources and information ready at your fingertips for the length of your time with us in SPH.

Refer to your Guidebook to ensure that you are informed of the essentials of student life but remember that your University-assigned student email account is the School's official means of communication. You are responsible for managing all information sent via the student email account.

All advising faculty have access to this guidebook. Please work with your adviser when making important decisions relating to your program.

Links to many policies and procedures can be found by clicking on the "[Current Students](https://www.sph.umn.edu/current/)" link of the SPH website <https://www.sph.umn.edu/current/>

## Land acknowledgement

The School of Public Health at the University of Minnesota Twin Cities is situated on the ancestral land of the Dakota people. Minnesota comes from the Dakota name for this region, Mni Sota Makoce — "the land where the waters reflect the skies." We acknowledge the ongoing debt that we owe to the Dakota people and we strive to create healthy dialogue, relationships, and practices that address this injustice, as well as others related to the Indigenous people of this state.

## Diversity statement

At SPH, we believe that everyone has the right to live a healthy life. We recognize that systemic racism and oppression has led to health disparities, and we commit to making diversity, equity, inclusion, and justice central to our mission. This comprehensive approach is intended to influence every aspect of our school including education, hiring, fundraising, research, and community engagement.

*The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.*

This publication can be made available in alternative formats for people with disabilities. Direct requests to the Student Services Center, School of Public Health, MMC 819 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455; (612)626-3500 or (800)774-8636.

**6/21/2021**

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# 1. THE SCHOOL OF PUBLIC HEALTH

## 1.1 ABOUT THE SCHOOL

Through excellence in education, research, and community engagement, the University of Minnesota School of Public Health advances health, from scientific discovery to public impact, by enhancing population health and preventing disease in the United States and around the globe.

In 1874, Charles Hewitt, the secretary of the Minnesota State Board of Health, began offering a class at the University of Minnesota covering topics in personal and community hygiene, epidemic diseases, and physiology. In the following decades, various University departments created programs in public health disciplines, such as biostatistics, environmental health, and epidemiology. In 1944, the University brought all these activities together under one roof and created the School of Public Health.

Today, our school ranks among the top ten in the nation, and annually serves more than 1,600 students to help meet the increasing demand for a public health workforce. We were the first in the country to grant a master's degree in hospital administration, establish a doctoral program in epidemiology, and, in 1950, launch a graduate program in maternal and child health.

At the School of Public Health, we leave no stone unturned as we tackle the world's most critical public health problems. Our faculty, staff, and students bring innovative thinking and swift action to emerging and persistent challenges, including structural racism, gun violence, an expanding aging population, and a changing climate. As one of the world's premier schools of public health, we prepare some of the most influential leaders in the field, and provide the knowledge health departments, communities, and policymakers need to make the best decisions about population health.

### Proven Impact — our research has led to:

- Creation of the mathematical models that help guide Minnesota's response to COVID-19
- Minnesota's first report card for quality of life in nursing homes
- Fully accessible buildings for people with disabilities
- The first comprehensive definition of childhood abuse and neglect
- Restrictions of tanning bed use by people 18 years of age and younger
- Legislation to cover doula care through Medicaid
- Life-saving treatment protocols for HIV-positive people
- A nationwide model to track foodborne illness outbreaks
- A standard for reading ECGs in a universally acceptable way
- A model to predict probability of complications from radiation therapy.

### School of Public Health Faculty List

For a listing of faculty, research and specialties refer to the [Faculty Directory](#) on the SPH website.

### Health Sciences

The Health Sciences is home to six colleges and schools (including the School of Public Health), more than 150 centers and institutes, hospitals and clinics. About 70 percent of Minnesota's health care providers received their training at the University of Minnesota.

The School of Public Health is one of only three schools of public health nationwide with the support structure of a health sciences education center. This means that our health professionals and students work and learn together and take a skilled systems approach to solve some of the top health issues facing the world today. Doctors train with pharmacists, public health workers partner with veterinarians, and nurses collaborate with dentists.

### Accreditation

The School of Public Health is accredited by the Council on Education and Public Health (CEPH). The benefits of accreditation are many as outlined on the [CEPH website](#). CEPH accreditation serves multiple purposes for different constituents. In general, specialized accreditation attests to the quality of an educational program that prepares for entry into a recognized profession.

- For the public: accreditation promotes the health, safety and welfare of society by ensuring competent public health professionals.
- For prospective students and their parents: accreditation serves a consumer protection purpose. It provides assurance that the school or program has been evaluated and has met accepted standards established by and with the profession.

- For prospective employers: it provides assurance that the curriculum covers essential skills and knowledge needed for today's jobs.
- For graduates: it promotes professional mobility and enhances employment opportunities in positions that base eligibility upon graduation from an accredited school or program.
- For public health workers: it involves practitioners in the establishment of standards and assures that educational requirements reflect the current training needs of the profession.
- For the profession: it advances the field by promoting standards of practice and advocating rigorous preparation.
- For the federal government and other public funding agencies: it serves as a basis for determining eligibility for federally funded programs and student financial aid.
- For foundations and other private funding sources: it represents a highly desirable indicator of a program's quality and viability.
- For the university: it provides a reliable basis for inter- and intra-institutional cooperative practices, including admissions and transfer of credit.
- For the faculty and administrators: it promotes ongoing self-evaluation and continuous improvement and provides an effective system for accountability.
- For the school or program: accreditation enhances its national reputation and represents peer recognition.

MPH Competencies, established and required from the Council on Education for Public Health (CEPH), can be found in Appendix A. [intranet.sph.umn.edu/wp-content/uploads/2019/01/foundational-ceph-compentencies-sept-5.pdf](http://intranet.sph.umn.edu/wp-content/uploads/2019/01/foundational-ceph-compentencies-sept-5.pdf).

## 1.2 SCHOOL OF PUBLIC HEALTH STUDENT SERVICES CENTER

### Location:

Mayo Memorial Building, Room A395

### Office Hours:

Monday – Friday, 8:00 AM - 4:30 PM

**Telephone:** (612) 626-3500 or (800) 774-8636

**Fax:** (612) 624-4498

**Email:** [sph-ask@umn.edu](mailto:sph-ask@umn.edu)

### Mailing Address:

Student Services  
Center School of  
Public Health  
MMC 819, Rm A395 Mayo  
Bldg 420 Delaware Street  
SE Minneapolis, MN  
55455-0381

### School of Public Health Student Services Center

The Student Services Center (SSC) is a school-wide office that assists students with all phases of their academic journey. The SSC staff works closely with each academic division and program to administer school-wide services and policies.

The Student Services Center is dedicated to serving a diverse community of future and current SPH students by enhancing the student experience, supporting the achievement of educational and career goals, and empowering future public health leaders.

We coordinate many functions including:

- |                                   |  |                    |
|-----------------------------------|--|--------------------|
| • Student Organization Support    | • Registration   | • Commencement     |
| • Diversity, Equity & Inclusion   | • Degree Clearance   | • SPH Apparel Sale |
| • Career & Professional Education | • Applications and Admissions                                | • Orientation      |
| • Mental Health Advocacy          | • Applied Practice Experience/<br>Criminal Background Checks |                    |
| • SPH Scholarships                |  |                    |

Meet the staff and learn about the services provided at the SSC by clicking [here](#).

### Career and Professional Development

The Career and Professional Development Center offers a variety of services and resources to assist you in your efforts to pursue advanced education, and to locate and apply for professional positions. Our Center believes that every individual has unique potential and should have the opportunity to pursue a meaningful and fulfilling career. Our goal is to facilitate the career and professional development process with you to ensure you have the confidence in conducting a competitive job search and help you maximize your career potential. We do so by offering one-on-one career coaching, programming, and online resources.

The Career and Professional Development website at [www.sph.umn.edu/careers/](http://www.sph.umn.edu/careers/) has many links to help you start your new career, including

- **One-on-One Career Coaching:** You can schedule individual appointments with one of our award-winning, evidence-based career coaches, Vic Massaglia and Darren Kaltved, to discuss any career or professional development topics, from creating a top-notch resume to interviewing and presentation skills. Appointments are also available via video or phone. To schedule an appointment, please visit the [Career Center Scheduling website](#) or email [sphcareers@umn.edu](mailto:sphcareers@umn.edu).
- **Jobs & Internships:** Our online job posting system includes listings for internships, graduate assistantships and fellowships, volunteer, part-time, and full-time career opportunities. Check it out [here](#).
- **Career Resources:** General career-related links, guides, and tip sheets on a variety of job-search related topics can be found [here](#).

### 1.3 MENTOR PROGRAM

Our mentor program connects public health students to public health professionals to help with career and professional development. Mentoring relationships benefit both mentors and mentees. For mentees, the program can have a key impact on future career choices. For mentors, helping the next generation of public health leaders can be rewarding and impactful.

The School of Public Health boasts the largest mentor program of any school of public health, serving approximately 400 students and mentors annually with special events and helpful resources for mentor pairs. We work to provide students with diverse professional experiences and recognize the role that mentors have in training future public health leaders.

For more information, visit <https://www.sph.umn.edu/current/mentor/>.

### 1.4 SPH STUDENT SPHERE

Make use of the SPH Student SPHere to relax or study with your student colleagues. All students enrolled in an SPH degree program have access to the SPH Student SPHere (Mayo A-150) via their U Card. The SPHere has the following amenities:

- **Locker Room:** Free lockers are assigned in the Student Services Center (Mayo A-395). Students are able to renew their locker each year and need only provide their own lock.
- **Kitchen Area:** Tables, chairs, microwaves, refrigerators, and a sink are all accessible in the student kitchen. As this is a shared space, students are expected to pick up after themselves and clean any mess created during personal food preparation.
- **Lounge Area:** Couches, chairs, and University-supported eduroam wifi all create a perfect place for students to meet, study, or simply relax.
- **Study Room:** White boards, tables, chairs, computers with Microsoft Office, SAS and STATA software and a printer are all freely available to SPH students.

Please report any issues with computer systems, printers, trash, or other problems to [sph-ask@umn.edu](mailto:sph-ask@umn.edu), or stop by Mayo A-395.

Please work together to ensure that the SPHere is a comfortable and safe place.

- Keep all areas of the SPHere clean in consideration of others.
- Please protect the security of access. Do not allow anyone to enter behind you that you do not know to be a SPH student. Never prop the door open for any reason. The student commons is designed for SPH students only.
- If you are aware of a breach of security or if you see something in the commons that needs repair, please report it to the SSC (A-395 Mayo) as soon as possible.
- Avoid being alone in the commons during the evening or early morning.
- If you believe you are in danger or see any improper activity in progress, call 911.

#### Printing in the SPHere

The SPH provides \$100 worth of printing (1,000 pages) for each Fall and Spring semester on your U Card. This value can only be used in the SPHere computer lab (Mayo A-151), has no cash value and is not valid in any other campus computer lab, including the libraries.

When you swipe your card at a print release station, UniPrint will show a balance on the screen. This balance is a

combination of the print value given to you by SPH and your Gopher GOLD balance. In order to determine how much print value you have left, you need to subtract your Gopher GOLD balance from the balance shown on screen. Once the \$100 SPH Print Value is exhausted, printing costs will be deducted from your Gopher GOLD account. To view your current balance and transaction history or to add value to your Gopher GOLD account online, please visit the [U Card Office](#) website. If you experience any printing issues or need to request a refund, please contact the SPH Student Services Center at (612) 626-3500.

## 1.5 APPLIED PRACTICE LEARNING AGREEMENT

All students pursuing a required Applied Practice (AP) or summer residency must complete an online learning agreement prior to beginning the experience. The online form provides a streamlined process that is comprehensive for you, your preceptors, your faculty advisor and your program coordinator. Please refer to the current student [website](#) for this and other resources related to the AP. Students exploring international AP opportunities need to begin the process six to eight weeks before departure and need to be aware of requirements specific to international travel.

More detailed information about AP can be found in the program portion of the guidebook.

## 1.6 MINORS

### Minors

SPH students pursuing an MHA, MPH, MS, or PhD are eligible to declare a minor in other areas. For a listing of graduate level minors please visit the [Graduate Catalog](#).

A current listing of SPH-related minors and instructions for declaring can be found online [www.sph.umn.edu/academics/degrees-programs/minors/](http://www.sph.umn.edu/academics/degrees-programs/minors/).

## 1.7 ONLINE LEARNING AND E-LEARNING RESOURCES

Students can access their online courses, as well as support sites for hybrid and face-to-face courses at the University's [MyU](#) page. All students taking SPH courses are welcome to enroll in the SPH E-Learning Resources course site. You will have access to a variety of resources to support you in navigating University resources, such as the [Libraries](#) and [Center for Writing](#). You must have a university ID in order to access [Canvas](#).

Students in online courses will receive a welcome email approximately one week before the semester begins, which will detail when you can access the course sites. If you have questions, please contact [sph-elearningsupport@umn.edu](mailto:sph-elearningsupport@umn.edu).

## 1.8 SURVEYS

### Graduate Student Experience in Research University

The [Graduate Student Experience in the Research University](#) (gradSERU) is the only comprehensive survey of graduate and professional students at the University of Minnesota. This survey provides a powerful way for students to tell us about what's working well, and what not so well, in classrooms, labs, and campus life. It is administered every odd year in the spring semester.

The University of Minnesota takes the results seriously in order to enhance programs and curricula, improve student services and policies, strengthen research and scholarship opportunities, and ensure a vibrant and supportive environment for all students.

To ensure confidentiality, [gradSERU](#) is hosted by the [Social & Economic Sciences Research Center \(SESRC\)](#). Neither the University of Minnesota Graduate School nor colleges/programs have access to identifiable response data. To verify eligibility, students are required to log-in to the survey using their Student ID number.

### SPH Student Engagement Survey

Students are also strongly encouraged to evaluate and comment on the school and its programs through the SPH Student Engagement Survey. The survey covers many aspects of the student experience including field placements, career services, financing, and overall service. Feedback is used to enhance the services and resources provided to students. Stay tuned to your UMN email address for additional information later in the semester or contact [sph-ask@umn.edu](mailto:sph-ask@umn.edu) with questions about this survey.

## Career Outcomes Survey

Students are required to complete the Career Outcomes Survey before they can be cleared for their degree. The survey captures important employment information, follows up on educational plans, compensation norms, and contact information. The School is required to collect this information as it relates to both accreditation standards and program improvement.

To complete the SPH Outcomes Career survey go to [https://umn.qualtrics.com/jfe/form/SV\\_dorFMjgZueRCpNP](https://umn.qualtrics.com/jfe/form/SV_dorFMjgZueRCpNP).

## 1.9 THE ROLES OF YOUR ADVISING TEAM

The School of Public Health provides advising that promotes collaboration among students, staff, and faculty to enhance students' academic and professional development in the field of public health. The School's goal is to promote educational and experiential excellence that prepares students for successful careers improving the health of populations.

### Defining Advising

The School of Public Health is committed to creating and sustaining high quality advising in the following four areas:

1. **Administrative Advising:** Course planning and scheduling, policies, procedures, and degree-planning benchmarks for both the SPH and the University. Your program coordinator is your first point of contact for these questions.
2. **Academic Advising:** Topics related to programs including, but not limited to, may include identifying appropriate coursework options, project selection and career planning. Faculty serve as primary advisors for academic advising. Program coordinators and career services staff also advise students on these issues as appropriate.
3. **Applied Practice/Internship/Practicum Advising:** Specifically for the applied practice, internship, and practicum development, placement, and completion. Your faculty advisor can assist you as you select the type of applied practice that best matches your goals.
4. **Integrated Learning Experience/Masters Project/Dissertation Advising:** The ILE advisor guides students regarding integration of competencies through a pre-determined project and demonstration of excellent written communication. Specific and targeted direction on a master's project or PhD dissertation including but not limited to: development, completion, and, in some cases, publication. The faculty advisor plays the primary role in advising students on these issues. MS and PhD examination committee members may also assist.

### Advising Expectations for Students

SPH students are expected to:

- Regularly read and respond to University email; email is the official mode of communication at the University of Minnesota.
- Review program objectives and educational documents at least once per semester, or when directed by program coordinator or program director/Director of Graduate Studies; students are responsible for knowing the requirements of the degree program.
- Actively contribute to a welcoming and supportive student climate.
- Initiate meetings with advisors at least once per semester; regularly communicate with faculty advisors and/or program coordinators about program progress.
- Respond to inquiries from faculty or staff in a timely manner.
- Behave in a professional and courteous manner; fulfill educational and advising commitments, such as appointments, project deadlines, etc.

## 1.10 EXPECTATIONS FOR CLASS PARTICIPATION

"Good discussion involves people trying to build on, and synthesize comments from others, and on showing appreciation for others' contributions. It also involves inviting others to say more about what they are thinking."

- Dr. Stephen Brookfield of the University of St. Thomas, Minneapolis, MN

Employers expect their employees to work effectively on teams and this has led to a competency required for an MPH degree: "Perform effectively on interprofessional teams." Thus, a portion of your grade in class may be based on quality participation in group-based activities. We are providing the following examples\* to let you know what we

expect for all communications in the class. These apply to in-person or online discussions and to interactions between both students and members of the faculty and staff.

- Imagine your interactions are with colleagues in a workplace.
- Show you are interested in what another person wrote or said.
- Encourage another person to elaborate on something they have already said.
- Provide a resource (a reading, web link, video) not covered in the syllabus that adds new information/perspectives to our learning.
- Summarize conversations so far and/or suggest new directions and questions to be explored in future.
- Summarize several people's contributions and reflect a recurring theme in the discussion.
- Comment that you found another person's ideas interesting or useful; be specific as to why.
- Paraphrase, at least partly, a point someone has already made.
- Seek assistance from others in understanding course content.
- Offer your explanations or solutions to others seeking help in understanding course content.
- Be succinct; avoid extraneous information.
- Address the point of the discussion; stay on topic.
- Provide constructive criticism where feedback or a critique is required.
- Avoid sarcasm, particularly in an online environment where it can create confusion.
- Avoid vitriol, this can create a hostile environment and does not add information.
- Keep your communication professional and refrain from using rude or offensive language.

\*We thank Dr. Brookfield of University of St. Thomas, Minneapolis, for some of these tips.

## 1.11 COMMENCEMENT ELIGIBILITY

Students enrolled in MPH, MHA, MS, PhD programs are eligible to participate in the May Commencement Ceremony if they are on track to complete course credit requirements by the end of the spring or summer semester or have completed the necessary course credit requirements the previous summer or fall semester. Visit the SPH Commencement website for additional details: <https://www.sph.umn.edu/current/commencement/>

Exceptions may be granted on an individual basis per review by the program coordinator and program director. To seek an exception, please contact your program coordinator.

# 2. THE UNIVERSITY OF MINNESOTA

## 2.1 U OF M BASICS

### University Identification Numbers and Accounts

<https://my-account.umn.edu/claim-acct>

All students and employees at the University of Minnesota are issued two unique identifiers. One is a seven digit student ID number which is sent to students in their acceptance letter, the other is an Internet ID (sometimes referred to as your "X500"). Your U of M Internet ID is the key to online services such as your University email account, Google apps, registration, library access, tuition, billing statements, and more.

Your Student ID number and Internet ID stay the same on all coordinate campuses and through any role changes (student to staff, staff to student, faculty to staff, etc.) and they will never be reassigned to another person. Each student attending the University of Minnesota must set up a student internet/email account by going to [www.umn.edu/initiate](http://www.umn.edu/initiate) or by calling the Technology Help Line at (612) 301-4357 (1-HELP).

### Email

[gmail.umn.edu](mailto:gmail.umn.edu)

The University provides students with an email account upon the student's matriculation to the institution. Your University email address is: [your Internet ID] @umn.edu. This account is free of charge and is active as long as you remain active as a student. The [Office of Information Technology](#) posts information on their website about [end of life account policies](#). A University-assigned student email account is the University's official means of communication with all students. Students are responsible for all information sent to them via their University assigned email account. Course lists, immunizations, billing statements, financial aid updates, and other important information will be sent via the U of M student email address.

The School of Public Health relies heavily on email notices to students, staff, and faculty. To keep current on upcoming events, job announcements, new course announcements, scholarships, internships, the SPH newsletter, and good opportunities, students should check their email regularly. If a student chooses to forward the provided University email account, the student is responsible for all information, including attachments, sent to any other email account. Because of this, it is strongly recommended that students use their U of M email account and do not transfer it to a personal email account.

## Duo Security

The University of Minnesota is taking meaningful action to help students, faculty, and staff safeguard themselves against cybercrime. Duo Security, or two-factor authentication, is required at the University of Minnesota sign-in page. The sign-in page is the University's gateway to applications such as MyU, Gmail, calendars, docs, Canvas, and many other programs.

Enroll now:

- Visit [my-account.umn.edu](https://my-account.umn.edu) and select Password Management from the self-service menu on the left.
- Select Reset Your UMN password. Follow the instructions on the page.
- As soon as you've reset your password, you will be guided through the Duo enrollment process.

If you use Duo Security to sign in to University applications, you are strongly encouraged to set up back-up devices in Duo Security so that you are prepared in the event that your primary Duo device is unavailable. Learn about back up devices at [it.umn.edu/duo-use-backup-device](https://it.umn.edu/duo-use-backup-device).

As a Duo user, it is your responsibility to come prepared to sign in to applications necessary for class activities, including exams and quizzes. If you are unable to sign in, you may lose points for the class activity. Failure to bring your Duo device or a back-up is not an excused absence or a valid reason for make-up work.

Learn more about Duo Security [here](#) on the OIT website.

## One Stop Student Services

[onestop.umn.edu/](https://onestop.umn.edu/)

One Stop Student Services is a resource for how things work at the University. One Stop falls under the umbrella of Academic Support Resources (ASR), which supports many functions for the University of Minnesota system campuses and Twin Cities Graduate School and Professional Schools. ASR also includes the Office of the Registrar, the Office of Student Finance, Office of Classroom Management, ASR- IT, and Continuity and Compliance.

The One Stop website is your source for general information about registration, financial aid, tuition and billing, grades and transcripts, dates and deadlines, financial wellness, veteran's benefits, and many other University resources.

One Stop counselors are also available to help you in-person at any of their three service centers: on the East Bank in Bruininks Hall, in the West Bank Skyway, or on the St. Paul campus in Coffey Hall. They provide walk-in services to students, no appointments necessary. You can also get your questions answered by calling or emailing One Stop. One Stop Counselors are certified financial managers and are available for confidential, one-on-one financial wellness appointments that cover a range of topics from budgeting, spending plans, credit, and much more. Call or email One Stop to learn more about this free service.

## MyU

[myu.umn.edu](https://myu.umn.edu)

While you can contact One Stop or visit the One Stop website to seek out information, you will use the MyU website to complete your University business. MyU is the official University of Minnesota web portal, personalized for you. It is where you'll register for classes, manage financial aid and billing, maintain your personal info, and much more.

## U Card

<https://ucard.umn.edu/>

Your U Card can give you access to campus buildings and different accounts based on your role or status at the University. Your first U Card is free and can be obtained at the U Card Office. Bring your driver's license, state ID, or passport and be prepared to have your picture taken.

### Accounts on the U Card

- Meal Plan
- Student Account
- Gopher GOLD Account
- FlexDine Account
- Library Account
- Department/College Printing
- TCF U Card Checking Account (Optional)

### Additional services with your U Card

- Parking and Transportation Services (Bus & Metro Pass) - Purchase pass after you get your U Card
- Discounts
- Attendance verification card

### Building Access with U Card

- Residential Halls
- Recreation and Wellness Center
- Secured Buildings

## 2.2 UNIVERSITY OF MINNESOTA CALENDARS

The official University Calendar can be found at [onestop.umn.edu](http://onestop.umn.edu). Refer to this resource for academic calendars, drop/add deadlines, and other scheduling-related needs.

Additional calendar resources:

- School of Public Health-specific events, <http://www.sph.umn.edu/events-calendar/>.
- Health Sciences resource hub, <https://www.health.umn.edu/>.

## 2.3 CAMPUS SERVICES

### Parking and Transportation

[pts.umn.edu](http://pts.umn.edu)

The University's Parking and Transportation website has a wealth of information concerning getting to and around campus. Parking is extremely limited on campus and we encourage students to bus, bike, or walk if possible.

- **Campus Shuttle Buses:** Campus shuttle buses run at no charge between the East Bank, West Bank, and St. Paul campuses with varying routes and times. Current schedule information is posted on the above listed website as well as various locations throughout the Twin Cities campus.
- **Metro Transit and the U-Pass:** Take advantage of the deeply discounted Metro Transit bus pass. U-Pass is the ultimate transit pass that provides unlimited rides 24 hours a day. It is valid on all regular bus and light-rail train routes, as well as express, local, limited-stop, or Downtown Zone routes. It may not, however, be used on some special event services. Information can be found at [www.pts.umn.edu/bus/upass](http://www.pts.umn.edu/bus/upass).
- **Parking:** Contract parking for students is sold through a lottery system each semester. Locations may vary but include spaces on the East Bank, West Bank, and St. Paul campuses. Hourly parking is available in several University public facilities. Parking rates vary depending on proximity to campus and the facility type. Visit the Parking and Transportation website, [www.pts.umn.edu](http://www.pts.umn.edu), or call (612) 626-PARK (7275) for more information.

The Motorist Assistance Program offers free services (unlocking vehicles, jump-starts, adding air to flat tires, and referral to a service station) to all customers legally parked PTS customers. Hours are Monday through Friday from 7:00 AM to 8:00 PM. (Service is not available on weekends or official University holidays). Call (612) 626-PARK for any motorist assistance needs.

Disability parking is available in many parking facilities and metered areas. Use of these designated spaces requires a state-issued permit or license plate. For additional information, call the State of Minnesota at (651) 296-6911 or review the UMN Disability Parking content online at [www.pts.umn.edu/park/disability](http://www.pts.umn.edu/park/disability).

PTS also offers Paratransit Service for anyone who is not able to use fixed transit and needs special transportation while on campus. This service operates on the Twin Cities campus. More information at [pts.umn.edu/bus/university-paratransit-service](http://pts.umn.edu/bus/university-paratransit-service).

### Housing

[housing.umn.edu](http://housing.umn.edu) & [ocl.umn.edu](http://ocl.umn.edu)

The University's Office of Housing & Residential Life is the best resource for finding housing on or near campus. Additionally, Off-Campus Living provides a variety of services and programs intended to meet the practical, social and advocacy needs of students living off campus.

## Maps

[campusmaps.umn.edu](http://campusmaps.umn.edu)

Find your way to any University building.

## Digital Signage

The School of Public Health has two different digital signs that provide information specific to the public health students. These can be found on the third floor of the Mayo building near the Dean's office in Mayo A-302 and the third floor of the West Bank Office Building (WBOB).

## Dining

[dining.umn.edu](http://dining.umn.edu)

University Dining Services offers a wide variety of dining experiences throughout the Twin Cities campus.

## 2.4 HEALTH AND WELL-BEING

### University-Sponsored Student Health Benefit Plan

[shb.umn.edu](http://shb.umn.edu)

The University requires all students to have health care coverage to ensure they have access to medical care and can maintain good health, which is essential for academic success. This requirement is University-wide and not specific to the School of Public Health.

The Office of Student Health Benefits (OSHB), a unit of the [Office for Student Affairs](#), administers health, dental, and other benefits and enrollment for all eligible University students, residents, fellows, and interns.

All students who are admitted to a degree program and registered for six or more credits per semester (or three or more credits during summer term) that count towards the automatic assessment of the Student Services Fee are required by the University of Minnesota to have health plan coverage. Students who meet both criteria are automatically enrolled in the University-sponsored Student Health Benefit Plan (SHBP). The Student Health Benefit Plan is a cost-effective, comprehensive health plan designed to meet the unique needs of students. Students may choose to waive the University-sponsored Student Health Benefit Plan by providing proof of enrollment in an alternative Eligible Health Plan. Please contact the [Office of Student Health Benefits](#) to determine your exact eligibility status.

Graduate Assistants (GA), Teaching Assistants (TA), and Research Assistants (RA) may be eligible for the Graduate Assistant Health Plan (GAHP), which is different from the standard SHBP. Please consult the OSHB for more details.

The University also requires all international students and their dependents to purchase the University-sponsored Student Health Benefit Plan unless they are eligible for a waiver. International scholars visiting the University for more than 31 days are also required to enroll in the University-sponsored Student Health Benefit Plan. Scholars who will be at the University for 31 days or less may choose not to enroll in the University-sponsored Student Health Benefit Plan, but are required to carry their own health plan coverage for the duration of their visit to the University and must meet J-1 U.S. Federal regulation requirements.

### Long Term Care Disability Insurance Fee

[shb.umn.edu](http://shb.umn.edu)

Health Sciences students, which includes the School of Public Health, enrolled in a qualifying Health Sciences program will be automatically covered under a group Long Term Disability plan while a student. This coverage is not optional. They will see a charge for this coverage on their student account once at the beginning of each fall and spring semester. Payment of this fee for two consecutive semesters provides year around coverage until graduation from their program.

### Questions and More Information

Office of Student Health Benefits University of Minnesota  
410 Church Street S.E., N323 Minneapolis, MN 55455

Phone: (612) 624-0627 or 1 (800) 232-9017  
Fax: (612) 626-5183 or 1 (800) 624-9881  
E-mail: [umshbo@umn.edu](mailto:umshbo@umn.edu)  
[www.shb.umn.edu](http://www.shb.umn.edu)

## Boynton Health

[boynton.umn.edu](http://boynton.umn.edu)

Located on the University of Minnesota Twin Cities campus, Boynton Health (BH) is a primary healthcare clinic serving University students, staff, and faculty. BH accepts clients from most health insurance plans.

Boynton provides quality, comprehensive health care services, counseling, and education, beyond the scope of most primary health care clinics:

- Primary and urgent care
- Mental health services
- Dental and eye clinics
- Pharmacy needs
- Women's health
- Physical and massage therapy
- Health promotions such as flu shots and nutrition services

## Student Mental Health Resources

[mentalhealth.umn.edu](http://mentalhealth.umn.edu)

As a student you may experience a variety of stressors that could result in barriers to learning such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>.

This website helps connect students to crisis help, counseling services, support groups, and offers tips on helping others who are experiencing stressful events and/or mental health challenges.

**If you or someone you know is having a mental health crisis and/or is in immediate danger, please call 911.**

**If the mental health crisis you are experiencing is not dangerous, but you wish to talk to someone immediately for assistance about what to do next, call or text this 24-hour helpline:**

### Crisis Connection

(612) 301-4673 (or from a campus phone 1-4673)

### U of M Textline

Text "UMN" to 61222

## SPH Mental Health Advocates

For non-urgent, confidential situations where consultation is desired, the School of Public Health also has several trained [Mental Health Advocates](#) who are available to chat about any concerns you as a student are experiencing, or you can consult with them about a colleague or classmate who you believe may need assistance or resources. This consultation can be found in the Student Services Center, Mayo A-395. Drop-in to see if an advocate is available or to make an appointment. You can also email questions to [sph-ask@umn.edu](mailto:sph-ask@umn.edu) with a subject of "Mental Health Advocate", or you can call (612) 626-3500 and ask to see if an advocate is available or to make an appointment.

## Smoke-free University

The University of Minnesota, Crookston, Duluth, Rochester, and Twin Cities are smoke- and tobacco-free campuses. All students, staff, faculty, and visitors are prohibited from smoking and using, selling, free distributing, and advertising tobacco products and electronic cigarettes in all facilities and on all University property.

The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of everyone on campus. All members of the University community are responsible for enforcing this policy. Students, faculty, staff, and visitors who violate this policy should be reminded of the policy and asked to comply. Repeated violation of this policy may be cause for disciplinary action in accordance with applicable student or employee codes of conduct.

Visitors who refuse to comply with this policy may be asked to vacate campus property.

## The Aurora Center

[umn.edu/aurora](http://umn.edu/aurora)

The Aurora Center for Advocacy and Education provides crisis intervention and advocacy services to victims and survivors of sexual and relationship violence, harassment, and stalking. The staff and volunteers are also available to provide prevention training and education on a variety of issues.

## Lactation Spaces

[lacsaces.umn.edu](https://lacsaces.umn.edu)

Spaces are available on campus offering private and comfortable rooms that are designed specifically for nursing mothers to pump and store breast milk. If you have questions and concerns about lactation spaces or resources, please contact Susan Warfield at [warfi002@umn.edu](mailto:warfi002@umn.edu).

## Recreation & Wellness Center

[recwell.umn.edu](https://recwell.umn.edu)

The University Recreation and Wellness Center, commonly referred to as the RecWell, is a free resource for all students. Located on the University of Minnesota's East Bank Campus, the facility serves between 3,000 and 5,000 patrons on an average weekday during the academic year. The Department of Recreational Sports also offers opportunities for the following activities:

- Aquatics
- Fitness
- Golf
- Intramurals
- Outdoor Recreation
- Sport Clubs
- Wellness
- Youth Programs

## 2.5 DIVERSITY

### Diversity and Equity

The University of Minnesota is committed to achieving excellence through equity and diversity. We believe that a diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society. Equitable access to education is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous society. The University strives to provide equitable access and opportunity in its programs, facilities, and employment. The University will also establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values difference and is free from racism, sexism, ageism, homophobia, and other forms of prejudice, intolerance, or harassment.

The School of Public Health has made a commitment to making antiracism and anti-oppression a central part of our mission and operations. We recognize the moral imperative created by systemic oppression that led to health inequities. We are working to educate our community about these injustices and empower them to eradicate them through public health interventions. We believe in building public health leadership that can understand the complexities of power, privilege, and oppression, and how to work with a broad base of populations and challenges.

We strive to create a community that is actively engaging in the areas of diversity and inclusion to create an excellent educational environment. The SPH defines inclusion as all-embracing of the fullness of humanity. This sense of inclusiveness covers all of a person's identities as well as their intersections.

The Director of Equity, and Inclusion, Lauren Eldridge, works with students, staff, faculty, alumni, and community members to advance antiracism, equity, and justice within the SPH. She can be contacted at [leldridg@umn.edu](mailto:leldridg@umn.edu). The Coordinator of Diversity, Equity, and Inclusion is Gayle Smaller Jr., and he can be reached at [smaller@umn.edu](mailto:smaller@umn.edu).

For more information please visit:

- University policy on [Equity & Diversity](#)
- [Office for Equity and Diversity](#):
- SPH office for [Diversity, Equity, & Inclusion](#)

In addition, the University has several offices across campus whose purpose is to support underrepresented students and promote diversity. The following is a list of some of those offices:

### Disability Resource Center

[diversity.umn.edu/disability](https://diversity.umn.edu/disability)

Location: 108 McNamara Alumni Center, 200 Oak Street SE (East Bank) Phone: (612) 626-1333 (Voice/TTY)

Disability Resource Center promotes access and equity for students with disabilities (e.g., physical, learning,

psychiatric, sensory or systemic) and assists the University in achieving its mission to provide optimal educational opportunities for all students as well as obligations under federal and state statutes. If you have a disability and would like to discuss accommodations, please contact Todd Helmer, the SPH contact with the DRC, at helme062@umn.edu to schedule an initial appointment or consultation.

### **Graduate School Diversity Office**

[grad.umn.edu/diversity](http://grad.umn.edu/diversity)

Location: 333 Johnston Hall, 101 Pleasant Street SE (East Bank) Phone: (612) 625-6858

The Graduate School Diversity Office coordinates and leads the University's initiatives in the recruitment, funding, retention and graduation of a diverse graduate and professional student body. The office is situated within [The Graduate School](#) and works with other units connected to diversity and multiculturalism.

### **The Gender and Sexuality Center for Queer and Trans Life**

[gsc.umn.edu](http://gsc.umn.edu)

Location: 46 Appleby Hall, 128 Pleasant Street SE (East Bank) Phone: (612) 625-0537

The Gender and Sexuality Center for Queer and Trans Life is dedicated to transforming campus climate for University of Minnesota students, staff, faculty, alum and community members by developing and supporting more inclusive understandings of gender and sexuality through education, advocacy, outreach and support.

### **International Student and Scholar Services**

[iss.umn.edu](http://iss.umn.edu)

Location: 109 Hubert H. Humphrey School, 301 19<sup>th</sup> Avenue S (West Bank) Phone: (612) 626-7100

International Student and Scholar Services (ISSS) is the office dedicated to serving the University's international community. Its primary mission is to assist international students and scholars in successfully accomplishing the goals that brought them to the University, by using all available resources. Services include:

- Counseling and advising
- Immigration and visa regulation advising
- Newsletters
- Career services
- Academic opportunities for university students
- Tax return information

### **Multicultural Center for Academic Excellence**

[mcae.umn.edu](http://mcae.umn.edu)

Location: 140 Appleby Hall, 128 Pleasant Street SE (East Bank) Phone: (612) 624-6386

The Multicultural Center for Academic Excellence (MCAE) is a campus-wide resource that promotes an inclusive atmosphere to foster and enrich multicultural understanding among all members of the University community. MCAE's commitment to creating such a climate is driven by a student-first culture in which students are the highest priority.

### **Office of Equity and Diversity**

[diversity.umn.edu](http://diversity.umn.edu)

Location: 432 Morrill Hall, 100 Church Street SE (East Bank) Phone: (612) 624-0594

The mission of the Office of Equity and Diversity (OED) is to leverage the transformative power of equity and diversity to advance excellence in teaching, research and community engagement at the University of Minnesota. OED envisions a University where equity and diversity are:

1. Integrated into the work and lives of every student, faculty and staff member.
2. Recognized as core institutional values, and will inform thinking, policies and practices throughout the University.
3. Inherently intertwined with academic excellence and the development of leaders for a globally inclusive society.

### **Office of Equal Opportunity and Affirmative Action**

[eoaa.umn.edu](http://eoaa.umn.edu)

Location: 274 McNamara Alumni Center, 200 Oak Street SE (East Bank) Phone: (612)624-9547

The Office of Equal Opportunity and Affirmative Action (EOAA) was founded in 1972 to ensure that all University community members uphold federal and state civil rights laws and regulations, as well as University equal opportunity policies. The EOAA Office envisions a University community that is equitable, one that values the diversity of its workforce and student body and is free from discrimination and harassment.

### **Student Conflict Resolution Center**

[sos.umn.edu](http://sos.umn.edu)

Location: 254 Appleby Hall, 128 Pleasant St. SE (East Bank) Phone: (612) 624-7272

The Student Conflict Resolution Center (SCRC) offers informal and formal conflict resolution services to resolve students' University-based problems and concerns. An ombudsman provides confidential, neutral, and informal options. An advocate is available to assist students in formal grievance or disciplinary proceedings.

### **Women's Center**

[womenscenter.umn.edu](http://womenscenter.umn.edu)

Location: 64 Appleby Hall, 128 Pleasant Street SE (East Bank)  
Phone: (612) 625-9837

The Women's Center advances equity for women students, staff, faculty, and alumni across identities. The Women's Center increases connections for women's success, cultivates socially responsible leaders, and advocates for organizational culture change toward excellence for all.

### **Bias Response & Referral Network**

[bias-response.umn.edu](http://bias-response.umn.edu)

The Bias Response and Referral Network (BRRN) responds to reports of bias incidents on the Twin Cities campus. The BRRN's goal is to contribute to a campus climate that is welcoming, inclusive, and respectful for all. The BRRN provides support resources to impacted parties, promotes education and dialogue, and affirms the University's commitment to equity and diversity, free speech, and academic freedom.

## **2.6 ACADEMIC RESOURCES**

### **University Libraries**

[hsl.lib.umn.edu/biomed](http://hsl.lib.umn.edu/biomed)

The Bio-Medical Library is located in Diehl Hall and contains materials in the areas of allied health, medicine, mortuary science, nursing, pharmacy, public health, and the basic life sciences. In addition, the library provides numerous resources and services such as library instructional classes, research workshops, reference consultations, library mediated searches, and citation clarification. The Mathematics library (<https://www.lib.umn.edu/math>), located in Vincent Hall, contains materials in the area of mathematics and statistics.

Information on other University libraries and collections can be found at [www.lib.umn.edu](http://www.lib.umn.edu).

The Subject Librarian for the School of Public Health is Shanda Hunt. Please email [hunt0081@umn.edu](mailto:hunt0081@umn.edu) or call (612) 301-1318 to set up an appointment.

### **Bookstore**

[bookstores.umn.edu](http://bookstores.umn.edu)

The University of Minnesota Bookstores, located in Coffman Union, sells course materials for all public health courses. Course materials can also be ordered online.

### **Center for Educational Innovation**

[cei.umn.edu](http://cei.umn.edu)

The Center for Educational Innovation (CEI) was created in 2014 to strengthen instructional and academic technology collaboration and support across the University. By combining the Center for Teaching and Learning and the Office of eLearning, the CEI provides expertise that supports curricular and pedagogical innovation in campus classrooms and in online courses and programs.

## Center for Writing

[writing.umn.edu](http://writing.umn.edu)

The Center for Writing provides free writing instruction for all University of Minnesota students at all stages of the writing process. In collaborative consultations, they help students develop productive writing habits and revision strategies. Assistance can be found via appointments or online.

The Online Writing Center offers online tutoring to students taking writing intensive courses at the University of Minnesota. Online tutoring consists of comments and feedback offered by experienced writing tutors.

Tutors are trained in fields such as composition, speech communication, scientific and technical communication, and rhetoric, and many of them are instructors at the University. Tutors review the writing you submit by offering comments and suggestions for improvement; however, they will comment mainly on the areas students specify.

## Information Technology

[it.umn.edu](http://it.umn.edu)

Technology Help is your first point of contact for hardware, software, and internet support. You can contact Technology Help for assistance even if you are not yet on campus.

[IT@umn.edu](mailto:IT@umn.edu) can help you initiate and manage your student internet account, get connected to Wi-Fi on campus, explore discounted or free devices and software available to students, as well as show you how to keep your computers, mobile devices, and data safe, both at home and at the University.

## 2.7 CAMPUS SAFETY

### Safe Campus

[safe-campus.umn.edu](http://safe-campus.umn.edu)

The safety of students, faculty, staff, and visitors is the University's top priority and is engaged in wide-ranging safety efforts from health emergencies and sexual misconduct prevention to transportation and workplace/lab safety. In all of these efforts, everyone has a role to play. The Safe Campus website provides information you need to help maintain our U of M culture of safety.

### U of M Police Department

[publicsafety.umn.edu](http://publicsafety.umn.edu)

The University of Minnesota has a full-service police department; in the event of an emergency dial 9-1-1.

### 624-WALK Service

[publicsafety.umn.edu/home/security](http://publicsafety.umn.edu/home/security)

University Security offers a walking and biking escort service to and from campus locations and nearby adjacent neighborhoods. This service is available at no charge to students, staff, faculty, and visitors to the Twin Cities campus. To request an escort by trained security personnel, please call (612) 624-WALK (9255) shortly before the desired departure time and walk safe.

### Safe-U Emergency Notification [safe-campus.umn.edu/emergency-notifications](http://safe-campus.umn.edu/emergency-notifications)

The safety of students, faculty, staff, and visitors is of highest priority at the University of Minnesota. A multi-pronged, collaborative effort is in place to promote on-campus safety, while working with our community partners to ensure proper resources are dedicated to making off-campus neighborhoods safe as well.

The Safe-U text messaging system provides students, faculty, and staff timely emergency notifications so that our community can stay informed about critical campus safety issues.

Safe-U will be used infrequently and specifically for real emergency situations.

### Campus Wide Emergency Alert System

The Campus Wide Emergency Alert System includes 21 outdoor loudspeakers mounted on poles and rooftops on the West Bank and East Bank and in St. Paul. The system will project an alert tone and vocal instructions in the event of a campus emergency.

## 2.8 ADDITIONAL RESOURCES

### Post Office

[sua.umn.edu](http://sua.umn.edu)

A full-service U.S. Post Office is located on the ground floor of Coffman Union.

## Copies/Fax Machines

A University Copy Center is located in Mayo D104 as well as other locations throughout the University.

[printing.umn.edu](http://printing.umn.edu)

## Student Legal Service

University Student Legal Service (USLS) provides legal representation and legal advice to eligible students on the Twin Cities campus.

[sls.umn.edu](http://sls.umn.edu)

# 3. REGISTRATION

## 3.1 FULL-TIME STATUS

In order to be considered full-time, degree seeking students must register for at least six credits in both fall and spring semesters; and summer, MHA and MPH students must be registered for six credits to be considered full-time, and three credits to be considered half-time.

Note: The [Office of Financial Aid](#) or external agencies may require students to be registered for more than three or six credits to be considered full-time; check with these agencies to verify their requirements.

## 3.2 REGISTRATION PROCESS

### How-To Guides

The University of Minnesota provides how-to guides for many common procedures on the [One Stop website](#), including registering and enrolling for classes. These guides provide visuals as well as text.

### Step One

Select courses for the term with your advisor before registering. Please make an appointment at the earliest convenient time. To view available courses:

1. Log into [MyU](#).
2. Select the **My Academics** tab, then the **My Classes** sub-tab.
3. Click on **Class Search** (in the Enrollment Tools section).
4. Determine search criteria; you must select your campus (Institution), term, and at least two additional criteria. Students in the School of Public Health will find the majority of their courses listed under the subject "PUBH".  
  
Note: 5000- through 8000-level courses are considered graduate-level. 1000- and 3000-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances, with approval of the student's academic advisor, 4000-level courses may also be applied toward a degree as long as they are taught by a member of the graduate faculty.
5. View your search results. To see only classes that are open, select Show Open Classes Only.
6. To continue searching, click **New Search** or **Modify Search**. If you hit the back button, you will lose your search results. Click the class number to see more details. You can search for a subject by entering subject code or clicking **Select Subject**. For more search options, expand **Additional Search Criteria**. When you are satisfied with your criteria, click **Search**.

### Step Two

After selecting your courses, run through the checklist below before registering. Frustrating delays can be avoided by following these hints:

- If instructor consent is necessary for any of your selected course(s), get a permission number from the course instructor or his/her designee before registering. This number permits registration for the course through the second week of the semester; after the second week, it expires. Note that the number is specific to the student it is given to and the course requiring instructor consent. Once a number is used to register, it becomes invalid and cannot be used for another course or by another student.
- You will not be able to register if you have any holds on your University record. Notice of any hold, including the name of the department or office where it may be cleared, is available at [myu.umn.edu](http://myu.umn.edu).
- You can find your registration queue date and time on the web at [myu.umn.edu](http://myu.umn.edu).
- You will need your Internet ID (x.500) and password to register. If you have forgotten your password, call (612) 301-4357 to have your password reset. You can also call this number if you have problems logging in

to register.

### Step Three

Register via the web at [myu.umn.edu](http://myu.umn.edu) or go to One Stop Student Services Center in 333 Robert H. Bruininks Hall on the East Bank Campus to register in person. Students having difficulty with self-registration should contact the registration help-line at (612) 624-1111 (M-F 8:00-4:00) or email [onestop@umn.edu](mailto:onestop@umn.edu). You may also contact your program coordinator or the School of Public Health Student Services Center at (612) 626-3500. Please note the following when registering:

- Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the program section of this guidebook for more information. Stricter policies may be enforced by individual programs. There is a strict and early deadline for when grading options can be changed.
- Some courses have variable credits. Before selecting the number of credits, students should make sure they agree with the instructor as to the number of credits appropriate for the work proposed.

## 3.3 GRADES, COURSE ADDITIONS, WITHDRAWAL AND EVALUATIONS

### Change of Grade Option

For full-semester courses, students may change their grade option, if applicable for the course, through the second week of the semester. After that, grading options cannot be changed. Grade option change deadlines for other terms (i.e., summer and half-semester) can be found at [onestop.umn.edu](http://onestop.umn.edu). For more information about grading policies, see the University Senate [Grading and Transcripts: Twin Cities, Crookston, Morris, and Rochester Policy](#).

### Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

Grade	GPA	
A	4.000	A = achievement that is outstanding relative to the level necessary to meet course requirements.
A-	3.667	
B+	3.333	B = achievement that is significantly above the level necessary to meet course requirements.
B	3.000	
B-	2.667	
C+	2.333	C = achievement that meets the course requirements in every respect.
C	2.000	
C-	1.667	
D+	1.333	D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	1.000	
F	0	F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).

- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

## Other Transcript Symbols

### Incomplete [I]

There shall be a temporary symbol “I”, **incomplete**, awarded to indicate that the work of the course has not been completed. The “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an “I” requires a written contract between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements. The Incomplete contract can be found at <http://secure.ahc.umn.edu/publichealth/sphgrades/>.

For graduate/professional students, an “I” is to remain on the transcript until changed by the instructor or department.

When an “I” is changed to another symbol, the “I” is removed from the record.

A student does not need to be registered at the University in order to complete the work necessary to convert an “I” to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student.

### Interpretation of Policy on Incompletes for Students Called to Active Military Duty

When appropriate, instructors may prefer to arrange for the student to take an incomplete. Senate policy requires that an incomplete be made up within one calendar year of the end of the term in which the incomplete is given. When students are called to active military duty and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s). Complete policies and procedures are available in the SPH Student Services Center.

### Transfer [T]

There shall be a symbol “T”, **transfer**, posted as a prefix to the original grade, to indicate credits transferred from another institution or from one college or campus to another within the University when re-evaluation is required.

### Withdrawal [W]

If a student officially withdraws from a course during the first two weeks of classes, there shall be no record of that course registration entered on the student's transcript. There shall be a symbol “W”, **withdrawal**, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus. The “W” will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (second or third weeks of summer sessions). Withdrawal in the ninth or later week of classes (fourth or later in summer sessions) shall require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.

### Continuation [X]

There shall be a symbol “X”, indicating a student may continue in a continuation course in which a grade cannot be determined until the full sequence of courses is completed. The instructor shall submit a grade for each “X” when the student has completed the sequence.

### In Progress [K]

There shall be a symbol “K”, assigned by an instructor to indicate the course is still in progress and that a grade cannot be assigned at the present time.

### Grade Submission

All grades for all courses each term shall be submitted to the [Office of the Registrar](#) no later than 72 hours after the last final examination for that term. Students can view their grades online at [myu.umn.edu](http://myu.umn.edu) 24 hours after they are posted by the course instructor.

### Grade Point Average

Students must achieve a grade point average of no less than 3.0 (B) across their entire program to receive the graduate or professional degree.

## **SPH Incomplete Policy**

The maximum time allowed for a student to fulfill incomplete course requirements is one year or as specified on the incomplete contract, agreed upon by the instructor and student. Students who fail to meet incomplete contract deadlines as determined by instructor and student will receive a grade of F or N (depending on grade option) to be entered by the SPH Registrar. Instructors are notified via email that an F or N was submitted due to failure in meeting the incomplete contract deadline.

Students can initiate an electronic Incomplete Contract form using the SPH Grades portal found here:

<https://publichealth.ahc.umn.edu/sphgrades/>.

The information needed for each contract is:

- Student ID
- Course number
- Course section
- Instructor name
- Reason for the Incomplete Contract
- Outstanding assignments

## **Deadline**

Graduating students who, in consultation with their academic advisor and course instructor, determine not to finish course requirements may request that the incomplete permanently remain on their official transcript (if the course is not required for graduation).

## **Graduate Planning and Audit System (GPAS)**

The Graduate Planning & Audit System (GPAS) allows graduate and professional students to plan future coursework and view student degree progress. You only need to add coursework that you plan on taking because the audit (advisement report) will already track completed coursework and requirements. If you want to add or remove a graduate minor, you will need to submit a separate form.

GPAS allows program coordinators, program directors, and director of graduate studies to approve students' coursework plans electronically.

Students will work closely with their academic programs to complete and submit GPAS for review and approval.

[onestop.umn.edu/academics/gpas](http://onestop.umn.edu/academics/gpas).

## **Probation**

At the end of the semester, the Director of Academic and Student Affairs identifies all SPH students with a cumulative GPA of less than 3.0 enrolled in an SPH program. Students will receive a letter of scholastic probation prepared by the Director of Academic and Student Affairs, to be approved and signed by the Associate Dean of Education & Student Engagement. The terms of this letter are the following: students will be placed on probation and informed that they must maintain a term GPA of 3.0 for each subsequent term. Students must achieve letter grades for all courses (incompletes are unacceptable while on probationary status) they are enrolled in during that semester. This written notice will inform the student that the GPA must be raised to a minimum of 3.0 to be removed from probationary status and to be awarded a degree. Students on probationary status who do not receive at least a 3.0 GPA for each subsequent term will be dismissed from the program by the Associate Dean.

Students who have been dismissed from the SPH and are interested in reapplication to the School are allowed to do so 12 months after the date of dismissal. The dismissal becomes part of the reapplication and is considered in any admission decision.

## **S/N Grade Option**

Students may take no more than 20% of their coursework on an S/N grading basis, exclusive of those topics, seminars, and experience courses offered only on an S/N basis.

## **Adding a Course after It Starts**

No approval is required to add a course during the first week of classes. Instructor approval is required during week two. After the second week of classes, instructor and college scholastic committee approval is required. Deadlines for adding a course for other terms (i.e., summer and half-semester) can be found at [onestop.umn.edu](http://onestop.umn.edu).

## Registration Requirement and Exceptions

Students are required to register for at least two semesters and 20 credits in the School of Public Health.

Students must complete a formal request to change their registration (e.g., add, drop, change your grade basis) after a deadline or to register for more than 18 credits. Students must consult with their program coordinator prior to submitting any forms. Approval is not automatic.

## Course Cancellation and Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at [sph-ask@umn.edu](mailto:sph-ask@umn.edu) for further information.

## Course Prerequisites

Any college or campus may set special scholastic or other standards for registration in a particular course, for scholastic probation, admission, honors, continued residence, degrees, and other purposes they deem appropriate.

## Time Frame for Degree

The maximum time allowed by the School of Public Health completion for a *master's degree* is five years. The five-year period begins with the first term of enrollment after admission to a degree program within the School of Public Health. If you have the flexibility to take a full-time course load, it is possible to complete the curriculum in a shorter amount of time depending upon the program requirements.

The maximum time allowed by the School of Public Health and the Graduate School for a *doctoral degree* is eight years. The eight-year period begins with the first term of enrollment after admission to a degree program within the School of Public Health.

## Course Evaluations

Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered. The SPH collects student course evaluations electronically through the U of M [Office of Measurement Services](http://oms.umn.edu) called Explorance Blue <http://srt.umn.edu/blue>. The system will send email notifications to students when they can access and complete their course evaluations. All students will have access to their final grades through OneStop two weeks after the last day of the semester.

Student privacy is protected through compliance with University policy, data processing procedures and in-house security. Responses will remain anonymous and will not be released to the course instructor until after final grades have been submitted (approximately three weeks after the semester ends). Aggregate summary statistics are provided to instructors and program directors in order to enhance future course experiences. More information can be found at: <https://oms.umn.edu/srt/students/about/student-privacy>

## 3.4 TRANSFER CREDIT

### Course Credit Transfer Policy

Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Program Director and the Associate Dean of Education and Student Engagement. No course credits older than 5 years from the date of the student's matriculation will be accepted for transfer. A grade of B- or better is required for each course requested for transfer credit.

SPH students who have completed graduate-level coursework at the University of Minnesota or another college or university may petition to transfer those courses toward their SPH degree. To be considered for transfer, graduate level coursework must have been taken at an accredited graduate institution.

Higher standards of achievement and stricter policies may be enforced by individual programs.

MPH and MHA students must:

1. Meet with their academic advisor to discuss the petitioning process. If the petition is acceptable to the

advisor, the student will complete and sign the Academic Policy Petition form and attach an official transcript on which the final grade has been posted.

2. Submit the Academic Policy Petition form to the program coordinator for processing. The Academic Policy Petition form can be found at [www.sph.umn.edu/current/resources/](http://www.sph.umn.edu/current/resources/).
3. The program coordinator will forward the petition to the Program Director for approval and signature and then to the Student Services Center for the Associate Dean of Education & Student Engagement for final evaluation and/or approval.

The Academic Policy Petition forms may be used for other academic reasons. Students are encouraged to discuss petition issues with their academic advisor or program coordinator to determine the appropriate process and procedure.

MS and PhD students must contact their program coordinator for detailed information on transferring coursework.

## 3.5 EQUIVALENCY EXAM AND INFORMATION

### Equivalency Exams

MPH students must satisfy competency requirements in the seven core areas of public health: administration, behavioral science, biostatistics, environmental health, epidemiology, ethics, and foundations. Courses designated as part of the public health core can only be taken for a letter grade (A-F). Students are required to achieve no less than a B- grade in each course taken on an A-F basis. Students may retake public health core courses with the exact same numbered course only once.

Students have the option of taking the equivalency exams in any of the following core areas; however, students can only take the exam one time in each core area. Students who pass the exam(s) are waived from taking the required course and must make up the credits per their area of study and degree requirements. Students who do not pass the exam(s) are required to take the appropriate core course area to satisfy the competency requirements.

### Administration

PubH 6751 Principles of Management in Health Services Organizations (2 cr)

### Behavioral Science

PubH 6020 Fundamentals of Social and Behavioral Science (2 cr)

PubH 6050 Community Health Theory and Practice I [CHP students only] (3 cr)

PubH 6914 Community Nutrition Intervention [PHN students only] (3 cr)

### Biostatistics

PubH 6414 Biostatistical Literacy (3 cr) [Fall 2018 and beyond] **AND** a programming class from the following list [students must check with their advisor or program coordinator to ensure they are taking the correct required programming course]

PubH 6107 Excel and Access in Public Health Settings (1 cr)

PubH 6123 Violence Prevention and Control: Theory, Research and Application (2 cr)

PubH 6325 Data Processing with PC-SAS (1 cr)

PubH 6420 Introduction to SAS Programming (1 cr)

PubH 6755 Planning and Budgeting for Public Health (2 cr) PubH

6813 Managing Electronic Health Information (2 cr) PubH 6845

Using Demographic Data for Policy Analysis (3 cr)

PubH 7264 Fundamentals Exploring and Visualizing Data in R (1 cr)

PubH 7461 Exploring and Visualizing Data in R (2 cr)

### OR

PubH 6450 Biostatistics I (4 cr)

### Environmental Health

PubH 6102 Issues in Environmental and Occupational Health (2 cr)

**Epidemiology**

PubH 6320 Fundamentals of Epidemiology (3 cr)

**OR**

PubH 6341 Epidemiologic Methods I (3 cr)

**Ethics**

PubH 6741 Ethics in Public Health: Professional Practice and Policy (1 cr)

**Foundations**

PubH 6250 Foundations of Public Health (2 cr)

Equivalency examinations are given twice each year (January and August). Equivalency exams satisfy competency requirements for the following core courses only:

**PubH 6020 Fundamentals of Social and Behavioral Science**Contact: Jennifer Linde at [linde074@umn.edu](mailto:linde074@umn.edu)

Number of questions on exam	3
Type of questions	Essay
Open or closed book	Open

**PubH 6751 Principles of Management in Health Services Organizations**Contact: Jim Begun at [begun001@umn.edu](mailto:begun001@umn.edu)

Number of questions on exam	32
Type of questions	25 multiple choice, 3 essay, 1 case analysis with 4 questions
Open or closed book	Closed

**PubH 6102 Issues in Environmental and Occupational Health**Contact: Matt Simcik at [msimcik@umn.edu](mailto:msimcik@umn.edu)

Number of questions on exam	1
Type of questions	Systems Map
Open or closed book	Open

**PubH 6320 Fundamentals of Epidemiology**Contact: Rachel Widome at [widom001@umn.edu](mailto:widom001@umn.edu)

Number of questions on exam	31
Type of questions	Multiple choice, show-your-work problems
Open or closed book	Open

## PubH 6450 Biostatistics I

Contact: Sally Olander at [brown198@umn.edu](mailto:brown198@umn.edu)

Number of questions on exam	41
Type of questions	Multiple choice and true false format. During the exam you are encouraged to use a textbook and a calculator.
Open or closed book	Open

## PubH 6741 Ethics in Public Health: Professional Practice and Policy

Contact: Sarah Gollust at [sgollust@umn.edu](mailto:sgollust@umn.edu)

Number of questions on exam	10
Type of questions	Short answer
Open or closed book	Open (no internet access)

## PubH 6250 Foundations of Public Health

Contact: Emily Matson at [emilym@umn.edu](mailto:emilym@umn.edu) (exam is currently in development contact instructor)

Number of questions on exam	30-50
Type of questions	multiple choice, short answer, essay response to case study
Open or closed book	Open (no internet access)

# 4. TUITION, FEES, BILLING, AND FINANCES

## 4.1 MY FINANCES TAB ON MY U

The My Finances tab in MyU.umn.edu is where you'll find information about billing, payment, and financial aid.

The My Finances tab allows you to view account charges and billing statements. It is also where you can submit an online payment using the preferred, free e-check method, and where you can sign up for direct deposit. For residents of Wisconsin, North Dakota, South Dakota, and Manitoba, you may apply for reciprocity through your home state or province so your billing statement will have the correct amounts.

OneStop hosts "how-to guides" for common transactions. You can find financial how-to guides [here](#).

## 4.2 TUITION AND FEES

Please go to [onestop.umn.edu/](http://onestop.umn.edu/) for complete tuition and fee information. Additional information regarding tuition for specific SPH programs can be found the SPH website: <https://www.sph.umn.edu/prospective/tuition-finances/>

## 4.3 BILLING

Your billing statement details your amount due (tuition, fees, housing, books, and other campus charges) and your payment due date. You will receive a notice in your University email account when it is ready to view. If you have account charges on more than one campus, you will receive separate billing statements for each campus.

You may opt into a payment plan when your first bill is available, which will divide your payments over three billing periods throughout the semester. Make sure you always pay your bills on time to avoid late fees or cancellation of future class registration.

Your billing statement is a snapshot of the charges and credits applied to your account as of the date the statement was created. For the most up-to-date account activity information, you can check your student account on the My Finances tab in MyU.

### Third Party Billing

[onestop.umn.edu/finances/third-party-billing](http://onestop.umn.edu/finances/third-party-billing)

When an organization, not owned by you or a family member, makes a commitment to pay your educational expenses, they are considered a third-party sponsor by the University of Minnesota. When payment is due on your student account, the sponsor is billed by the University; this payment process is termed "third party billing."

Sponsor's payments are subject to the same federal reporting requirements as other financial aid. Some sponsorships don't require a billing invoice and are administered by the University through One Stop Student Services.

Whether you are a student or a sponsor, you will find answers in the frequently asked questions sections of the One Stop website regarding how the third- party billing processes these payments at the links on the left. In addition, you can view current tuition and fee information.

If you have more questions or need further information, please contact the third-party billing office at [tpbill@umn.edu](mailto:tpbill@umn.edu) or (612) 625-8559.

## 4.4 FINANCIAL AID AND SCHOLARSHIPS

A variety of resources to assist students in financing their education can be found on the SPH website. In particular, check [this page](#) for information on paying for your education. Scholarships specific to SPH divisions and/or programs can be found in the division and/or program section of this guidebook.

Financial aid information can be found at [onestop.umn.edu](http://onestop.umn.edu) under the finances tab or by emailing [onestop@umn.edu](mailto:onestop@umn.edu). Students with questions about the status of their financial aid should refer to the appropriate contact below:

AID TYPE	CONTACT	EMAIL ADDRESS
Division/Program specific awards and traineeships, division-related donor scholarships, Dean's Scholarship	Your program coordinator (see program section in this guidebook)	
Medical scholarships, MN tuition scholarship, general donor funded scholarships	SPH Student Services	<a href="mailto:sph-ask@umn.edu">sph-ask@umn.edu</a>
Federal loans, financial aid package	Brian Olson - Office of Student Finance	<a href="mailto:olson282@umn.edu">olson282@umn.edu</a>

### Loan Deferment

A temporary postponement of loan payments is available only under certain conditions. Students requesting a loan deferment can get their form signed by One Stop Student Services: [onestop.umn.edu](http://onestop.umn.edu).

### Financial Aid Exit Counseling

Exit counseling sessions are required of all borrowers of federal and University-administered student loan programs. Exit counseling provides you information regarding the rights and responsibilities of a borrower and a lender/servicer. You learn about the repayment, deferment, and cancellation of your loan. These sessions prepare you to be responsible and effective in repayment of your educational loans.

**You are required to complete exit counseling when you:**

- Are about to graduate
- Leave the University (even temporary leaves)

- Drop your registration below half-time enrollment
- Transfer to another school
- Leave for a National Student Exchange (NSE) experience

Once you have been selected for the exit process, you will receive an email with instructions to complete your exit counseling online. Make sure you respond by completing your exit counseling in a timely manner. A hold will remain on your student record until your exit counseling is complete, delaying your diploma, preventing registration, and preventing access to your transcripts.

For more information about student loan exit counseling, contact Student Account Assistance at [onestop.umn.edu](http://onestop.umn.edu).

## 4.5 GRADUATE ASSISTANTSHIPS

SPH students may have the opportunity to use a graduate assistantship to help finance their education. These are campus working/learning positions that take the form of research, teaching, or administrative appointments. Degree-seeking students in the SPH registered for six or more credits, including international students, are eligible to apply for an assistantship on campus. Because many assistantships are funded by grants, the research activity of SPH faculty may result in numerous opportunities across the school; you are encouraged to check with your faculty to see if, or when, they may be posting new grant-related assistant positions. The Career & Professional Development Center staff can assist you with your search. Click here for more information.

For graduate assistant policies and benefits, visit Graduate Assistant Employment: [umn.edu/ohr/gae](http://umn.edu/ohr/gae)

Graduate assistantships include an hourly wage, tuition benefits, subsidized insurance coverage, and may include resident tuition rates for students and dependents.

Graduate assistants who work at least 25% time from the beginning to the end of the official semester appointment dates are eligible to receive tuition benefits (tuition remission and resident rates) during that semester.

## 5. GUIDELINES, POLICIES, AND COMPLIANCE

### 5.1 STUDENT RESPONSIBILITY AND CONDUCT

Students are ultimately responsible for the level of success that they achieve in their program of study and for the time it takes to complete that program. Students should:

- Engage with SPH Orientation events and understand the information distributed.
- Understand and follow University, School of Public Health, division, and program rules and procedures for completion of degree requirements.
- Read email messages frequently for announcements from the program coordinators, program directors and director of graduate studies, Student Services Center, and Career Center. These announcements may involve changes in the University, School or division rules, and procedures for completion of degree requirements; students are responsible for reading and understanding these announcements.
- Contact a program coordinator, program director, or director of graduate studies if they are not getting reasonable assistance from their academic and/or master's project/thesis advisor.
- Initiate and maintain contact each semester with their academic advisor to review progress toward the completion of their degree.
- Complete the degree in a timely fashion.

The School of Public Health emphasizes three principles of student conduct in all of its degree programs:

1. **Respect Others:** Students are expected to behave in a respectful and professional manner with other students, faculty, and staff in the classroom and on campus.
2. **Honor Privacy:** Every student's course grades are private and are not to be shown to anyone else. This also applies to the grades of students in courses for which you are a Teaching Assistant.
3. **Present Your Work Honestly:** Plagiarism is defined as the presentation of another's writing or ideas as your own. For a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/sources/definitions.html>. Students should be careful to properly attribute and cite others' work in their writing. For guidelines for correctly

citing sources, go to <https://www.lib.umn.edu/howto/citationguides>.

The Associate Dean of Education & Student Engagement is responsible for managing all School of Public Health issues and investigations of academic misconduct.

## 5.2 UNIVERSITY OF MINNESOTA POLICIES

As part of the larger University of Minnesota community, students in the School of Public Health are responsible for abiding by the Board of Regents policies and other University-wide administrative policies. These policies can be found in full in the [policy library](#).

This policy library holds policies that apply to the entire University system (all five campuses), as well as policies that apply specifically to the Twin Cities campus. The site also displays [Board of Regents policies](#), which are managed through the Board office.

In an effort to avoid potential duplication, omission, or transcription errors, we direct SPH students to read the policies at the original source. We encourage you to particularly become aware of the following:

### Student Conduct Code

This policy governs the expected standards of behavior for students and applies to all students and student organizations at the University of Minnesota, whether or not the University is in session.

The [Office for Community Standards](#) is the unit of the university that works to educate the community about the policies governing student behavior and resolve reported violations of the Student Conduct Code. The process they follow is designed to resolve issues in a way that is fair to all community members.

Below are the Board of Regent's [Student Conduct Code's](#) guiding principles:

1. The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.
2. The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
3. The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
4. The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
5. The University is dedicated to the rational and orderly resolution of conflict.
6. Students are entitled to the rights and responsibilities of other citizens with regard to freedom of speech, peaceable assembly, and right to petition. Students are entitled to exercise their rights to inquire and dissent, speak freely, and peaceably assemble and protest to the extent permissible under both the First Amendment and the Student Conduct Code.
7. Students are entitled to due process and procedural fairness protections, including the prompt notification of charges, the opportunity to respond, the right to an advocate of choice, and the right to the resolution of a case within a reasonable period of time.

Any student or student group found to have committed, attempted to commit, or assisted or abetted another person or group to commit the following misconduct is subject to appropriate disciplinary action under this policy:

- Scholastic Dishonesty
- Disruption of the Academic Environment
- Falsification
- Refusal to Identify and Comply
- Attempt to Injure or Defraud
- Harm to Person
- Bullying
- Sexual Misconduct
- Disorderly Conduct
- Illegal or Unauthorized Possession or Use of Weapons
- Illegal or Unauthorized Possession or Use of Drugs or Alcohol
- Providing Alcohol to Minors
- Unauthorized Use of University Facilities or Services
- Theft, Property Damage, or Vandalism
- Unauthorized Access
- Disruptive Behavior
- Hazing
- Rioting
- Violation of University Rules
- Violation of Local, State, or Federal Laws or Ordinances
- Persistent Violations

## Scholastic Dishonesty and Plagiarism

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the [Office for Community Standards](#).

The University's Student Conduct Code defines scholastic dishonesty as "plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis."

- Copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
- Representing the words, ideas, or data of another person as one's own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
- Producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
- Paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author's; and
- Borrowing various words, ideas, phrases, or data from original sources and blending them with one's own without acknowledging the sources.

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements. Students are encouraged to seek out information about these methods from instructors and other resources and to apply this information in all submissions of academic work.

Serious, intentional plagiarism will result in a grade of F or N for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity on the [Office for Community Standards](#) website.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to [www.lib.umn.edu/instruction/tutorials](http://www.lib.umn.edu/instruction/tutorials) and click on "Organizing and Citing Research."

In addition, original work is expected in all coursework. It is unacceptable for students to hand in assignments for any course for which they received credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

All issues relating to academic misconduct in the School of Public Health are referred to the Associate Dean of Education & Student Engagement.

## Sexual Harassment, Sexual Assault, Stalking and Relationship Violence

This policy governs the commitment to the prevention and awareness of and response to sexual harassment at the University of Minnesota.

The University of Minnesota and the School of Public Health are committed to creating a respectful community that is free of harassment. If you see or experience sexual misconduct during a divisional, school, or University related event, or at a professional event (such as at a conference), please consult with a University employee with whom you feel comfortable, or directly report to the [Office of Equal Opportunity and Affirmative Action](#) (EOAA) so that they can review the situation. The EOAA will work with you to determine the best course of action to prevent any further misconduct or retaliation.

If you would like more information about sexual misconduct or would like to talk through an experience, the [Aurora Center](#), [Student Counseling Services](#), and [Boynton Health](#) provide confidential services and resources to help you better understand your rights and the resources available on campus.

## Research Involving Human Subjects

This policy governs all research involving human subjects conducted at the University of Minnesota or by University faculty, staff, or student researchers.

Any research you conduct while a student at the University of Minnesota may be subject to review and approval by the University's Institutional Review Board (IRB) for the protection of human research subjects. This applies to projects conducted inside or outside the University. For research conducted outside of the University, students may still need IRB approval from the University even if approval has been obtained from an external agency. Any research involving human subjects must be reviewed by the IRB.

The IRB is a committee of faculty, students, and community members that follows federal regulations and ethical principles in order to protect human research subjects.

If your proposed research project is subject to IRB review, you must submit an application to the IRB before you begin. **You cannot begin any regulated research until you have IRB approval.** This includes sending out recruitment flyers or emails, accessing private data, or doing any aspect of your research. You may not be permitted to use any data that was collected without prior IRB approval. The IRB does not have the authority to approve a study *after* it has begun.

The IRB approval process may take as little as one week, but **can take up to 2 months or longer.** Last minute approvals are not possible, so it is important to plan ahead. Applications for international research, research with children, research about illegal or stigmatizing behavior, research with vulnerable populations, or research that incorporates deception often require more review time.

### IRB Contact Information

(612) 626-5654

[irb@umn.edu](mailto:irb@umn.edu)

[research.umn.edu/units/irb](http://research.umn.edu/units/irb)

Projects that are not subject to IRB review include studies that rely on existing publicly available data, such as US Census data. If you are only doing an analysis of publicly available data (i.e., data you can download from a public website) you do not need IRB approval to use it. Technically, such work is research but does not involve living individuals from whom you collect information. On the other hand, an oral history study may not require IRB because it is not a systematic investigation designed to contribute to generalizable knowledge. There are many grey areas, so students proposing such work are strongly encouraged to collaborate with their advisor and contact the IRB to determine whether their project requires approval.

Additional guidelines are required for students involved in international fieldwork. If you plan to use data collected as part of your international applied practice experience for your master's project, you are strongly encouraged to contact the IRB before your applied experience begins to ensure that your project is approved in a timely manner. You will not be allowed to take data out of the host country without IRB approval.

### Grading & Transcript Policy

This policy covers University-wide grading standards and the meaning of transcript symbols. A standard grading system establishes a common understanding of the meaning of grades and promotes uniformity in assigning them. Defining grades and their associated meaning (grade points and assessment of achievement) allows for comparison and for computation of the term and cumulative grade point average. See Section 3.3 of this guidebook for additional information.

### Leave of Absence

Graduate students who experience circumstances that prevent them from maintaining active status through continuous registration (excluding summer term), and who, through consultation with their director of graduate studies (DGS), program director, advisor(s), and relevant offices determine that a leave of absence (LOA) is appropriate, must request a LOA from their college office using this form. Graduate students must receive approval for an official Leave of Absence.

Before requesting a Leave of Absence, students must review the U of M Administrative Policy at <https://policy.umn.edu/education/gradstudentleave>. Forms must be submitted to the School of Public Health Student Services Center, A395 Mayo Memorial Building, MMC 819, 420 Delaware Street SE, Minneapolis, MN 55455.

## 5.3 COMPLAINTS AND GRIEVANCES

The SPH strives to be responsive to student issues and complaints. There are numerous ways for you to channel your academic and student life concerns:

- Meet with your advisor and/or program coordinator.
- Raise the issue with your program director or director of graduate studies, either individually or in a meeting set up for this kind of feedback.
- Complete various evaluation and assessment such as gradSERU, the SPH Student Engagement Survey, and course evaluations.

The SPH takes all student concerns seriously and we welcome your input in any of these ways. If the matter is not handled satisfactorily by any of these methods, or if the issue is particularly widespread or serious, please make an appointment with Elizabeth Wattenberg, Associate Dean of Education & Student Engagement at [watte004@umn.edu](mailto:watte004@umn.edu).

The School of Public Health is committed to ensuring that all of our students experience high-quality instruction and a positive and supportive environment in which to work and learn.

If you have a concern about your academic experience (e.g., grading, advising, instructional) and/or you believe a member of the

University community has violated an official University rule, policy and/or established practice, please refer to the University's Board of Regents policy and related informal and formal resolution processes.

The University's process encourages efforts to address concerns at the local level whenever possible. For assistance, students may contact the SPH Student Services staff or the SPH Associate Dean for Education & Student Engagement. For a confidential consultation outside of SPH channels, students may contact the [Student Conflict Resolution Center](#) (SCRC).

[The Equal Opportunity and Affirmative Action Office](#) is designed to handle reports of bias, discrimination, harassment, and sexual violence. EOAA is a resource for the entire University community.

### **Bias Grievance Process**

**Purpose:** The School of Public Health strives to value and respect all that our students bring to the SPH community. However, events or conflicts may occur both in and out of the classroom that are deemed inappropriate and inconsistent with this value. Students have a right to report these concerns or incidents of bias. In order to address student reports in a confidential and supportive manner, the SPH developed a basic process that is outlined below. Specifically, if you are a student within the SPH, and feel you have been a victim of discrimination or bias based on your identity or beliefs, please reach out to the Director of Diversity, Equity, and Inclusion.

**Intent:** Students may not know all the resources available on campus to address bias-related issues, or they may not feel comfortable reporting these issues or concerns to University offices. Moreover, students may simply wish to talk through an experience before making any other decision. The Director of Diversity, Equity and Inclusion (DEI) can serve as this point of discussion and referral.

**Process:** Below is a set of process points related to addressing grievances. This is not an exhaustive list of steps, but an outline of critical pieces, meant to give both students and administrators an understanding of what may happen.

1. The Director of DEI, or another SPH administrator, will meet with the aggrieved student to collect information regarding an incident or issue.
2. The Director of DEI or other SPH administrator, may then talk with faculty, staff, or other students to ascertain the context of the incident, as well as the intent and impact of the situation as a whole. It is our intent to move expeditiously, but this process may take several days depending on the schedules of the involved parties.
3. Consult with related office(s). The Director of DEI will use all of the available information to help determine whether the situation should be handled by another office or individual (ex: Equal Opportunity and Affirmative Action).
4. Where applicable, the Director will identify and recommend options for resolution.
5. The Director of DEI will consult back with students and communicate next steps. These may include (but are not limited to) referral to another campus office or administrator, offer for facilitation or mediation, or a class change.

Our hope is to find reasonable resolutions that will make the aggrieved party/parties feel heard, understood, and continuously welcomed in the SPH community. The Director of DEI can also provide informal support while the student works with another office to find a resolution.

Note regarding retaliation: The University of Minnesota and the School of Public Health prohibit retaliation against anyone who raises concerns about discrimination, harassment, sexual violence, or nepotism; opposes such practices; or participates in an investigation. Retaliation may include intimidation or harassment. If you feel you have been a victim of retaliation in regards to a report please communicate with the Director of DEI or another administrator in the School of Public Health.

## **5.4 PRIVACY**

The School of Public Health is committed to protecting the privacy of students, staff, and research participants. Students have privacy rights that assure confidentiality of their student records. In addition, research participants have many rights that guarantee their safety and privacy.

Often School of Public Health students work as Teaching Assistants or Research Assistants; both roles may require access to confidential or private information. Please be aware of privacy laws, complete assigned/required privacy training, and act with the highest honor towards all private information.

For further information, go to <https://www.healthprivacy.umn.edu/>.

### **FERPA (Family Educational Rights and Privacy Act): Student Records**

FERPA grants four specific rights to a post-secondary student:

1. To see the information that the institution is keeping on the student.

2. To seek amendment to those records and in certain cases append a statement to the record.
3. To consent to disclosure of his/her records.
4. To file a complaint with the FERPA Office in Washington DC

In addition:

- University faculty and staff have a legal responsibility, under FERPA, to protect the confidentiality of your student educational records.
- Student educational records are considered confidential and may not be released without written consent of the student.
- Student information stored in electronic format must be secure and available only to those entitled to access that information.

## 5.5 INTERNATIONAL STUDENT REQUIREMENTS

Note: International student requirements may change over time. For up-to-date information go visit International Student and Scholar Services (ISSS) at [issss.umn.edu](http://issss.umn.edu).

### International Student Preparation Course

The International Student Preparation Course is a tool to help new international students prepare for their arrival at the University by learning about certain expectations and requirements. Students are required to complete the International Student Preparation Course at least one week before their immigration check-in. More information can be found by visiting the [ISSS](#) website.

### Immigration Check-In

All new international students must visit the University of Minnesota [International Student & Scholar Services](#) office (ISSS) shortly after arrival in Minnesota. ISSS will review immigration documents, register new students for the International Student Orientation Program, and provide information on how to release registration holds. These processes are mandated by the Department of Homeland Security (DHS); formerly known as Immigration and Naturalization Service (INS).

International students are allowed to enter the U.S. only within 30 days of their program start date. Regulations and SEVIS requirements provide strict guidelines regarding this date, to coincide with the term of admission.

### Student and Exchange Visitor Information System (SEVIS)

SEVIS is an electronic reporting system that provides the Department of Homeland Security with information on international students and scholars in the United States who hold F, J, and M visas. This internet-based record-keeping system maintains electronic data on all international students. The system tracks entries into and departures from the U.S.

In addition to the information routinely reported on I-20 and DS-2019 forms, other information is reported, including but not limited to: academic status, employment, and residential address.

For more information on SEVIS requirements, including those listed below, go to [issss.umn.edu](http://issss.umn.edu).

### Academic Status

International students must maintain full-time status; this means SPH master's and doctoral students must register for at least six credits each semester. Under special conditions, students may apply for an exemption from the full-time status rule at the ISSS office. Students must apply for the exemption before registering for less than a full course of study.

### Address Change

International students MUST update their address within ten days of a change of address to maintain their legal immigration status. For more information go to [issss.umn.edu/INSGen/address.html](http://issss.umn.edu/INSGen/address.html).

## 5.6 COMPLIANCE

### Immunizations

[boynton.umn.edu/immunization-requirement](http://boynton.umn.edu/immunization-requirement)

According to OSHA regulations, CDC guidelines, and University of Minnesota policy, Health Sciences students are required to have a health clearance as a condition of enrollment. You must complete this requirement by the sixth week of the semester or a registration hold will be placed on your student account. In addition, internship or applied practice experience locations may require additional immunizations based on the location and/or work being performed. Finally, international experiences may also require other immunizations; international requirements are listed here: <https://boynton.umn.edu/clinics/travel>.

More details and the downloadable Student Immunization Record form are available from Boynton Health at

[boynton.umn.edu/immunization-requirement](http://boynton.umn.edu/immunization-requirement). You can also stop by Boynton Health to schedule services, click here for more information [boynton.umn.edu](http://boynton.umn.edu).

### **HIPAA (Health Insurance Portability and Accountability Act)**

HIPAA is a federal law related to the privacy of an individual's health care information.

All students in the Health Sciences, including School of Public Health students, must complete the University's online HIPAA privacy training. The University of Minnesota provides online training courses on proper handling of health information and information security; everyone must complete this training, even if they don't work directly with protected health information. This is because students may have incidental contact with protected health information, and because students may encounter HIPAA violations, and are all required to know how to respond to these violations.

This training consists of two separate training courses that you may complete online: (HIP016) HIPAA Training; and (ISA17) University Information Security Awareness Training.

Login to <https://training.umn.edu/> and select **My Training** to see if you have been assigned the training, or click **Course Catalog** and enter the course name or number above.

### **Criminal Background Checks**

Students should be aware that Minnesota law may require certain facilities to conduct a criminal background check for all personnel with direct, and/or unsupervised client contact. Facilities that are covered by this law include hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, board/lodging establishments providing health supervision services, and work with minor aged children. Students seeking internships or applied practice experiences may be required to undergo a background check as well, depending on the agency or facility's internal policies. The School will assist students with these requirements; students should call the Student Services Center at (612) 626-3500, email [sph-ask@umn.edu](mailto:sph-ask@umn.edu), or go to A-395 Mayo for assistance.

### **Community Engagement Agreement**

Many students in the School of Public Health volunteer in the community. Liability insurance is available through the University provided that the student registers for PubH 0020 (a zero-credit class) and has the approval of their academic faculty advisor.

Registration for PubH 0020 will be officially documented on the student's transcript; however, the zero-credit course has no tuition, no fees, no credits, and no grades. It is important to understand that a zero-credit registration for a community engagement activity is not a substitute for a required course or field experience.

Prior to registration, students are required to provide information about the experience by completing the Community Engagement Agreement available at <https://publichealth.ahc.umn.edu/sphcommunity/index.cfm>. The agreement is complete once it has been approved by the student's advisor and the SPH Registrar and Director of Academic and Student Affairs.

To complete the Student Engagement Agreement a student must provide the following information:

- Name of the organization
- Address
- Organization phone number
- Supervisor within the organization
- Description of the activity
- Description of how this activity relates to their development as a public health professional
- Semester and date of experience
- Electronic signature of academic advisor

When the agreement is approved, the student will be contacted by email and provided with a registration permission number.

### **Health Insurance Requirement for Health Sciences Students Participating in Applied Practice/Clerkship/Practicum Experiences**

School of Public Health students are expected to have health insurance coverage while participating in their applied practice, clerkship, or practicum experiences. This is a University of Minnesota Health Sciences requirement. A school/program or site may ask a student for proof of health insurance while participating in their AP, clerkship, or practicum experience. If the student cannot provide proof of health insurance, indicating they are not in compliance with this requirement, they will be pulled from the experience.

The complete policy can be found on the Health Sciences Education website [https://drive.google.com/file/d/1uwjO4w0b2-xidGDntLx27bSvh3HM0Q/\\_view](https://drive.google.com/file/d/1uwjO4w0b2-xidGDntLx27bSvh3HM0Q/_view).

## 6. GROUPS, ASSOCIATIONS AND SOCIETIES

### 6.1 STUDENT GROUPS

#### School of Public Health Student Senate

[sph.umn.edu/current/senate/](http://sph.umn.edu/current/senate/)

The Student Senate is composed of graduate students from within the School of Public Health; it strives to serve as a representative body for students in SPH. The Student Senate provides a voice for students and allows them to get involved in University government, plan social activities, network with departments, work with faculty, demonstrate leadership skills, assist student organizations in hosting school-wide events, and develop creative solutions to new challenges. The Student Senate also provides various grants to students and SPH student groups.

#### Professional Student Government

[gopherlink.umn.edu/organization/PSG](http://gopherlink.umn.edu/organization/PSG)

The professional student governance on the Twin Cities campus of the University of Minnesota rests with the Professional Student Government (PSG). All currently registered professional students at the University of Minnesota are members of PSG.

PSG represents and serves students in the Carlson School of Management, Law School, Medical School, Dental School, School of Nursing, College of Pharmacy, School of Public Health, College of Veterinary Medicine, College of Education and Human Development, and Humphrey School of Public Affairs. PSG is a resource for its 10-member councils, the primary contact point for administrative units, a professional student policy-making and policy-influencing body, and as a center of inter- and intra-collegiate interaction among professional students.

#### Council of Graduate Students (COGS)

[cogs.umn.edu](http://cogs.umn.edu)

The Council of Graduate Students (COGS) is the official student governing board of the Graduate School, representing all Graduate Students at the U of M. The U administration looks to COGS for consultation and direction on all matters pertaining to the Graduate School experience, including Graduate Assistant issues.

#### Center for Health Interdisciplinary Programs (CHIP)

[chip.umn.edu/](http://chip.umn.edu/)

The Center for Health Interdisciplinary Programs (CHIP) is a department of the Office of Education in the Health Sciences Senior Vice President's Office. The CHIP Student Center serves all Health Sciences students. CHIP exists to foster interdisciplinary relationships and teamwork between Health Sciences students. CHIP provides educational, leadership, and service opportunities for students.

#### Minnesota International Student Association (MISA)

[facebook.com/misa.umn/](https://facebook.com/misa.umn/)

The Minnesota International Student Association (MISA) is a non-profit organization that aims at working in the interest of international students at the University of Minnesota. MISA represents the international community of the University of Minnesota Campus. There are over 6000 international students on this campus, whose length of stay varies from three months to several years. MISA plays a vibrant role in students' social lives, by being the forum for international students on the U of M campus and by organizing events throughout the year.

#### Other Groups

[sua.umn.edu/engage/student-groups/](http://sua.umn.edu/engage/student-groups/)

SPH is home to a number of student organizations. Some are registered campus groups and others are more focused on a division or program. In addition, there are more than 900 student groups on campus registered with the University's Student Unions and Activities Office, including academic societies, cultural centers, sports clubs, political action groups and fraternities and sororities. These organizations provide students with endless involvement opportunities and the chance to interact with others who share a similar interest.

If you want to know more about current SPH groups or are interested in forming a group within the School of Public Health, please contact [sph-ask@umn.edu](mailto:sph-ask@umn.edu).

### 6.2 PUBLIC HEALTH RELATED ASSOCIATIONS AND AGENCIES

#### American College of Healthcare Executives

[ache.org](http://ache.org)

The American College of Healthcare Executives is an international professional society of more than 30,000 healthcare executives who lead hospitals, healthcare systems and other healthcare organizations.

### **American Public Health Association**

[apha.org](http://apha.org)

The American Public Health Association (APHA) is the oldest and largest organization of public health professionals in the world, representing more than 50,000 members from over 50 occupations of public health.

### **Association of Schools and Programs of Public Health**

[aspph.org](http://aspph.org)

The Association of Schools and Programs of Public Health (ASPPH) is the only national organization representing the deans, faculty, and students of the accredited member schools of public health and other programs seeking accreditation as schools of public health.

### **Centers for Disease Control and Prevention**

[cdc.gov](http://cdc.gov)

The Centers for Disease Control and Prevention (CDC) is recognized as the lead federal agency for protecting the health and safety of people - at home and abroad, providing credible information to enhance health decisions, and promoting health through strong partnerships. CDC serves as the national focus for developing and applying disease prevention and control, environmental health, and health promotion and education activities designed to improve the health of the people of the United States.

### **Council on Education for Public Health**

[ceph.org](http://ceph.org)

The Council on Education for Public Health (CEPH) is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health.

### **Commission on Accreditation of Healthcare Management Education**

[cahme.org](http://cahme.org)

The Commission on Accreditation of Healthcare Management Education (CAHME) is the only organization that accredits individual academic programs that grant master's degrees in healthcare management in the United States and Canada.

### **Minnesota Public Health Association**

[mpha.net](http://mpha.net)

Founded in 1907, the Minnesota Public Health Association (MPHA) is a statewide professional organization actively serving Minnesotans, our members, and the public health profession through its efforts and activities. MPHA is an affiliate of the American Public Health Association.

### **National Institutes of Health**

[nih.gov](http://nih.gov)

Originally a one-room Laboratory of Hygiene in 1887, the National Institutes of Health today is one of the world's foremost medical research centers, and the Federal focal point for medical research in the U.S.

### **National Board of Public Health Examiners**

[nbphe.org](http://nbphe.org)

National Board of Public Health Examiners (NBPHE) established in 2005 as an independent organization, the purpose of which is to ensure that public health professionals have mastered the foundational knowledge and skills relevant to contemporary public health.

## **6.3 ALUMNI SOCIETIES**

### **School of Public Health Alumni Society**

<https://www.sph.umn.edu/alumni/sph-alumni-society/>

Your connection to the School of Public Health doesn't end at graduation.

Since our school's founding in 1944, we have graduated over 12,000 alumni. These individuals are important members of the public health community as they shape public health policy, conduct ground-breaking research, lead innovative public health solutions and shape the future of public health.

Your SPH education is a valuable, lifelong investment. During school, and after graduation, we invite and encourage you to stay connected to the school, its resources and each other to make the most out of your degree from SPH.

Since its inception in 1982, the School of Public Health Alumni Society has worked to serve alumni and students, promote excellence in programs and serve the needs of the School. Membership is automatically conferred upon all graduates.

The SPH Alumni Society is committed to building relationships with students through various activities, including the SPH Mentor Program, partnering with SPH Student Senate, and bringing alumni to students to provide professional development opportunities to students.

Connect to the SPH Alumni Society and all it has to offer today.

The University of Minnesota MHA Alumni Association was established in 1948 to facilitate ongoing support of the Healthcare Administration program and to continue fellowship among alumni. With 3200+ alumni members, the Association supports MHA students through scholarships, professional connections, and learning opportunities, and strives to provide MHA alumni with ongoing opportunities for education, engagement and philanthropy.

## 7. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH (EpiCH)

### 7.1 WELCOME

The Division of Epidemiology and Community Health is one of four Divisions that make up the School of Public Health at the University of Minnesota. The Division Head is Dr. Dianne Neumark-Sztainer. The Division of Epidemiology and Community Health is home to six programs in the School of Public Health:

- Clinical Research MS
- Community Health Promotion MPH
- Epidemiology MPH
- Epidemiology PhD
- Maternal and Child Health MPH
- Public Health Nutrition MPH

#### EpiCH Student Services:

**TBD:** *Director of Epidemiology and Community Health Student Services* – Primary contact for prospective students, and curriculum development in master's and PhD level programs

**Shelley Cooksey:** *Sr. Academic Advisor*– Primary contact for current students in MS and PhD level programs, master's minors and certificate programs

**Marlin Farley:** *Academic Advisor* – Primary contact for current students in MPH programs

**Janelle Willard:** *Academic Support Coordinator* – applications and Applied Practice Experience

**Laurie Zurbey:** *Academic Support Coordinator* – course scheduling, data management, staff support

E-Mail [epichstu@umn.edu](mailto:epichstu@umn.edu)  
Phone 612-626-8802  
Fax 612-624-0315  
Campus Mail WBOB, #300, Delivery Code 7525  
US Mail 1300 South Second Street, Suite 300, Minneapolis, MN 55454

### 7.2 THE WEST BANK OFFICE BUILDING (WBOB)

The offices are located in the West Bank Office Building (WBOB) at 1300 South 2<sup>nd</sup> Street in Minneapolis. Students can find directions to WBOB at <https://intranet.sph.umn.edu/about/divisions/epidemiology-community-health/location/>.

#### Forms

Forms are located at: <https://sites.google.com/umn.edu/divisionofepich/home> in the Current Student Section of the Home Page. Microsoft Word documents of all the forms are also available upon request. Contact the EpiCH student services staff at [epichstu@umn.edu](mailto:epichstu@umn.edu) to obtain the Word documents via e-mail.

#### Evening and Weekend Access

Division graduate students who do not have a paid appointment in the Division can have access to the student lounge after work hours and on weekends. The student lounges (room 466) is where the student computers are located. Students obtain access by filling out a form to have their UCard programmed for access to the third and fourth floors of WBOB. Students are given the option to sign up for building access at Orientation. After orientation, contact the EpiCH student services staff for information at [epichstu@umn.edu](mailto:epichstu@umn.edu).

**NOTE:** There is approximately a one-week turnaround time to get a student's UCard programmed, so please plan accordingly.

## Computer Lab

The Division computer lab in WBOB includes several PC's available for student use. The computer lab is located in the student lounge in room 466. The general policy for use of these computers is that they are for Division graduate students for work pertaining to their degree program. All of the computers have SAS and STATA. Printers are available.

## Copier and Fax Access

The Division does not allow copy machines or fax machines to be used for personal use. Personal copies can be made for a cost at various locations throughout campus. Unfortunately, there is not a copier for use in WBOB.

*Students should also refer to section 1.4.*

## 7.3 DIVISION COMMUNICATION WITH STUDENTS

The Division communicates information to students in the following ways:

- **E-mail:** Students are expected to check their U of M email regularly. Communication between the Division and students regarding changes in programmatic requirements or announcements, as well as advisor, faculty, and student-to-student contacts is usually through e-mail. If you do not register for courses you will lose access to your e-mail account and will need to contact the Technology Helpline to restore your access. Alumni maintain lifetime access to their University e-mail account as long as the account is accessed on a regular basis.
- **My U Portal:** This is a form of communication and information exchange within the University. Students are expected to check their portal regularly. Access to the portal is available at <https://www.myu.umn.edu/>.
- **Weekly SPHere:** A weekly electronic publication for students. This publication contains important deadline reminders as well as updates on students and faculty research and activities.
- **University News:** The University of Minnesota student newspaper is called The Daily and is available campus-wide.

## 7.4 SEMINARS

The Division of Epidemiology and Community Health sponsors scientific seminars between September and June to exchange ideas and research findings pertinent to the field. Because the Division has a large faculty, staff and student body, the seminar provides a forum for exchange of information among people who may not otherwise meet or work together. All faculty and students are strongly encouraged to attend regularly.

Division faculty members and other scientific staff are asked to present at least one seminar every two years. Each year, the seminar brings in several scientists from outside the Division.

Notices are posted in the Division's third floor reception area as well as sent out electronically. Most seminars are held 10:00-11:00 a.m., on select Fridays, in Room 364 of WBOB. Seminars by visiting scientists may be at other times. Students can check the EpiCH Web site for seminar information by going to

<https://intranet.sph.umn.edu/about/divisions/epidemiology-community-health/epich-seminar-and-in-services/>

## 7.5 ACADEMIC CREDIT FOR INDEPENDENT OR DIRECTED COURSEWORK

Independent and directed coursework can be taken to fulfill elective credits and can take many forms depending upon the student's interests and needs. All independent/directed coursework needs the support of a Division of EpiCH faculty member who agrees to serve as an "instructor/advisor" for the independent or directed course. The expectation is that the student has something specific to propose prior to approaching a faculty member.

To fulfill the course requirements, the student and instructor should agree on the type, scope, and length of a final academic "product" whether it is a paper(s), an annotated bibliography, curriculum, training modules, media piece(s), etc. It is expected that the faculty member and student will meet regularly during the term.

It is very unusual for students to take more than four credits total of independent or directed coursework (over and above any credits earned for the Applied Practice Experience (AP) or Integrated Learning Experience (ILE)/thesis requirement). Students are expected to fulfill the majority of their elective credits through regularly-scheduled courses.

### Examples of Independent and Directed Coursework

1. Students interested in a theory, an evaluation method, or a skill not covered in depth in a specific course could arrange for an independent study course with a faculty member knowledgeable in that area and/or willing to work with the student.

2. The student wants to attend a conference, workshop, or mini-course, but there is no academic credit involved. The student must find a faculty member willing to work with the student to develop academic work over and above the actual event to fulfill some elective credits. This must be arranged ahead of time, not after the event has occurred.

### Additional comments

Arranging an independent/directed course depends upon the student putting together an academically rigorous proposal and finding a faculty member to serve as an instructor. The faculty instructor does not have to be the student's faculty advocate or Integrated Learning Experience (ILE) advisor. The instructor must be a member of the program associated with the course number; see below.

The student should also receive prior approval from the EpiCH student services staff to count the independent/directed work as an elective course.

### Choosing Course Numbers

Independent study, directed study, and readings courses are available within the Division of Epidemiology and Community Health. The student and instructor should agree on the course number/title that most closely matches the work being proposed. Course options are:

- PubH 7091 Independent Study: Community Health Promotion (only CHP faculty can serve as instructor)
- PubH 7391 Independent Study: Epidemiology (only Epi MPH or Epi PhD faculty can serve as instructor)
- PubH 7392 Readings in Epidemiology (only Epi MPH or Epi PhD faculty can serve as instructor)
- PubH 7691 Independent Study: Maternal and Child Health (only MCH faculty can serve as instructor)
- PubH 7991 Independent Study: Public Health Nutrition (only PHN faculty can serve as instructor)
- PubH 8392 Readings in Clinical Research (only Clinical Res. graduate faculty can serve as instructor)
- PubH 8393 Directed Study: Clinical Research (only Clinical Res. graduate faculty can serve as instructor)

**NOTE:** Other programs in the School of Public Health may have independent/directed coursework opportunities in their areas. Check with the Divisions of Environmental Health Sciences, Health Policy and Management, and/or Biostatistics. You could also do an independent/directed course with another graduate-level program. Remember that the EpiCH student services staff has to approve it as an elective.

### Procedures

1. Student meets with the faculty member to discuss the requirements for the independent/directed course.
2. Student fills out an Independent/Directed Study Contract form outlining the requirements for the course and has the form signed by their faculty advocate and Independent/Directed Study instructor. This information is vital to receive proper credit for this course (i.e., a grade). The instructor needs to agree to work with the student and both need to agree on the requirements. You can request this form by contacting [epichstu@umn.edu](mailto:epichstu@umn.edu).
3. Student gives the completed/signed Independent/Directed Study Contract to the EpiCH student services staff. Once the completed form is received you will be sent registration information.
4. At the end of the semester, the instructor assigns a final grade. The grade will then be entered on the official transcript. It is the student's responsibility to make sure that all requirements are completed so a grade can be submitted.

## 7.6 DIVISION RESOURCES AND POLICIES

### Incomplete Grades

*Students should also refer to section 3.3.*

For MPH students, all required courses (with the exception of Applied Practice Experience (AP), internship, or Integrated Learning Experience (ILE) credits must be completed during the term of registration. Students must complete all course requirements by the end of the registered term so that faculty can submit a grade by the appropriate due date. A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an incomplete grade requires an electronic contract between the instructor and student specifying a deadline by which the student will complete the course requirements. In no event may the written agreement allow a period of longer than one year to complete the course requirements. If the requirements of the contract are not met by the contract deadline a final grade will be submitted based on the work submitted to date. Applied Practice Experience (AP), internship, and Integrated Learning Experience (ILE) projects that are not completed by the end of the term of graduation will receive a grade of "K" indicating "work in progress."

PhD Students only: The symbol "I" may be assigned by an instructor to indicate "incomplete," in accordance with the provisions announced in class at the beginning of the semester and outlined on the course syllabus, when in the instructor's opinion there is a reasonable expectation that the student can successfully complete the work of the course. An "I" remains on the transcript until the

instructor replaces it with a final A-F or S-N grade. Course instructors are encouraged to establish a time limit for the removal of incomplete grades.

### **Six Credit Minimum Exemption**

The University of Minnesota has a policy that students must register for a minimum of six credits in order to hold a Graduate Assistant position. The policy states that "exemption from [this requirement] is determined on a semester by semester basis" and that "eligibility criteria are to be determined by each graduate program...these criteria will be well publicized and administered equitably among all Graduate Assistants in the program."

The Division Training Committee (DTC) approved the following policy: "Students will almost always be granted a one semester exemption so they can finish their work toward the end of their degree program but must petition the DTC for more than one semester's exemption and this would be given under only extraordinary, extenuating circumstances. Extending coursework in order to remain a graduate assistant will not be sufficient reason." Students who wish to request an exemption should contact [epichstu@umn.edu](mailto:epichstu@umn.edu). It may take several weeks for this request to be reviewed so please submit your request at least one month prior to the start of the term.

Graduate Assistants who wish to be exempt from FICA withholding must register for at least three credits per term (one credit for PhD candidates working on a dissertation).

### **Sitting in on a Class**

Students are not permitted to attend a class for which they are not registered. This means that if you are unable to register for a class before it begins for any reason you may not attend the class.

### **Support for Student Travel (effective 5/2017)**

1. The Division will provide up to \$600 per student in a 12 month period [a maximum of \$3,200 available for all students during the fiscal year] for travel to a scientific meeting under the following conditions:
  - The student is currently enrolled in the Epi PhD/MS/MPH, CHP MPH, MCH MPH, PubH Nutr MPH, or Clinical Research MS program and must be the presenter of the paper or poster. The student has been enrolled in their program as least one term at the time of the conference; the work was done during the time the student was in their program.
  - The meeting can be local, regional, national or international but must have relevance to the student's field of study.
  - There are no other sources of support specifically allocated for such travel. For example, whenever a training grant provides funds for travel for its fellows, those fellows will not be eligible for travel support under this policy. However, students whose work was supported by a research grant with no funds specifically for student travel will be eligible for travel support under this policy. Principal Investigators are encouraged to provide support for student travel from their grants since their grants benefit as well as the students.
2. All requests for travel support must be in writing. The request should be addressed to the Chair of the Division Training Committee and sent to [epichstu@umn.edu](mailto:epichstu@umn.edu). The request should include:
  - The dates, location and purpose of the meeting and describe the student's role. A link to information about the conference should also be included.
  - A copy of the abstract and letter of acceptance must be attached to the request. In addition, a letter from a member of the Division's faculty indicating that he/she is familiar with the student's work, judges it to be of good quality, and supports the student's request. The faculty letter should also provide any necessary clarifications on the student's role to ensure that the role of the student in the presentation is clear. The student must be the primary author. If the student is not also the first author, we need a reason why the student is presenting.
  - The request must be made in advance of the scientific meeting. Since the DTC only meets once per month, it is suggested that complete requests be submitted at least six weeks prior to the scientific meeting.
  - A summary of the travel expenses (cost of air fare, hotel price, registration fees, etc.).
  - Students need to include information about any other sources of funding they have applied for, even if the funds have not been awarded yet, including SPH Student Senate funds.
3. Allocations under this policy will of course be subject to the availability of funds for this purpose.

### **Payment for TA English Program**

If a nonnative English-speaking Division student is required by their degree program to fulfill a teaching assistantship position (i.e., Epidemiology PhD students), the Division will pay one-half the cost of instruction the first time the student takes the course (the University's Office of Academic Affairs pays the other half). Students not passing the exam must pay the costs of any additional instruction.

### **SAS Access**

Students can purchase the SAS program for a fee if it is necessary for them to complete research. Additional information on ordering the software is available at <https://it.umn.edu/sas>. Please note that all of the computers in the student computer lab (466 WBOB) have SAS.

## **J.B. Hawley Student Research Award**

The Division has established the J.B. Hawley Student Research Awards, a small grant mechanism to support public health oriented research projects. This is a wonderful opportunity for students and post-doctoral fellows to obtain funds for their research, gain experience in grant proposal writing, and receive faculty feedback on their ideas. During the 2021-22 academic year, two rounds of requests for proposals (one per semester) will be conducted.

### **WHO MAY APPLY?**

Students currently enrolled in degree programs in Epidemiology, Community Health Education, Maternal and Child Health, Clinical Research, or Public Health Nutrition or post-doctoral fellows in Epidemiology & Community Health. The proposed research must have direct or indirect relevance to public health and related disciplines. Priority will be given to studies that are thesis or masters projects. Those who have received previous funding under this mechanism will not be eligible for further support until they have submitted the required one-page report for their prior award (see below).

**NEW STARTING FALL 2018:** PhD students who have an urgent need for a Hawley award in order to stay on schedule for a Preliminary Oral examination are allowed to submit a proposal at any time.

### **HOW MUCH?**

\$3,500 maximum, including fringe benefits when applicable. PhD students may request a maximum of \$7,500 to support thesis research. Additionally, post-doctoral fellows with a primary mentor in the Division of Epidemiology and Community Health may request a maximum of \$7,500.

### **HOW USED?**

The award may be used to support research activities including supplies and equipment. It cannot be used for stipends or salary support for the applicant. Tuition in UMN courses is generally not eligible for Hawley funds. Please note that before making any expenditures with the award (i.e., ordering, purchasing, hiring, or contracting for services) the applicant must meet with accounting personnel in the Division to ensure that procedures are followed and IRB clearance must be documented.

### **BE AWARE OF THE STATE FAIR OPPORTUNITY**

The Driven to Discover Research Facility (D2D) presents opportunities for rapid recruitment and assessment and therefore broadens the scope of the research activity that may be supported by a Hawley award. If new participants will be recruited for the research, large numbers of subjects of widely varying ages can be recruited, enrolled, and assessed in a short period of time at the new D2D Facility at the Minnesota State Fair. Over one quarter of 2018 participants were from outside the 11-county metro area. D2D shift fees (2019 fees were \$867 per half-day; average 162 subjects per half-day) are an allowable use of Hawley Funds. More information? Email: d2d@umn.edu; Url: d2d.umn.edu. Please check with the D2D program for current pricing.

### **HOW LONG?**

One-year project.

### **WHAT IS THE FORMAT?**

You must follow the format or the proposal will be returned without review. Electronic submission is required.

#### **1. Cover Letter**

Please indicate in the letter whether or not the project will help support a master's project, master's thesis, Ph.D. thesis, or applied practice experience. Describe the project in 1-2 sentences in the cover letter.

#### **2. Face Page (1 page)**

- a. Title
- b. Investigator information, including name, address, telephone, and e-mail address. (Be specific with the address as to where the Awards Committee should send notification)
- c. Your degree program
- d. Collaborating investigators (faculty, staff, students), if any

#### **3. Research Proposal (font: 12-point Times or larger)**

- a. Background and Significance (1 page maximum): Describe the background and justification for the study and state the research questions/ hypotheses. Clearly state how the project is relevant to public health.
- b. Research Methods (3 pages maximum): Describe the study design and detailed methods. Be sure to include information on each of the following:
  - Study population
  - Sample selection and recruitment

- Measurements
  - Data analysis plan (required for both quantitative and qualitative research)
  - Timeline
  - Sample size (justified by formal statistical calculations or other means)
- c. Human Subjects (no page limit): All proposals must address protection of human subjects and have the project approved by the University of Minnesota's Institutional Review Board (IRB) prior to receiving funds. However, a project will be reviewed by the Research Awards Committee prior to receiving final IRB approval.
- d. References (no page limit): Citations for articles referenced in the background and significance and research methods portions of the proposal should be listed after the Human Subjects section of the proposal.

**4. Detailed Budget & Budget Justification** (2 page maximum):

The proposed budget should include precise amounts requested in various categories (e.g., postage, supplies, printing, personnel, etc.). Provide a brief justification for the amount requested in each category and state why these funds are needed to conduct the proposed research. The budget should clearly itemize and justify expenditures. If the request is part of a larger project, the proportion to be supported by this award and the rationale and need for this funding mechanism should be specified clearly.

The following items are NOT allowed: stipends or salary for the applicant, computer purchase, publication costs (e.g., page charges, reprints), and presentation costs (e.g., travel to a conference, conference fee).

**5. Letters of Endorsement from Faculty Advocate and Project Advisor** (1 page per letter):

A primary or adjunct faculty member in the Division of Epidemiology & Community Health must provide a brief letter to accompany the proposal, specifically endorsing the applicant's request. The letter should state that the faculty member has read and approved the proposal. The letter should also include the faculty member's opinion of the quality and importance of the research.

In cases where the faculty member is NOT the applicant's research project advisor, an additional letter is required from the research project advisor. This second letter must include the same elements as the faculty member letter described above.

If the proposed research is a collaboration with a community organization or other external partner, a letter of support from that organization is required.

Letters of Endorsement Summary:

- Epidemiology & Community Health faculty member: ALWAYS REQUIRED
- Research Project advisor: SOMETIMES REQUIRED [if faculty member is not the research project advisor]
- Community Organization Partner: SOMETIMES REQUIRED (if research is a collaborative partnership with an external organization)

**6. Appendices**, if needed (no page limit)

**ADDITIONAL COMMENTS AND GUIDELINES**

The Hawley grants are intended to support student research. Applied Practice experience is generally not eligible for an award; what should be requested in that case is the research component of that experience.

Evaluation of the proposals is in terms of the committee's view of the importance of the inquiry, quality of the research design and methodology, experience of the investigator, relevance of the project to public health or related disciplines, and contribution of the project to the student's academic training.

**SUBMISSION**

Submit your proposal electronically to [epihawley@umn.edu](mailto:epihawley@umn.edu)

**DEADLINE**

By stated deadline on the call for submissions

**REVIEW PROCESS**

All applications will be reviewed by the Division of Epidemiology & Community Health Research Awards Committee, which includes faculty members representing the program fields. Each proposal will be evaluated according to its scientific and technical merits and public health implications. The most important criteria are (1) importance of the area, (2) quality of proposed research, (3) investigator's experience and resources to accomplish the project, and (4) relevance to public health.

## **SUBMISSION QUESTIONS**

If you have general questions regarding the Hawley grants, please contact Dr. David Jacobs, the Chair of the committee, at [jacob004@umn.edu](mailto:jacob004@umn.edu). For questions on budget items, please contact Sarah Shorma at 612-624-9895 or [shorm001@umn.edu](mailto:shorm001@umn.edu).

Information regarding the status of human subjects (IRB) applications must be provided to the Committee. Award funds will not be released until Division of Epidemiology & Community Health Accounts Administration has received notification of Human Subjects Committee approval.

## **FINAL REPORT**

A one-page report to the Research Awards Committee on progress and outcome is due on the one-year anniversary date of the award.

### **Martinson-Luepker Student Travel Award**

The Martinson-Luepker Student Travel Award will support Division of Epidemiology and Community Health students pursuing an international Applied Practice Experience (AP) placement in fulfillment of curriculum requirements for an Applied Practice Experience (AP) or Integrated Learning Experience (ILE) project. Funds will be provided to help support the cost of air fare to the international location. Students may request up to \$1500 U.S. Students must apply for this award. As part of this application, students should fully describe their proposed Applied Practice Experience (AP) project, including location, populations to be worked with and proposed program activities. The application form can be obtained from EpiCH student services staff [epichstu@umn.edu](mailto:epichstu@umn.edu).

### **Division of Epidemiology and Community Health Student Support Policies**

#### **Doctoral Student Support Policy, for those matriculating Fall 2003 or later**

1. Students can be accepted to the program with varying levels of support including no guaranteed support, guaranteed support for the initial year, or support for multiple years.
2. Support levels will be set at the level of an NIH Pre-Doctoral Fellow or, if not an NIH Fellow, not more than 50% RA/TA position. This means that those who accept a pre-doctoral fellowship may not also accept an RA or TA position in the Division. Scholarship or block grant awards are not included.
3. Students on fellowships perform their TA requirement as part of the fellowship, with terms to be negotiated with the training director.
4. Requests may be made to the DGS for levels of RA/TA support up to 75% for students who have passed their preliminary examinations and are working on their thesis. These requests are required to show that such additional work does not delay the thesis defense and graduation.
5. Physicians who are licensed to practice medicine in the United States will have an RA/TA stipend set at the doctoral level. Those who are not licensed to practice will be paid at the Masters level RA/TA position stipend.
6. There is no limit on the number of years of support; however, adequate progress toward degree completion is required for continued support.
7. Students may increase support to 75% during the Summer term.
8. This policy only applies to positions held within the Division. For example, a student with a 50% research assistantship in the Division would also be able to hold a 25% research assistantship in the Medical School.

Approved 7/1/03, revised 06/08

#### **Master's Student Support Policy**

No one may hold a graduate assistantship of more than 50% (75% in the Summer) in the Division of Epidemiology and Community Health. Adopted 12/17/03 and applies to students matriculating Fall 2004 and after. This policy only applies to positions held within the Division. For example, a student with a 50% research assistantship in the Division would also be able to hold a 25% position in Medical School because that is not in the Division.

#### **Policy for Graduate Assistant Pay Scale for Post-Baccalaureate Professional Students**

Post-baccalaureate professional students in doctoral-level programs (e.g., dental, medical, law, veterinary students) who have completed two years of their professional studies will be paid at the rate of those who have completed a master's degree. Those who have not completed the first two years will be paid at the rate of those whose highest degree is a bachelor's degree. This policy is effective beginning Spring semester, 2004. Adopted 12/17/03.

#### **Division of Epidemiology and Community Health Websites**

EpiCH website

EpiCH Student Guidebook and Forms

Course syllabi

EpiCH faculty information

<http://www.sph.umn.edu/academics/divisions/epich/>

<https://www.sph.umn.edu/current/resources/>

<https://www.sph.umn.edu/current/resources/syllabi/>

<https://directory.sph.umn.edu/division/epidemiology-community-health>

## 7.7 DIVISION ADVISING INFORMATION

### Team approach to Advising at the Master's level

At the master's level students are advised by a team which includes their faculty advocate, staff from the EpiCH student services office, an Applied Practice Experience (AP) advisor, and the program director for their program. The role of the faculty advocate is to advise students on things like their career goals and objectives, provide advice for securing an Applied Practice Experience (AP), and help students with their initial Integrated Learning Experience (ILE) planning. The role of the EpiCH student services staff is to assist students with course planning, petitions, and to provide general procedural advice. The role of the AP advisor is to guide the student in the learning agreement process and to help determine appropriate competencies that will be met as well as what products will be acceptable for that placement. The program director will meet with students as a group to discuss issues related to the entire major and is also available to assist students with any issues they might be having with the program.

### Guidelines for Faculty/Student Interactions

Faculty members often develop close working relationships with students, especially advisees. Often a relationship is formed that provides benefits to both the faculty member and the student. Faculty should be cognizant of the power differential in these types of relationships and set appropriate boundaries. Although faculty members may not intend that a request of a student be an obligation, they should be aware that such requests might place a student in a difficult position. Some students are intimidated by faculty members and may not feel free to decline such requests. Since faculty/student interactions often are situations that are ambiguous, included below are examples to help you think through a variety of situations that you may encounter:

- **A faculty member asking you to drive them somewhere, including the airport, home, or main campus.** Such a request does not fall under a student's duties. A situation when this may be acceptable is when the student has the same destination.
- **A faculty member asking you to work extra hours or late hours.** Students should be expected to work the hours for which they are paid. Students may volunteer to work extra hours to gain more experience (e.g., grant writing), gain authorship on a paper or help meet a deadline – but should not be expected to work these extra hours.
- **Your advisor asking you to housesit, take care of children or pets, or help them move.** While some students may not mind house sitting, taking care of children or pets, or helping someone move, others may only agree to do these jobs because they feel obligated or worry that saying no will somehow affect their relationships with faculty members. To avoid problematic situations, a faculty member may post a flyer requesting a sitter or mover for pay without the faculty member's name attached to the request – ensuring that respondents really want the job.

Faculty members who are uncertain about the appropriateness of requests they have for students should consult with the DTC Chair. Students should talk with their program director, DGS, or EpiCH student services staff if they have concerns about the appropriateness of requests from faculty members.

The University of Minnesota's Board of Regents policy on Nepotism and Consensual Relationships (including student and faculty relationships) can be found at <http://regents.umn.edu/sites/regents.umn.edu/files/policies/Nepotism%26Personal.pdf>.

### Confidentiality

Student records—including materials related to advisees—are protected under Federal Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99; 1974) and the Student Data Privacy Act. Student information should be secure – not left in an unlocked location. If faculty advocates have a concern about a particular student, only EpiCH student services staff, appropriate program director/DGS, or DTC Chair should discuss the situation and have access to records. Any confidential information shared by a student with a faculty member must remain confidential – whether the student approaches you as a faculty advocate, instructor, program director, DGS, or DTC Chair. Talking about individual students in hallways and other public areas should be avoided.

If a faculty member feels he/she must consult with another faculty member about a student, consider talking about the issue without providing the name of the individual student. If the student's name must be shared, tell the student ahead of time that you intend to talk with the program director (or other appropriate person) about the issue in question. Some issues, such as sexual harassment, are governed by law and require faculty members to report the problem to the division head. In these situations, explain to the student that you are required to report the incident/problem.

### Guidelines for Changing Advisors

#### Master's Students

At the master's level, students may change faculty advocates if they have serious personality or other conflicts with their assigned advocate. In that case, they should discuss their reasons and their preferences for a different advisor with the program director or the EpiCH student services staff. The change will be finalized at the discretion of the program director.

## **PhD Students**

Many PhD students shift their courses of study and focus over their graduate careers but doing so does not necessarily require a change in advisors. Faculty advisors can facilitate students' academic development, by working directly with them or by encouraging them to gain experience with other faculty members (e.g., through research or teaching assistantships or grant-writing opportunities). Sometimes students work more closely with one (or more) members of their committees than with their advisors. Faculty advisors can also suggest changes in committee membership to accommodate a change in dissertation focus.

Once PhD students have begun work on their dissertation, changing advisors should be rare, and limited to circumstances of personality conflicts, major ethical problems, or substantial shifts in areas of interest. Students wishing to change graduate advisors should consult with the director of graduate studies (DGS). Likewise, faculty who are considering a change in their role as an advisor should consult with the DGS. Changes in graduate advisors should be approved by the DGS and forwarded to the EpiCH student services staff who will file the change with the Graduate School.

## **Guide to Mission, Definitions and Expectations of Advising**

### **Mission Statement**

The School of Public Health strives to provide advising that promotes collaboration among students, staff and faculty to enhance students' academic and professional development in the field of public health. The School's goal is educational and experiential excellence that prepares students for successful careers improving the health of populations.

### **Defining Advising**

*Refer to section 1.9 for more information.*

### **Advising Expectations for Students**

SPH students are expected to...

- Regularly read and respond to University email (ideally once per day); email is the official mode of communication at the University of Minnesota.
- Review program objectives and educational documents at least once per semester, (i.e., Student Guidebook, etc.), or when directed by EpiCH student services staff or program director/DGS; students are responsible for knowing the requirements of the degree program.
- Actively contribute to a welcoming and supportive SPH climate.
- Meet with faculty advocate at least once per semester; regularly communicate with faculty advocate(s) and/or EpiCH student services staff about program progress.
- Respond to inquiries from faculty or staff in a timely manner (ideally within 5 – 7 business days).
- Behave in a professional and courteous manner; fulfill educational and advising commitments, such as appointments, project deadlines, etc.

### **Advising Expectations for Faculty Advocates**

Faculty advocates are expected to...

- Refer advisee to EpiCH student services staff for course planning/scheduling, policy and procedural information.
- Review program objectives and educational documents at least on an annual basis, (i.e., Student Guidebook, etc.), or when directed by EpiCH student services staff or program director/DGS.
- Actively contribute to a welcoming and supportive SPH climate.
- Initiate meetings with advisee(s) at least once per semester; regularly communicate with students on program progress.
- Respond to student inquiries in a timely manner (ideally within 5 – 7 business days).
- Provide reasonable office hours and/or appointments and be generally available to student inquiries; communicate with students about extended absences or travel.
- Serve as a model and example of respectful behavior.
- Provide referrals to school and university resources when appropriate (e.g., Student Mental Health Services).

## 8. EPIDEMIOLOGY PhD DEGREE PROGRAM

### 8.1 FALL 2021 PROGRAM CURRICULUM

#### 61 Credit Minimum

Required Core Courses: 14-18 credits plus 24 thesis credits

① These courses must be taken for A/F grading option and a minimum grade of B- achieved.

Course	Notes	Title	Offered	Credits
PubH 6250	①	Foundations of Public Health [only required if student does <b>not</b> have a prior earned MPH degree]	All terms	2
PubH 8341	①	Advanced Epidemiologic Methods: Concepts	Fall	3
PubH 8342	①	Advanced Epidemiologic Methods: Applications	Spring	3
PubH 7401	①	Fundamentals of Biostatistical Inference	Fall	4
PubH 6348		Writing Research Grants (A/F only, section 002)	Fall	2
GRAD 8101 or GRAD 8200	①	Teaching in Higher Education (A/F grade option only) or Teaching and Learning Topics in Higher Education: Teaching for Learning – An Online Course (A-F grade only). Consult with the program coordinator before registering.	8101: Fall/Spring 8200:Fall Only	3;1
PubH 8345	①	How to be an Anti-racist Epidemiologist	Spring	1
PubH 8888		Dissertation credits	All terms	24

#### Clinical/Biological Track: 23 credits minimum

Course	Notes	Title	Offered	Credits
<b>Biological Methods/Statistics: 6 credits minimum</b>				
PubH 7420 is required; at least 3 additional credits are required; choose from list OR prior approval needed to take different course.				
PubH 7420	①	Required: Clinical Trials: Design, Implementation, and Analysis	Spring	3
PubH 6915		Nutrition Assessment	Fall	2
PubH 7402		Biostatistical Modeling and Methods (strongly recommended)	Spring	4
PubH 7405		Biostatistics: Regression	Fall	4
PubH 7406		Advanced Regression and Design	Spring	3
PubH 7430		Statistical Methods for Correlated Data	Fall	3
PubH 7445		Statistics for Human Genetics and Molecular Biology	Fall	3
PubH 8141		Doctoral Seminar in Observational Inference	Spring	2
PubH 8343		Synthesis and Application of Methods in Epidemiologic Research	Fall	4
PubH 8344		Advanced Epidemiologic Methods Workshop	Fall	1
PubH 8804		Advanced Quantitative Methods Seminar	Spring 2022 (even years)	3
<b>Content area courses: 4 credits minimum</b>				
Choose from the following courses; can petition substitutes				
PubH 6140		Occupational and Environmental Epidemiology	Spring	2
PubH 6381		Genetics in Public Health in the Age of Precision Medicine	Fall	2
PubH 6385		Epidemiology and Control of Infectious Diseases	Spring	2
PubH 6386		Cardiovascular Disease Epidemiology and Prevention	Spring	2
PubH 6387		Cancer Epidemiology	Spring 2022	2
PubH 6389		Nutritional Epidemiology	Fall 2022	2

**Supporting Program/Minor: 13 credits minimum**

Chosen in consultation with advisor. Potential supporting program courses include courses from the additional biological methods/statistics courses listed above not used to satisfy the biological methods/statistics requirement, or courses from the following list. Other courses, or minors, may be considered in consultation with advisor and DGS.

PubH 6355		Pathophysiology of Human Disease	Fall	4
PubH 7391		Independent Study: Epidemiology	Any term	1-4
PubH 7392		Readings in Epidemiology	Any term	1-4
PubH 7405		Biostatistics: Regression	Fall	4
PubH 7406		Advanced Regression and Design	Spring	3
PubH 7430		Statistical Methods for Correlated Data	Fall	3
PubH 7445		Statistics for Human Genetics and Molecular Biology	Fall	3
PubH 7450		Survival Analysis	Fall	3
PubH 8343		Synthesis and Application of Methods in Epidemiologic Research (strongly recommended)	Fall	4
PubH 8344		Advanced Epidemiologic Methods Workshop	Fall	1
VMed 5180		Ecology of Infectious Diseases	Fall	3
VMed 8090		Epidemiology of Zoonoses	Fall	2

**Social/Behavioral Track: 23 credits minimum**

Course	Notes	Title	Offered	Credits
<b>Behavioral Methods/Statistics: 6 credits minimum</b>				
PubH 7420 is required; at least 3 additional credits are required; choose from list OR prior approval needed to take different course.				
PubH 7420		Clinical Trials: Design, Implementation, and Analysis. Consult with advisor regarding choice.	Spring	3
PubH 6915		Nutrition Assessment	Fall	2
PubH 7402		Biostatistical Modeling and Methods	Spring	4
PubH 7405		Biostatistics: Regression	Fall	4
PubH 7406		Advanced Regression and Design	Spring	3
PubH 7430		Statistical Methods for Correlated Data	Fall	3
PubH 8343		Synthesis and Application of Methods in Epidemiologic Research (strongly recommended)	Fall	4
PubH 8344		Advanced Epidemiologic Methods Workshop	Fall	1
PubH 8804		Advanced Quantitative Methods Seminar	Spring	3
<b>Content area courses: 4 credits minimum</b>				
PubH 6333		Human Behavior I	Fall even years (2022)	2
PubH 6334		Human Behavior II	Spring odd years (2023)	2
<b>Supporting Program/Minor: 13 credits minimum</b>				
Chosen in consultation with advisor. Potential supporting program courses include courses from the additional behavioral methods/statistics courses listed above not used to satisfy the behavioral methods/statistics requirement, or from the following list. Other courses, or minors, may be considered in consultation with advisor or DGS.				
PubH 6074		Mass Communication and Public Health	Fall	3
PubH 6078		Public Health Policy as a Prevention Strategy	Fall	2

PubH 6094		Interventions to Address Weight-Related Health and Eating Disorders	Spring	2
PubH 6370		Social Epidemiology	Spring 2022	2
PubH 6381		Genetics in Public Health in the Age of Precision Medicine	Fall	2
PubH 6385		Epidemiology and Control of Infectious Disease	Spring	2
PubH 6386		Cardiovascular Disease Epidemiology and Prevention	Spring	2
PubH 6387		Cancer Epidemiology	Spring 2022	2
PubH 7391		Independent Study: Epidemiology	Any term	1-4
PubH 7392		Readings in Epidemiology	Any term	1-4
PubH 7405		Biostatistics: Regression	Fall	4
PubH 7406		Advanced Regression and Design	Spring	3
PubH 8343		Synthesis and Application of Methods in Epidemiologic Research (strongly recommended)	Fall	4
PubH 8344		Advanced Epidemiologic Methods Workshop	Fall	1

#### Other details:

- Supporting program credits in either track may be directly applied to the PhD program or can be used to obtain a minor in another graduate program with the approval of the minor program's director of graduate studies.
- Note: the recommended biostatistics core course (PubH 7401) may be replaced by PubH 6450 and 6451 if the student does not enter with adequate quantitative training for PubH 7401. The PhD Credentials Committee will make this decision.
- Students who need a review or background training in basic epidemiological concepts will be asked to take the first year of the core sequence for MPH students (Epi Methods I, PubH 6341 and Epi Methods II, PubH 6342) prior to taking the doctoral series. These courses will not apply to the PhD program.
- Some students on a T32 training grant may be required to take an Ethics course. Check with your training grant administrator to see if that applies to you. If you are required to take an ethics class then you should take PubH 6742 Ethics in Public Health: Research and Policy (1 cr) offered in fall and spring semester and that will count as a supporting program/elective toward the Epidemiology PhD program.

#### MD/MBBS/PhD Student Program Requirements

Requirements for MD/PhD students (or students with an already earned MBBS) differ slightly from the standard curriculum. The following are **not** required of MD/PhD students only:

- The teaching assistant experience (however either Grad 8101 or 8200 is required; the lecture is also required)
- CBE students: in the Content Area portion of the curricula, 2 credits (one course) are required, rather than 4 credits (two courses). In addition, in the Supporting Program/Minor area, 5 credits are required, rather than 13 credits.
- SBE students: in the Content Area portion of the curricula, both courses (Human Behavior I and II) are required. In addition, in the Supporting Program/Minor area, 3 credits are required, rather than 13 credits.

#### Sample Supporting Program Courses

The following are departments or colleges from which PhD students have taken elective courses—the list is not exhaustive. Exemplary courses are listed to reflect recent course offerings that PhD students have recommended as excellent electives.

- Public Health [PubH] (e.g., PubH 8343 Synthesis and Application of Methods in Epidemiologic Research; PubH 8344 Advanced Epidemiologic Methods Workshop; 7405 Biostatistics: Regression; 7406 Advanced Regression and Design; 7430 Statistical Statistical Methods for Correlated Data; 7435, Latent Variable Models; 7440 Introduction to Bayesian Analysis; 7445 Statistics for Human Genetics and Molecular Biology; 7450 Survival Analysis; 7460 Advanced Statistical Computing; 8140, Validity Concepts in Epidemiologic Research; 8141, Doctoral Seminar in Observational Inference; 8142, Epidemiologic Uncertainty Analysis; 8432 Probability Models for Biostatistics; 8442 Bayesian Decision Theory and Data Analysis; 8452 Advanced Longitudinal Data Analysis; 8462 Advanced Survival Analysis)
- Veterinary Medicine, Graduate [VMed] (e.g., 8090 Epidemiology of Zoonoses)
- Health Informatics [Hinf]
- Educational Psychology [Epsy] (e.g., 8264, Advanced Multiple Regression Analysis; 8266, Statistical Analysis Using Structural Equation Methods; 8267, Applied Multivariate Analysis; 8268 Hierarchical Linear Modeling in Educational Research)
- Statistics [Stat]

- Philosophy [Phil] (e.g., philosophy of science courses)
- Rhetoric [Rhet] Science writing
- Writing Studies Department (WRIT) (highly recommended: 5051 and 5052 Graduate Research Writing Practice for Non-native Speakers of English)
- Biochemistry (BioC)
- Cell Biology and Neuroanatomy [CBN]
- Molecular, Cellular, Dev Biology and Genetics [MCDG]
- You might want to consider a minor in Prevention Science (go to <https://www.cehd.umn.edu/fsos/programs/phd/prev-sci-minor.html>) or in Population Studies (go to [https://www.cehd.umn.edu/fsos/programs/phd/prev-sci-minor.html](#))
- Microbiology, Immunology and Cancer Biology [MICa]
- Microbiology [MicB]
- Genetics, Cellular and Developmental Biology [GCD]

### Competency Areas

Epidemiology PhD Competencies can be found below in Appendix B.

### Sample Schedules for CBE and SBE Tracks for 2021-22

#### Clinical and Biological Epidemiology (CBE) track

##### Plan 1: Students in CBE track who earned their Epidemiology MPH at the University of Minnesota or similar institution

<b>Year 1, Fall [Total cr: 7+]</b>	<b>Year 1, Spring [Total cr: 7]</b>
PubH 8341 Advanced Epidemiologic Methods: Concepts (3 cr)	PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr)
PubH 7401 Fundamentals of Biostatistics Inference (4 cr)	PubH 7420 Clinical Trials (3 cr)
Supporting program/minor course (recommend 8344 Advanced Epi Methods Workshop 1 cr)	PubH 8345 How to be an Anti-racist Epidemiologist (1 cr)
<b>Year 2, Fall [Total cr: 5]</b>	<b>Year 2, Spring [Total cr: 1+]</b>
PubH 6348 Grant Writing (2 cr)	Remaining supporting program/minor courses
Biological methods/statistics course (3 cr) (PubH 8343 highly recommended)	Grad 8101 Teaching in Higher Education (3 cr) or Grad 8200 Teaching and Learning Topics in Higher Education: Teaching for Learning (1 cr, online) [Can take any term it is offered]

\*Students may need more credits maintain full-time student status to hold a graduate assistantship; they can register for additional courses or PubH 8666, Doctoral Pre-Thesis credits.

##### Plan 2: Students in CBE track who enter into Epidemiology PhD with a degree in a related field with insufficient epidemiology background (but sufficient biostatistics coursework)

<b>Possible transfer from related field MPH or MS [15 cr]</b>	
Supporting program/minor course(s) brought in from master's level coursework, with approval from Epi PhD Credentials Committee.	
<b>Year 1, Fall [Total cr: 9+]</b>	<b>Year 1, Spring [Total cr: 9]</b>

PubH 6341 Epidemiologic Methods I (3 cr) PubH 7401 Fundamentals of Biostatistics Inference (4 cr) Content area course (2 cr) Supporting program/minor course	PubH 6342 Epidemiologic Methods I (3 cr) PubH 7420 Clinical Trials (3 cr) Content area course (2 cr) PubH 8345 How to be an Anti-racist Epidemiologist (1 cr)
<b>Year 2, Fall [Total cr: 8]</b>	<b>Year 2, Spring [Total cr: 4+]</b>
PubH 8341 Advanced Epidemiologic Methods: Concepts (3 cr) PubH 6348 Grant Writing (2 cr) Biological methods/statistics course (3cr) (recommend 8344 Advanced Epi Methods Workshop 1 cr) Note: PubH 8343 highly recommended for Fall, Year 3	PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr) Grad 8101 Teaching in Higher Education (3 cr) or Grad 8200 Teaching and Learning Topics in Higher Education: Teaching for Learning (1 cr, online) [Can take any term it is offered] Remaining supporting program/minor courses

Note that if the student has an insufficient background in biostatistics, they may be guided by the Credentials Committee to take PubH 6450/6451 instead of PubH 7401.

### Social and Behavioral Epidemiology (SBE) track entering in Fall 2021

#### Plan 1: Students in SBE track with sufficient epidemiology and biostatistics background

<b>Possible transfer from master's degree [15 cr]</b>
Master's level electives (15 cr) [Transferred as supporting program/minor courses with approval of advisor and PhD Credentials Committee]

<b>Year 1, Fall [Total cr: 7+]</b>	<b>Year 1, Spring [Total cr: 7]</b>
PubH 8341 Advanced Epidemiologic Methods: Concepts (3 cr) PubH 7401 Fundamentals of Biostatistics Inference (4 cr) (Recommend 8344 Adv Epi Meth Workshop 1 cr)	PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr) PubH 7420 Clinical Trials (3 cr) PubH 8345 How to be an Anti-racist Epidemiologist (1 cr)
<b>Year 2, Fall [Total cr: 4+*]</b>	<b>Year 2, Spring [Total cr: 6+*]</b>
PubH 6333 Human Behavior I (2 cr) [Offered Fall Even years 2022, 2024, etc.] PubH 6348 Grant Writing (2 cr) Remaining supporting program/minor courses (PubH 8343 highly recommended)	PubH 6334 Human Behavior II (2 cr) [Offered Spring odd years 2023, 2025, etc.] Behavioral methods/statistics course (3 cr) Grad 8101 Teaching in Higher Education (3 cr) or Grad 8200 Teaching and Learning Topics in Higher Education: Teaching for Learning (1 cr, online) [Can take any term it is offered]

\*Students may need more credits to maintain full-time student status in order to hold a graduate assistantship; they can register for additional courses or PubH 8666, Doctoral Pre-Thesis credits.

**Plan 2: Students in SBE track with insufficient epidemiology background and sufficient biostatistics background**

**Possible transfer from master's degree [15 cr]**

Master's level electives (15 cr) [Transferred as Supporting program/minor course with approval of advisor and PhD Credentials Committee]

<b>Year 1, Fall [Total cr: 7]</b>	<b>Year 1, Spring [Total cr: 7]</b>
PubH 6341 Epidemiologic Methods I (3 cr)	PubH 6342 Epidemiologic Methods II (3 cr)
PubH 7401 Fundamentals of Biostatistics Inference (4 cr)	PubH 7420 Clinical Trials or (3 cr)
	PubH 8345 How to be an Anti-racist Epidemiologist (1 cr)
<b>Year 2, Fall [Total cr: 7+]</b>	<b>Year 2, Spring [Total cr: 8+]</b>
PubH 6333 Human Behavior I (2 cr) [Offered Fall even years, 2022, 2024, etc.]	PubH 6334 Human Behavior II (2 cr) [Offered Spring odd years 2023, 2025 etc.]
PubH 8341 Advanced Epidemiologic Methods: Concepts (3 cr)	PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr)
PubH 6348 Grant Writing (2 cr)	Behavioral methods/statistics course (3 cr)
Recommend 8344 Advanced Epi Methods Workshop (1 cr)	Grad 8101 Teaching in Higher Education (3 cr) or Grad 8200 Teaching and Learning Topics in Higher Education: Teaching for Learning (1 cr, online) [Can take any term it is offered]
Note: PubH 8343 highly recommended for Fall, Year 3	
Supporting program/minor courses	

Note that if the student has an insufficient background in biostatistics, they may be guided by the Credentials Committee to take PubH 6450/6451 instead of PubH 7401.

## 8.2 PROGRAM REQUIREMENTS

The following is a summary of program requirements in Epidemiology as approved by the doctoral faculty in Epidemiology.

### Registration Requirements

All PhD students are required to register every Fall and Spring term to maintain active status until they graduate. Registration in May and Summer terms are not required to keep active status. See *section 8.3* for more information

### Core Curriculum/Summary of Credits

The core curriculum for the PhD is required for all epidemiology PhD students. For the remainder of the curriculum, the student's advisor and the Epidemiology PhD Credentials Committee must approve any course substitutions or waivers as early as possible. Any substitutions/waivers must be approved before submission of the Graduate Planning and Audit System (GPAS) form.

#### Summary of credits

The credit minimum for the PhD will be a total of 61 credits:

- Required core courses ..... 14-18 credits
- Clinical/Biological or Social/Behavioral Track courses ..... 23 credits
- PhD-specific dissertation credits, PubH 8888 ..... 24 credits

## Grade Point Average (GPA) Requirements

1. Doctoral students are required to complete their coursework with a minimum GPA of 3.25.
2. Doctoral students are required to earn letter grades of B- or higher in each of the core courses. These courses include: PubH 8341, PubH 8342, PubH 8345, PubH 7401 (or 6450/6451 if taking these courses to fulfill biostatistics requirement), PubH 7420, and GRAD 8101 or Grad 8200. Students who earn a grade below B- in these courses are required to repeat that course. Students who cannot earn a B- in two attempts will be terminated from the program.

## Transfer of Credits

Epidemiology PhD students may transfer in up to 15 credits from previous graduate-level coursework. The 15 credits can be applied to any curriculum area except for thesis credits. All requests for transfer coursework need to be reviewed and approved by the student's advisor, and then reviewed and approved by the Epi PhD Credentials Committee. The program coordinator should be consulted at the start of the process. Notes: (i) PubH 8341 and 8342 are required for all Epi PhD students as the core methods courses; (ii) two possible options are: courses and credits may be transferred in, or students may find courses that substitute for required courses.

## S-N Credits

Epidemiology PhD students can take up to one-third of course credits S-N (satisfactory/non-satisfactory). Note the one-third limit **does** include courses that are available only S-N but **does not** include dissertation credits. This cannot be petitioned for an exception. Certain courses must be taken for a letter grade; please see #2 in "Grade point average requirements" above.

## Role of the Advisor

Requirements are specified to ensure that PhD graduates in Epidemiology have all of the basic skills necessary to move into an academic or research career. The final shape of the program, the nature of additional courses, readings, and the focus on particular subspecialties, are a matter for the student and advisor to determine. They are expected to work as a mentor and apprentice throughout the degree program.

## Guidelines for Changing an Advisor

Occasionally, PhD students shift their course of study and focus over their graduate career, but this does not necessarily require a change in advisors. Faculty advisors can facilitate students' academic development by working directly with the student or by encouraging them to gain experience with other faculty members (e.g., research or teaching assistantships, grant writing opportunities).

Sometimes students work more closely with one (or more) members of their committee than with their advisor. Faculty advisors can also suggest changes in committee membership to accommodate a change in dissertation focus.

Students may change their advisor at any time. Once PhD students have begun work on their dissertation, changing advisors should be limited to circumstances such as personality conflicts, ethical problems, substantial shifts in areas of interest, or the advisor resigning from the University. Students wishing to change graduate advisors should consult with the director of graduate studies (DGS). Likewise, faculty who are considering a change in their role as an advisor should consult with the DGS. Changes in graduate advisors need approval by the DGS, and the program coordinator must be notified of the change in order to update the U of MN system and other relevant databases.

## Grant Writing Skills

In addition to completing PubH 6348: Writing Research Grants, it is recommended students participate as a member of a grant writing team for an NIH or comparable grant proposal. It is recommended that students review examples of funded faculty grant applications to prepare for Part B of the Written Preliminary Exam.

## Teaching

During their PhD studies, students must serve at least one semester as a teaching assistant (TA). Students are encouraged to consider serving as a TA for one of the Epi courses (i.e., Fundamentals of Epidemiology, Epidemiologic Methods I, II, III). Teaching in these courses can help students review core concepts prior to taking the written preliminary exam. Students can also fulfill the requirement by being a TA in other courses, including possibly an online course. Any course that is assigned a paid TA by the Division of EpiCH will automatically fulfill the requirement. Students can submit a written request to the program coordinator, addressed to the DGS, for approval of other TA opportunities outside the Division. Supporting materials should include a copy of the course syllabus and an outline of the TA's responsibilities and submitted for approval prior to the term when the TA occurs.

The expectation is the student will get a paid TA spot. Students on fellowships, training grant positions or who work full-time in a paid position should talk with the program coordinator early in their program to discuss the options to fulfill the TA requirement.

## Lecture Requirement

Students also are required to prepare and give a lecture in a scheduled course where students are the primary audience. Seminars, grand rounds, for example, are not acceptable. **Approval is needed in advance.** This course lecture must be critiqued by at least one Epidemiology doctoral faculty member and be at least 50 minutes in length. The Epidemiology doctoral faculty member's responsibility is to attend the lecture and send a written critique (via email) of the lecture to the student and to the Epi PhD's program coordinator. The critique should cover the strengths and any weaknesses of the lecture content and presentation; the critique is intended to be constructive and offer suggestions. This requirement is separate from any Teaching Seminar course assignments. Non-native English-speaking students should note that they are responsible for passing the SPEAK TEST for non-native English Speaking Teaching Assistants. Please see the program coordinator for this information. The Division's policy regarding payment for the TA English Program's course in Classroom Communication Skills for TAs can be found in *section 7.6* of this guidebook.

## EpiCH Division Seminar Attendance

Epidemiology PhD students are required to sign in and attend at least 12 seminars relevant to epidemiologic or behavioral methods, student's content area, and/or professional development seminars before taking their oral preliminary exam. At least six of the 12 seminars must be EpiCH Division Seminars at which students are required to sign in upon arrival to the seminar. Other seminar opportunities outside of the division can also be sought out by students. Non-EpiCH seminars will be at the discretion of the student and must be relevant to the student's area of study. Students attending seminars outside of EpiCH will need to send the EpiCH student services staff an email at [epichstu@umn.edu](mailto:epichstu@umn.edu) indicating that they attended a seminar, the day, time, location of the seminar and include the name and credentials of the presenter and the presentation title in order for it to count. In addition, the first hour of an Epi PhD student final oral exam--the public presentation portion--also meets the requirement (please sign in if attending).

## Examinations

### Comprehensive Qualifying Examination

The examination consists of two parts: an epidemiology and biostatistics coursework exam (Part A), and a grant writing exercise (Part B). Students must pass both parts. See *section 8.4* for guidelines. See the following section on Milestones and the Role of the Student's Committee.

Students who take PubH 8341 and 8342 (Fall and Spring) Advanced Epidemiologic Methods courses in their first year are encouraged to take Part A within 12 months of matriculation. If the advisor and Epi PhD Credentials Committee recommend taking Epi Methods I and II prior to, or concurrent with, the Advanced Epidemiologic Methods sequence, students should then plan to take Part A within 24 months of matriculation. Students are encouraged to take Part B within 9-12 months of successfully passing Part A.

### Preliminary Oral Examination for Dissertation Proposal

Students should successfully defend their dissertation plan within nine months of successfully completing the Comprehensive Written Examination (Parts A and B). Successful completion of the oral exam makes the student a doctoral candidate. Those who have not achieved doctoral candidacy within five years of matriculating into the program will have a hold put on their registration, making them inactive in the Graduate School. See the following section on Milestones and the Role of the Student's Committee. The oral examination, administered by the student's dissertation committee, focuses on the proposed dissertation design and analysis. Typically, the exam covers practical aspects of the proposal including epidemiologic principles. See *section 8.6* for expectations, guidelines, and other details. Note: dissertation credits cannot be taken before passing the Preliminary Oral Examination. Detailed information about the formation of the preliminary oral exam committee is located in *section 8.6*.

### Final Oral Examination (Dissertation Defense)

Students make a one-hour public presentation of their dissertation followed by a two-hour closed exam with their committee. It is required that the public presentation be publicized widely and offered in a space large enough to accommodate a seminar audience. It is the student's responsibility to contact the program coordinator at least two weeks prior to the defense so she can send an e-mail announcement to the Epidemiology doctoral faculty and students.

Detailed information about the formation of the final oral exam committee is located in *section 8.7*.

## Research

### First-Authored Manuscript for Publication

During their PhD studies, students must prepare a first-authored manuscript for publication in a peer-reviewed journal. This manuscript should be prepared under the supervision of a member of the Epi doctoral faculty and must be submitted for publication. Note: it does not need to be published or in press to fulfill graduation requirements.

## PhD Dissertation

The process to complete a dissertation is two-fold: students must pass a preliminary oral exam and a final oral exam. Students have two options for the dissertation:

- (1) a traditional dissertation, which is an in-depth volume describing (a) theoretical background and literature to date, (b) the methods and results of a research project, and (c) a detailed discussion of the strengths, limitations, interpretation and significance of the findings; or
- (2) a series of publishable papers, with appropriate introductory and concluding sections (see *section 8.8*). Many believe this format enhances a student's publication record.

Students at the University of Minnesota who conduct any research using human subjects **may be required to submit their research proposal to the University of Minnesota Institutional Review Board, for approval prior to conducting their study.** Students should refer to the Investigator Manual (HRP-103) at [irb.umn.edu](http://irb.umn.edu) to determine if their research requires IRB approval. If students are uncertain, they can submit the Human Research Determination Form (HRP-503) and the IRB will inform the student if a review is required. The student's advisor must submit all forms to the IRB.

### **Research Administration Experience**

Students should develop experience in research administration during their program. Such experience may be gained through regular participation in project-staff or steering committee meetings, helping to prepare or administer a grant budget, taking an operational role in a sponsored research project, etc.

### **Milestones**

The following progress expectations are for students who have completed the coursework:

- Take Part A and B--the Written Preliminary Exam--within 12 to 36 months of matriculation.
- Establish, minimally, the three internal members of their committee and begin meeting with them within one semester after completing written prelims.
- Take prelim orals within nine months of successfully completing Parts A and B of the written prelim exam.
- Achieve doctoral candidacy (pass oral prelims) within five years of matriculation. Those who have not achieved doctoral candidacy within five years will have a hold put on their registration, making them inactive. Limited requests for extension with a proposed timeline and approval by the advisor (and co-advisor) will be reviewed by the DGS. If an extension is not granted, or the benchmarks on the timeline are not met after the extension, a registration hold will be made, thus ending the Epidemiology doctoral program for the student. This is a programmatic requirement.
- All requirements for the doctoral degree must be completed and the degree awarded within eight calendar years after initial enrollment to the graduate program. This is a Graduate School requirement.
- Undertake grant writing, research, teaching, training in teaching techniques, and seminar attendance requirements on a schedule agreed upon with the requirements, their advisor and committee.

### **Annual Review of Graduate Student Progress**

The University requires that each graduate student be provided with, minimally, an annual written evaluation of his or her academic progress. To address this requirement, students will complete a form annually summarizing overall progress toward his or her degree. The form includes a list of classes taken (students provide a recent transcript), progress made on the milestone checklist, comments on progress over the past year, including main accomplishments and/or difficulties encountered, and a brief plan for continued progress for the following year. The review process and review form are standard; the form is e-mailed to doctoral students and their advisors/co-advisors in Fall term.

## **8.3 REGISTRATION REQUIREMENTS**

All PhD students are required to register every fall and spring semester to maintain their active status. Active status is required for students to be able to register for courses, take exams, submit milestone forms, file for graduation, or otherwise participate in the University community as a student. Students who do not register for a term must fill out a Change of Status/Readmission Application form. This form is available online at <https://onestop.umn.edu/forms>. The form needs to be completed and a re-admission fee paid. Re-admitted students are required to register during the semester in which they are re-admitted and every subsequent fall and spring semester until they graduate.

### **Grad 999**

Grad 999 is a free, zero-credit, non-graded registration mechanism for doctoral students who must register solely to meet the registration requirement. Grad 999 cannot be used to meet registration requirements established by departments/agencies within or outside the University (which include, but are not restricted to, registration required to hold an assistantship, maintain legal visa status, obtain financial aid, or defer loans).

All doctoral students with active student status are eligible to register for Grad 999. The Epi PhD program does not have any restrictions on Grad 999 registration.

### **PubH 8666: Doctoral Pre-Thesis Credits**

These credits are available for doctoral students who have not yet passed their preliminary oral examination but need to be registered. The main difference between Grad 999 and PubH 8666 is (a) the latter can be used to meet requirements of agencies and departments outside the University; (b) only Grad 999 is tuition-free. However, international students should also check with the ISSS office, <http://www.issss.umn.edu/>. Doctoral pre-thesis credits are not graded.

Note: Registration for doctoral pre-thesis credits cannot be used to meet any degree requirements. These credits are not the same as the required PhD doctoral thesis credits. Registration is limited to a maximum of six credits per term. Also, registration for 8666 is limited to two times (12 credits) without program consent. With program consent, students may register for 8666 up to four times, for a total of 24 credits.

### **PubH 8888 Doctoral Thesis Credits**

All doctoral candidates (i.e., doctoral students who have passed their preliminary oral examination) are required to register for 24 semester credits of PubH 8888. Graduate programs have the discretion to determine when it is academically appropriate for you to take PubH 8888.

While registered for PubH 8888, you can:

- Meet the active status requirement
- File graduate degree plan; petition; application for degree
- Take doctoral prelim written/oral exam; doctoral final exam
- Submit degree clearance materials (e.g., exam forms, thesis)
- Use U Library resources
- Hold graduation assistantships
- Carry health insurance
- Retain legal status (international students)
- Defer loans
- Receive financial aid

### **PubH 8444 Advanced Doctoral Status (Full-time Equivalency for doctoral students)**

PubH 8444 is a one-credit registration option for eligible doctoral students who must certify full-time status to be in compliance with requirements of the University and/or external agencies (e.g., employment as a graduate assistant; loan deferment). Students eligible for PubH 8444 can be employed in one of the low-tuition/low-fringe job classes.

While registered for PubH 8444, students can:

- Meet the active status requirement
- File graduate degree plan; petition; application for degree
- Take doctoral final exam
- Submit degree clearance materials (e.g., exam forms, thesis)
- Use U Library resources
- Hold graduation assistantships
- Carry health insurance, but only if TA/RA on Graduate Assistant Health Plan
- Retain legal status (international students)
- Defer loans
- Receive financial aid

In addition to completing all degree program coursework, you will become eligible to apply for the 8444 Advanced Doctoral Status registration option the term after you:

1. Successfully complete the preliminary written examination.
2. Successfully complete the preliminary oral examination; signed examination form on file with the Graduate Student Services and Progress (GSSP) Office.
3. Complete all coursework included on the Degree Program Form, with grades posted to the transcript.
4. Completed 24 doctoral thesis credits.

Applications for Advanced Doctoral Status must be submitted to the student's graduate program office for review and approval by the DGS. Your advisor also must review and sign the application to determine whether you are making satisfactory degree progress.

Note: you must submit an application for 8444 Advanced Doctoral Status registration to your graduate program office prior to every term you intend to register for 8444.

## 8.4 COMPREHENSIVE EXAMINATION GUIDELINES

### Introduction

The Epidemiology Comprehensive Written Examination is a requirement of the Epidemiology PhD degree program. It consists of two parts, "A" and "B" protocols, described in detail below.

### Purpose

The Comprehensive Written Examination is a diagnostic tool intended to: (1) indicate to the Epi doctoral faculty whether the student is ready to engage in doctoral research, and (2) provide feedback to the student on his/her knowledge of appropriate methods and analysis.

### Content and Structure

Part A is an open-note, open-book proctored exam that covers basic epidemiologic and biostatistical methods. Part A will be offered once per year, after the Spring term ends (May or June). It will be offered in a one-day format. (It will be offered from 8 am - 4 pm on one day). Students will be given five multi-part, similarly difficult questions addressing core epidemiological concepts. Students must answer three of the five questions. Part B is an original research proposal as described, below.

### Timing

The Comprehensive Written Examination is taken after completion of most of the required core coursework. Before taking Part A, students must successfully complete PubH 8341 and 8342 and at least PubH 6450 and 6451 or the equivalent.

Before taking Part B, students must complete PubH 6348, Writing Research Grants. Prior to registering for each part, students are required to consult with their advisor to discuss their readiness to take the exam. Students must pass both Parts A and B before scheduling their Preliminary Oral Examination.

Part A is offered once a year, usually in May or June; Part B is available throughout the year. Part B is usually taken after Part A, but Part B can be taken first with the consent of the student's advisor and the Part B Exam Chair.

### Report of Outcome

The outcomes of Parts A and B are reported to the student (and copied to their advisor and DGS) via email from the PhD Exam Committee Chair. Please be aware of the following:

- A student who does not pass Part A of the Preliminary Written Examination on the first attempt is allowed the opportunity to take that exam one more time.
- For Part B, students may pass without revisions required, pass pending mentored response, Pass/Not Pass contingent on exam committee approval of the mentored revised exam, or Not Pass. Students who do not pass the first exam attempt or do not pass after the mentored revised exam from the first attempt will be required to write an exam on a second proposed and approved topic. On the second attempt with a new topic, the same outcomes will apply: those students who receive a Pass/Not Pass contingent on exam committee approval will have one more opportunity to revise the proposal with mentoring by a faculty member. Students who do not pass the exam on their second topic, including failing after a mentored rewriting process, will be terminated from the program.
- The Exam Committee decisions regarding the pass/fail status of the student are final.
- A student who fails either part of the Preliminary Written Examination on the second attempt is terminated from the program.

### Procedures for PART A of the Comprehensive Written Examination

The Part A Exam Committee Chair is responsible for preparing the exam, along with the members of the Exam Committee and the Epidemiology doctoral faculty. The Part A Chair and the program coordinator are responsible for organizing and proctoring the exam. The program coordinator is responsible for the distribution of exam answers to faculty graders, and for reporting the grades back to the Exam Chair. The Part A Chair and program coordinator are responsible for notifying the DGS, the student, and the student's advisor regarding the student's results on the exam.

### Grading

Grading of the exam follows these policies: Two faculty grade each question; if the scores assigned by the two graders differ by more than 10 points, the Part A chair will assign a third grader for that question. If the scores assigned by three graders differ by more than 15 points, the Chair will direct the graders to discuss the discrepancy and potentially re-score the answer. If agreement cannot be reached, the median score will be taken as the grade for that question.

An average will be calculated for each question answered in Part A, by the Part A Chair and program coordinator.

In order to pass Part A, a student must have an average grade of 80% or higher (over the three answered questions). Students cannot re-write an individual exam question.

The Exam Committee meets to review and approve the results of Part A as soon as they are available. The review is blinded as to both the identity of the student and whether the student is taking the exam for the first or second time. This review provides feedback to the Exam Committee on how the student performed on the exam and ensures that the procedures for grading are followed.

Each student receives a special identification code prior to the start of Part A. No identifying information, with the exception of the code number, is used in the answers. Confidentiality of the student's identity is important to the process of taking the Preliminary Written Examination and no one except the program coordinator will know the identity of individual students until the grading and the review process are complete.

### **Study Assistance**

Study materials are available to doctoral students during the time they are preparing for the preliminary written examination. These include a list of core principles for the epidemiology and biostatistics courses, a sample exam, and sample questions with exemplary answers. All the materials are available at any time to doctoral students, but the Exam Committee strongly encourages students to work through their own answers to the sample questions prior to reading the exemplary answers.

These materials are available from the program coordinator. In addition, Epi doctoral faculty are available to answer specific questions students have about the exam. The Exam Committee asks that all members of the Epi doctoral faculty make themselves available for such questions, especially those involved in the core courses.

### **Procedures for PART B of the Comprehensive Written Examination**

#### **Purpose**

The purpose of Part B is to demonstrate independent proficiency for defining a research question, and designing a study to test a specific epidemiologic research question, which is a contribution to the field. Passing the two parts of the Comprehensive Written Examination indicates that the student is prepared to move onto the dissertation phase of the doctoral program.

Part B not only tests required coursework, but also the ability to draw on and integrate coursework with other experiences to ask and answer relevant research hypotheses drawn from social, behavioral, clinical or biological epidemiology. It can also help students develop depth of knowledge in one or more substantive areas.

Students are advised to carefully choose an appropriate research question and focus on the epidemiologic methods. The student should identify the problem, outline possible solutions, and justify choice of a solution. It is important that the student demonstrate ability to identify problems and think about them critically.

#### **Overview**

The examination is open-book and take-home.

The examination topic must be current and may be drawn from diverse substantive and methodological areas of epidemiology, addressing unanswered and rigorous questions.

Although Part B is modeled after a research proposal, it is intended as an examination rather than a formal grant proposal. Students are expected to demonstrate their competence and understanding through their approach, choice of hypothetical or exact study populations, methods, etc., justifying these decisions through the proposal. The student should not get bogged down in unnecessary detail (e.g., the specifics of an established laboratory assay).

Part B is an examination to determine whether students are prepared to proceed with their dissertation proposal and oral preliminary examination rather than able to write NIH proposals. The Exam Committee focuses on the methodology proposed while bearing in mind the restrictions under which the exam has been prepared, including that certain kinds of deficiencies in the proposal could have been improved if collaboration had been allowed, and if time and page constraints were different.

A strong sample Part B exam (e.g., scored 90 or higher) from one SBE and one CBE student is available for review from Shelley Cooksey. Students are not allowed to share Part B exams with each other. Reading grant or data proposals written by Epi doctoral faculty members can also be good preparation for the exam, provided that the topic of these proposals does not overlap with the proposed exam topic. Students can approach faculty, starting with their advisor, to ask if they have a proposal that can be shared.

#### **Skills to Be Demonstrated in the Part B Comprehensive Written Exam**

1. Conceptual
  - a. Select a research question to be developed into a proposal.
  - b. Review the literature and provide an epidemiologic perspective of the problem, which would contribute to the state of the field.
  - c. Provide a rationale for choice of specific research hypothesis or hypotheses.
2. Problem Solving
  - a. Propose an appropriate and feasible study design for the research question.

- b. Outline an analysis plan suitable to the study design being proposed and sufficiently detailed to permit a judgment on its methodological adequacy.
  - c. Clarify any other epidemiologic methods pertinent to your selected design.
  - d. Address any issues related to feasibility and ethics of your proposed design.
  - e. Discuss hypothetical outcomes, limitations, their interpretation and public health significance.
3. Writing skills will be considered among the evaluation criteria.

### **Selection of a Topic**

The student will talk with the Part B Exam Chair about the selection of a topic, of a tentative timeline, and to be sure the examination rules are clear. After a period of preparation and consultation, including but not limited to between the student and their advisor, the student will submit a topic to the program coordinator one week prior to the start of the exam. The program coordinator sends the topic to the Part B chair and the student's advisor(s) for final approval. The Part B Chair is charged with approving the exam topic, in consultation with the student's advisor.

The student is under few restrictions prior to turning in the topic. Thus, the student can talk to anyone and can complete the planning and preparation process for the exam in any period of time, e.g., two weeks or two months. The topic may be partly known to the student, but not directly related to prior work. The topic should advance the student's studies and could even serve as the basis of a PhD dissertation. The topic is essentially a concise list of key words, which could cover, for example, areas such as disease, risk predictors, populations.

Students **may not** use or base their topic for this exam on previously written papers, grant proposals or data proposals, including those written in PubH 6348, Writing Research Grants. Nor may the topic have been a focus of the student's prior research.

The topic must be related to epidemiology. The study design can be an intervention, evaluation, or observational. It can be based on primary or secondary data and can be a large or small study. The student may not have researched the exposure-disease association in the past. As a rule of thumb, there are four main aspects of the topic—exposure, disease/health outcome, population, and study design. For the topic of the Part B exam, two or more of these four should be novel to the student. For proposals based on secondary data, the student may not use a dataset with which they have prior experience, and the rationale for using secondary vs. primary data should be addressed in the proposal.

### **Epi PhD Written Preliminary Examination Part B Consultation Guidelines**

Part B is intended to be an independent, original research proposal written only by the student, assessing their conceptual, problem-solving and writing skills. This includes enumerating a set of research aims, justifying the significance of these aims/research questions as a contribution to the field, proposing an appropriate and feasible study design for the student's research question, and outlining an analysis plan suitable to the study design being proposed.

Students are advised to talk with their advisor in the general preparation for the exam and the selection of the Part B topic. Ideas for topics should come from the student. Examples of the types of assistance that faculty members (especially the student's adviser) may provide to students include:

1. Training and mentoring on general principles of epidemiology and statistics;
2. Training and mentoring on general principles related to grant writing and preparation, including organization and writing style;
3. Deciding on general topics. For example, advisors may help students to (a) clarify a proposed research question that appears too ill-defined, (b) simplify a proposed topic that is too complicated to be handled during a 17-day exam period, (c) choose an alternative to a proposed topic for which the significance or level of innovation is doubtful;
4. Additional general education on some specific advanced methodological concept in epidemiology or statistics;
5. Providing copies of their own grants as examples of how to structure proposals. However, the grant proposals provided should not be so similar in content and research design to the student's proposed topic or anticipated approach that the faculty proposal provides answers to the student's specific methodological questions.

Faculty and staff and others, including fellow students, colleagues and friends, **may not** advise students on how to specifically respond to a topic that might be chosen. Examples of activities that **are not** appropriate in relation to the student's proposed Part B topic would include:

1. Working with the student in advance to develop a specific research design and analysis plan related to the student's topic;
2. Reviewing and commenting upon written paragraphs or outlines prepared in advance by students;
3. Discussing with the student in advance how to address specific methodological issues related to the student's topic;
4. Offering specific solutions to student queries pertaining to a topic area and how to address it.

Faculty members should provide any assistance they can to help students to be as prepared as possible in terms of knowledge and skills, but students are responsible for applying this information to formulate and write their own proposal. It should be remembered that Part B is an exam designed to test the student's knowledge and skills.

As always, Part B Committee chairs are happy to meet with faculty or students to discuss any Part B-related questions or concerns.

## **Scheduling and Taking the Examination**

The student must work with the program coordinator to select and coordinate the start date for Part B. Timing of topic selection is important, and students are encouraged to thoroughly familiarize themselves with the topics they are considering before submitting the topic to the Part B Chair. Students are given 17 calendar days to complete the proposal after receiving the assigned topic from the program coordinator. Students may start the exam on any day, as long as the start and end days fall on a workday, and not a University holiday or weekend. Students must work in isolation during the 17-day exam period. The exam is turned in by noon (Central Standard Time) on the 18<sup>th</sup> day.

The Part B Chair and the student's advisor both need to be available to communicate with each other during the seven days after the student turns in the topic in order to approve the topic. Therefore, students need to get their proposed start date approved **at least** three weeks in advance of their start date.

Exactly seven calendar days prior to the agreed-upon start date, the student will email the program coordinator the topic. (Note: once the student has turned in the topic, they can only discuss the exam with the Part B Chair or the program coordinator; they can no longer discuss the exam with anyone else including the advisor.) During the following week, the Part B Chair and the student's advisor will consult regarding the topic. The Part B Chair will approve the topic and give it to the program coordinator. On the start date, the program coordinator will email the approved topic to the student and the student can begin the exam.

Students have 17 days to write the original proposal for the exam. There are considerations about whether a start date proposed by the student will be approved, including how much time the student needs to prepare to be ready to start the exam, and the availability of the student's advisor and the Part B Chair the week after the student turns in their topic. If a student is traveling abroad at the time of the exam, the student needs to be mindful of time zone changes that could affect deadlines, as well as opportunities for questions to the Part B chair (the latter which should occur during central time business hours). Additionally, access to the internet abroad may affect the student's Part B exam timeline.

The student will receive an identification code when the topic is assigned. No identifying information except the code number should be used in the body of the paper. While the student is taking the exam, the only people who should know the identity of the student are the program coordinator, the Part B Chair, and the student's advisor. Other faculty may be included at the discretion of the Part B Chair. Maintaining student confidentiality is necessary for all parts of the Preliminary Written Examination.

During the 17 days of the exam, the student may only consult written materials. Two exceptions are: (1) a reference librarian – this is a legitimate way of facilitating a focused search of the literature on the topic of choice. It is not permissible to ask an expert in the subject matter area to identify key papers or particular references; and (2) brief questions, directed to individuals, involving factual material may be allowed with permission of the Part B Chair. Questions germane to the main hypothesis, study design, or of a similar nature, are not permissible. Proposed questions must be submitted to the Exam Chair, in writing, with the name of the person to be consulted. Any information obtained from the outside source should be appropriately cited in the bibliography (e.g., Personal Communication, Dr. L. Smith, May 21, 1999, National Laboratory for Primate Research, Austin, TX).

Assistance with editing is not permitted. Students whose first language is not English and are concerned about this may choose to note that in the exam. Clarity of expression is a part of the testing process and all PhD students are expected to be able to write well enough to complete the proposal.

The paper must be submitted to the program coordinator by 12:00 p.m. (noon) Central Standard Time on the due date, the 18<sup>th</sup> day. Students are required to register their completed papers as an electronic word or pdf version, e-mailed to the program coordinator. Late exam submissions can result in failure. Late exams will be forwarded to the DGS and Part B exam chair who will evaluate the circumstances and determine to what extent the lateness of the exam should be reflected in the exam score.

## **Withdraw Exception**

It is recognized that because the length of time to complete the exam is 17 days, an illness or other significant emergency during the exam could have a great effect on the student's ability to pass the exam. Therefore, a student taking Part B will have one (and only one) opportunity during their PhD career to withdraw at any point during the 17 days of writing the exam. In the event of a stopped exam, the timing and details of the restart or retake of the exam will be worked out between the student and the Part B chair.

## **Failure to follow the rules**

If it is determined by the Part B chair, in consultation with the director of graduate studies and the program coordinator, that the student has not followed the rules outlined above, they will determine to what extent the failure to follow the rules of the exam should be reflected in the exam score.

The following summarizes the major steps associated with the Exam.

STEPS	TIMELINE	ALLOWABLE CONSULTATION
Step 1: The student should begin thinking about potential topics; eventually one topic is selected.	No time limit.	The student will consult his/her advisor and the Part B Chair and may consult with anyone else. The student works with the program coordinator to set a specific start date; the program coordinator ensures the Part B Chair is available and confirms the dates of the exam.
Step 2: The student gives the potential topic to the program coordinator.	Exactly one week prior to the scheduled start date of the exam.	After the potential topic is turned in, the student can discuss the topic or exam with <u>only</u> the Part B Chair or the program coordinator.
Step 3: The student is assigned the topic and begins working on the exam.	The student is given the specific topic exactly one week after turning in the potential topic. The student has exactly 17 days to write and complete the exam	The student can consult/talk with only the Part B Chair or the program coordinator during business hours (Central Standard Time) while writing the exam. Students who do not follow these rules will fail the exam.
Step 4: The exam is turned in.	The exam must be turned in by noon (Central Standard Time) on the 18 <sup>th</sup> day of the exam period.	
Step 5: The exam is assigned faculty reviewers: one primary and two secondary. The exam is discussed and scored by the committee in a scheduled meeting.		90 and above: Pass with no revision. 80-89: Pass pending mentored response. 75-79: Pass/No pass contingent upon successful response to reviews. 74 or below: No pass, second attempt required if score is for first attempt; no pass on second attempt results in program termination. Written reviews are provided to the student.

### Structure and Organization of the Proposal

The format of the paper should follow the conventional guidelines for a research proposal suitable for peer review. As such it should contain, at a minimum, the following sections. Each section should not exceed the indicated number of pages:

SECTION	REQUIREMENTS	NOTES
I. Cover Page	1 page	Exam ID number, topic as given to student, title of Part B, and month/year.
II. Table of Contents	1-2 pages, double-spaced	
III. Abstract	1-2 pages, double-spaced	
IV. Specific Aims	1-2 pages, double-spaced	List the broad, long-term objectives and describe concisely and realistically what the specific research described in this application is intended to accomplish and any hypotheses to be tested.
V. Background (including focused literature review) and Significance	4-8 pages, double-spaced	<ul style="list-style-type: none"> <li>▪ Describe the essence of knowledge related to this specific topic. Briefly sketch the background to the present proposal, critically evaluate existing knowledge, and specifically identify the gaps that the project is intended to fill.</li> <li>▪ State concisely the importance of the research described in this application by relating the specific aims to the broad long-term objectives and to health relevance.</li> </ul>
VI. Research Design and Methods	12-24 pages, double-spaced	<ul style="list-style-type: none"> <li>▪ Describe the research design and the procedures to be used to accomplish the specific aims of the project.</li> <li>▪ Include the means by which the data will be collected, analyzed, and interpreted.</li> <li>▪ Describe any new methodology and its advantage over existing methodologies.</li> <li>▪ Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims.</li> <li>▪ Provide a tentative sequence or timetable for the investigation.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Point out any procedures, situations, or materials that may be hazardous to personnel and the precautions to be exercised.</li> </ul>
VII. Human Subjects	No page limit, double-spaced	
VIII. Selected References	4 pages, single-spaced; exceptions may be granted	Author, title, journal, year, volume, and pages numbers must be cited in the references. Any unpublished and/or grant applications used as a resource must be referenced.
IX. Appendices	No page limit, but should be brief	Optional. Tabular or graphic material only. Information integral to understanding the proposal, such as a conceptual model, should be placed in the main body, not in an appendix.

Page limitations are based on typed, double-spaced text (except for the Selected References section).

The proposal must be prepared in 14-point Times or Times New Roman, or a similarly sized typeface, with one-inch margins on all four sides, excluding the headers and page numbers. This will be strictly enforced for fairness and consistency. Tables within the Part B must be in 14-point type.

The ability to meet the page limitations is one of the skills evaluated. Graders take page limits seriously and papers that do not meet the page limits will be considered a failure. To assure they meet the required page limits, students should allow extra time for editing and possible re-writing. Students should make use of appendices (limited to non-essential content) and tabular summaries where appropriate in order to save space for prose. (Tables are not required to be double-spaced). If the written material exceeds the page limits, students must weigh the relative importance of the contents and make choices.

Within this framework, the organization and format of the exam paper is left to the student's discretion. The inclusion of tables and/or free-hand schematics and graphs is encouraged; these can be attached as an appendix but do note the information above in point IX: "Information integral to understanding the proposal, such as a conceptual model, should be placed in the main body, not in an appendix."

## Review and Evaluation

The Exam Committee explicitly uses the following criteria during their evaluation. Students are encouraged to keep this in mind.

1. Significance
  - a. Is the rationale strong for addressing the question based on the existing literature?
  - b. If the aims of the study are achieved, will scientific knowledge be advanced?
  - c. Is the study sound and logical?
2. Approach
  - a. Are the conceptual framework, design, methods, and analysis adequately developed, and appropriate to the aims of the project? While the selection of the design is not restricted, the graders will evaluate the appropriateness of the design to the project.
  - b. Does the proposal describe potential problem areas and consider alternative tactics?
3. Writing
  - a. Is the proposal written clearly and is it reasonably organized?
  - b. Are the questions and methods clearly described? The aims should flow clearly and logically from the background and the design should flow from the aims.
4. The ethics and feasibility of the research question and the study design are also considered.

In many cases, an original presentation independent of existing grant material will be reviewed more favorably than ancillary hypotheses to an existing grant. If a student's proposal draws upon existing grants within the Division of Epidemiology and Community Health to address a research hypothesis, then appropriate adaptation to the particular hypothesis and additional innovation are needed to make the proposal adequate. In addition, appropriate citation of the existing grant is required.

A committee consisting of at least four members will be formed to evaluate each proposal. The committee consists of members drawn from the Epidemiology graduate faculty. [Students are not involved in putting together the committee that reviews their proposal; there is also no correlation between this committee and the committee eventually formed around the student's dissertation, the Preliminary and Final Oral Exam Committee.] The Part B Chair will select the ad hoc members after the research topic has been identified. Each proposal will be assigned one primary and two secondary reviewers, but each member of the Exam Committee will read each proposal. Primary and secondary reviewers will address the review criteria in their written critiques.

Every attempt will be made to have the committee meet no more than three weeks after submission (two weeks will be the aim) to score the proposal. During the summer months it could take longer to convene a meeting depending on travel schedules of faculty. The Part B chair will contact the student to schedule a "results meeting" to give the student the committee's score and some general comments. If revisions are required, the student and mentor will receive reviewer comments as soon as they are ready.

## Scoring

Each committee member will assess how well the student has met the criteria and assign a single, global score to the proposal. They are instructed to do so with the clear understanding these proposals are from doctoral students who have been asked to develop a proposal on a topic the student has had, at most, minimal exposure to, and without help from other students or faculty. The committee will evaluate the proposal based solely on the stated criteria (significance, approach, writing, ethics and feasibility). The Part B Chair informs the committee of the student's proposed topic, the given specific topic, and any contacts/questions by the student during the exam period. Also, the importance of keeping the student's identity blinded is reiterated to the committee.

A score of 90-100 (Pass with no revision) will be assigned to proposals that have no important weaknesses and are judged especially strong on all of the criteria. A score of 80-89 (Pass pending mentored response) will be assigned to proposals that have no important weaknesses and are judged satisfactory on all of the criteria, and to acceptable proposals that have important but no fatal weaknesses and are judged satisfactory on two of the criteria. A score of 75-79 (Pass/No Pass contingent on successful response to reviews) will be assigned to proposals that have important but no fatal weaknesses and are judged satisfactory on only one of the criteria. A score of 74 and below (Not pass) will be assigned to a proposal that has one or more fatal weaknesses such that it could not provide a valid answer to the proposed research question even if it were carried out exactly as proposed.

Every effort will be made to reach sufficient consensus so that the range of scores from individual committee members is no more than 15 points. If the range of scores is greater than 15 points, the range will be announced and the Exam Committee will re-score the proposal once. To pass the exam, a student must receive a score of 80 or above from a majority of the committee members. If a student does not pass Part B on the first vote, that result will be announced and the committee will have additional discussion and will re-score the proposal. The final result will be based on the second set of scores. The student will be notified of the grade by letter.

On occasion, a committee member might perceive a significant conflict of interest in being a grader. The Part B Chair will work with the committee member to resolve the conflict.

### **Pass With No Revision: 90 and above**

Students who receive a score of 90 or above will have passed with no requirement for revisions. Students will be notified of the grade in a letter and will receive the written critiques.

### **Pass pending Mentored Response: 80 - 89**

Students with a score from 80 - 89 from a majority of the committee on their original submission are required to complete a mentored response before officially passing the exam. This is the most common outcome of the exam.

Students are expected to begin the mentored response within two to three weeks of receiving their grade on the original proposal. Students will have 17 days for the mentored response. Exceptions (e.g., because of illness) to the start date of the revision will be considered in special circumstances. Students will consult with the program coordinator, who will consult with the Part B Chair, to select the specific revision start date.

The purpose of the mentored response for a student who has passed the exam is to further the learning experience, not to do further testing of the student. Therefore, during the mentored response, the Part B Chair will choose the faculty with whom the student can consult. For example, such consultants may include the reviewers, from whom critiques were received, as well as the academic advisor and the Part B Chair. The student may receive substantive advice concerning the mentored response. The mentored response will consist of a point-by-point response to the criticisms and clear issues raised in the critiques (no page limit). If the student chooses to disagree with a reviewer's suggestion, a rationale must be provided.

#### *Evaluation of the revision*

The mentor will review the point-by-point response. For students with an initial score of 80 - 89 points, re-scoring the proposal is not necessary, i.e., students will not receive a score lower than 80 points after the revision. The response needs to be deemed acceptable by the mentor, who will inform the Exam Chair and the program coordinator that the student has officially passed. Thus, students with a score of 80 - 89 will pass the exam, but before their pass is officially registered, they must complete the mentored response process.

### **Pass/No Pass contingent on successful response to review: 75 - 79**

Students with a score from 75 - 79 from a majority of the committee on their original submission are required to complete a revision approved by the committee before officially passing the exam.

Students are expected to begin the revision within two to three weeks of receiving their grade on the original proposal. Students will have 17 days for the revision. Exceptions (e.g., because of illness) to the start date of the revision will be considered in special circumstances. Students will consult with the program coordinator, who will consult with the Part B Chair, to select the specific revision start date.

The purpose of the revision is for a student to correct the shortcomings and improve the quality of the proposal with guidance from a faculty mentor. Therefore, the Part B Chair will assign a faculty mentor with whom the student can consult. In addition to the mentor, the student may also consult with their advisor prior to the revision start date. The student may receive substantive advice concerning the revision from the mentor. The student and mentor will meet once before the revision phase. The revision will consist of a point-by-point response to the criticisms and clear issues raised in the critiques (no page limit) AND a revised proposal based on the comments. If the student chooses to disagree with a reviewer's suggestion, a rationale must be provided.

#### *Evaluation of the revision*

The Part B committee will review the point-by-point response and revised proposal. The response needs to be deemed acceptable by the Part B committee. The Part B committee will assign scores to the response in the same manner as for the original proposal. To pass the exam, the student must receive an average score of 80 or above. Students who do not pass the first attempt to revise the proposal will be required to undertake a second attempt (from the start) on a different topic in a subsequent Part B exam cycle. Students who do not pass after a mentored revision of the second Part B attempt will be terminated from the program.

#### **Not Pass: 74 and below**

Students with a score 74 and below from a majority of the committee on their first attempt at Part B will not pass and must undertake a second attempt (from the start) in a subsequent Part B exam cycle and will write on a different topic. All Part B rules for retaking and scoring the exam will be followed. Students who do not pass their second Part B attempt will be terminated from the program.

#### **Summary and recommendations**

1. Students should allow time to think and gain perspective before committing themselves to the proposal.
2. The background should be a very concise review of the key epidemiologic factors, and of the most relevant research. This section should summarize the literature that is relevant to the proposal.
3. Students should budget the time spent on various sections of the paper so that an appropriate balance is reflected in the final product. The background should summarize both the current state of knowledge as well as the remaining questions, using these to formulate research questions.
4. A proposed study should not deviate substantially from the research question as stated. A shift in focus may be appropriate for certain questions, but this decision must be supported in the proposal.
5. The topic selected cannot be the student's current research area prior to the exam; however, if the student chooses research in the area chosen for the exam could continue after the exam, possibly even forming the topic of the PhD dissertation. Thus, the Part B exam chair and the advisor jointly try to find a topic not entirely unfamiliar to the student, but that will take much research to flesh out into something innovative. Sometimes the idea is to give a question in a direction the advisor would like the student to go, or that the student has expressed an interest in. This should make the Part B exam process more pertinent to the total scheme of studies for the PhD.
6. Students should not prepare a budget nor be overly concerned about cost issues pertaining to the proposed research. Instead, they should consider the overall feasibility of the proposed research, not just fiscal feasibility. A generally unrealistic proposal will be scored poorly.
7. Typically, there is no pre-determined "right or wrong" response in this type of examination since it tests a combination of substantive and methodological skills, as well as personal choice and decision. Students should share the thinking and criteria that led to their choices of study design, protocol, and/or analysis. This should include the pros and cons of the research question, methodology, sample selection, etc., as well as alternatives considered and why they were not the final choice.
8. Students may refer to a hypothetical population that has characteristics (e.g., exposure levels, number of cases that accrue) similar to populations described in the literature. If desired, the proposed study may be conducted outside the United States, with justification for whatever study population is chosen.
9. Students should document their reasoning in the choice of the hypothesis (es), study design, and measurements. Similarly, the reviewer should be able to see what criteria they used in reviewing the literature and establishing what is known and with what is not yet sufficiently well known in the field.
10. Measurement instruments should be discussed in the proposal. For example, it may be necessary to state that a measure has been previously validated or to note that the investigator will need to validate it, as well as how this is to be done, if pertinent.
11. Research applied to human subjects must consider privacy, informed consent, and ethical safeguards.
12. Consider providing the conceptual model underlying your research; provide accurate power and sample size estimations; describe the identification and recruitment of study population.

**In summary**, graders look for an awareness and critical understanding of the literature, a grasp of the key theoretical issues, a defensible idea of what to do next, the appropriate methodology for the proposed research, and recognition of the limitations of what is proposed. Throughout the proposal, students should be sure to convey their reasoning and knowledge of epidemiologic concepts above and beyond generic use of terms. Note that a logical, simple question is often the best approach.

## **8.5 PRELIMINARY ORAL EXAMINATION GUIDELINES**

### **Introduction**

A student should take the preliminary oral examination within nine months after successful completion of the written examination

(Parts A and B), and before significant work has been done toward the dissertation. The purpose of the preliminary oral examination is to confirm that the student is ready to begin work on her/his dissertation. It involves two phases: (1) the development of a written proposal of the dissertation; and (2) its oral defense by the student. The Graduate Planning and Audit System (GPAS) must be submitted significantly in advance of scheduling the preliminary oral—the Graduate Degree Plan (GDP) form (where the student lists courses taken) and the online form to assign members to the committee. Assigning members to the committee needs to be completed at least one month prior to the exam. Students will be contacted by the program coordinator after passing Part B to discuss the process. It is the responsibility of the student to schedule the examination with his/her dissertation committee and notify the Graduate Student Services and Progress (GSSP) office at least one week before the examination. This written notification is made online—please see the Checklist in *section 8.7*. Also, please see *section 8.8* “Human Subjects Research” before starting any dissertation work.

### **The Preliminary Oral Exam Committee**

The dissertation committee is selected by the student and the academic advisor (and co-advisor, if applicable), and will be the student’s committee throughout the dissertation development and completion. The committee is composed of at least four members. Three must be from the Epidemiology graduate faculty, and one represents a field outside the Epidemiology major. The Preliminary Oral Exam Chair will be the student’s dissertation advisor. This is in contrast to the Final Oral Examination Committee, where neither the advisor (nor co-advisor) can be the Chair. The Final Oral Exam Chair must be a faculty member who has graduated a doctoral student.

### **The written proposal**

The student is required to write a proposal that describes the aims and methods of their dissertation. The purpose of the written proposal is to provide the student and the committee members with a clear understanding of the nature of the proposed dissertation, its feasibility, and its relevance to the field before significant dissertation work is completed. The preparation of the written proposal is an important process for the student as it creates the opportunity to design the dissertation work and to identify possible problems early in the process. The written proposal is also an efficient way to engage committee members as they assist the student in articulating and meeting the dissertation goals. By preparing a written document—and by conducting a defense of it—the student and her/his committee have a process through which they can agree upon the scope of the final product (i.e., the final dissertation). Thus, it is important that the student not have completed significant work on the dissertation before the committee reviews the proposal. The written proposal thus can ensure that the student and the committee members know what product to expect at the final dissertation defense. The exact format of the proposal is at the discretion of the dissertation advisor, the committee and the student. Typically, the following content should be covered:

- The research objectives typically described as primary and secondary aims.
- A literature review of related research, which will provide a rationale to support the proposed choice of research objectives, study design, population, etc.
- The theoretical model that will guide variable selection and analysis.
- A description of the proposed design and analytic methods, including a discussion of potential shortcomings and how they will be addressed.
- A description of the anticipated major results, reflecting the scientific merit of the proposed research. This description may include “mock tables” (i.e., no data, but rather a list of variables and row/column headings). Preliminary or descriptive data may be presented if they are available when the student is preparing the written proposal.
- Possible limitations of the proposed research.
- References. A conventional citation style should be used consistently throughout the text.

The length of the proposal has varied historically, but a range of 30-100 double-spaced pages is typical. The student will review drafts with her/his advisor, as well as other committee members as needed, before submitting the proposal to the full committee. The student’s advisor should give guidance as to when the proposal is sufficiently strong and is ready to defend. The student should not send the final proposal to committee members until the advisor has given approval to do so.

The student should submit the final written dissertation proposal to the full committee at least two weeks before the preliminary oral examination unless other arrangements have been made. The student must give the full committee two week’s advance notice of the date they are going to receive the final proposal. Thus, a date cannot be set with less than one month’s advance.

### **The preliminary oral examination**

The preliminary oral examination, administered by the student’s committee, is not a comprehensive exam. Its purpose is to evaluate the student’s ability to conduct a feasible, cohesive and rigorous dissertation and thus focuses on plans for dissertation design and analysis. The exam varies in terms of its length but is usually one and a half to two hours. Typically, the student will formally present an outline of her/his proposal and will be asked questions about its purpose, rationale, study design, and potential to advance knowledge. Committee members will examine the practical aspects of the proposed plan and its application of epidemiologic principles in design, analysis, and interpretation. The student must initiate the Preliminary Oral Exam form electronically prior to holding the Preliminary oral examination. The committee members will vote to pass, pass with reservations, or fail, based on the quality of both the written proposal and the oral defense. Once a student passes the preliminary oral exam, the committee chair must submit the electronic Preliminary Oral Exam form to the GSSP office. The GSSP office will process the form and officially change the student’s status to PhD candidate. Once the student is declared a PhD candidate, they can register for the thesis credits (PubH 8888, sec. 003).

Guidelines regarding “Failure of the Preliminary Oral Examination” are: “Students who fail the examination may be excluded from candidacy for the degree or may be allowed, on unanimous recommendation of the examining committee, to retake the examination, providing the reexamination is conducted by the original preliminary oral examining committee. In no case may the reexamination take place before 10 weeks have passed. No more than one reexamination is allowed.” Specific guidelines are available regarding the circumstance wherein a committee recesses without having determined whether a student has passed the examination.

If you have a committee member that may have to join remotely, please talk to the program coordinator and review the guidelines here: <https://policy.umn.edu/education/doctoralperformance-appa> (Required Conditions and Best Practices for Remote Participation in Graduate Examinations)

## 8.6 DISSERTATION AND DEFENSE

Upon successful defense of the written proposal, the student will have agreement from their committee regarding the direction and focus of the dissertation, and a clear blueprint from which to continue the dissertation work. In many cases the dissertation will resemble the preliminary written proposal quite closely. However, due to unforeseen circumstances or the natural progression of the research, it is possible the dissertation may differ in scope or content. It is important the student apprise the committee if they believe the dissertation will differ significantly from the written proposal presented at the preliminary oral examination.

An acceptable alternative to the traditional dissertation is to write a series of publishable papers on a related theme and combine these with a summary paper reviewing the studies to form the basis of the dissertation. Several issues are involved, including the basic structure of this alternative format, the number of papers, authorship, acceptable journals, and the role of the committee. Such issues are resolved among the advisor, the student, and the committee. Numerous PhD dissertation committees in the Division have considered three first-authored papers to be sufficient. Individuals seeking this alternative approach to the traditional dissertation should present their program plan to their committee members as part of the preliminary oral exam, and the committee members will decide the number of manuscripts and authorship necessary to satisfy requirements.

Students wishing to see examples of completed dissertations can go to the following website: <http://conservancy.umn.edu/handle/11299/45272>. The collection can be sorted by name, or you can browse the collection by dates, authors, titles, subjects and types. Students can get alum suggestions from the program coordinator.

### Published work and the PhD dissertation

The thesis may include materials that have been (or will be) published while the author has been a University graduate student. Students wishing to delay publication of the thesis can refer to the section Thesis Embargo Request. The following items must be completed to include a published work as part of the thesis:

1. A letter (or email) authorizing use of this material must be obtained from the publisher, and a copy must be submitted to GSSP upon completion of the thesis. If permissions are not supplied, ProQuest will not publish copyright materials. In addition, students should be aware that work will be available for open access through the University of Minnesota Digital Conservancy. Please consult publishing agreements to determine what rights were retained. More information is available at <http://www.lib.umn.edu/copyright/disstheses>
2. If work has not yet been published but there are plans to publish part of the materials, the student’s adviser(s) must notify GSSP by email of the intention to publish a part of the material; GSSP’s approval is not required.
3. If all or part of the thesis is initially in a format appropriate for submission to a professional journal, the following guidelines apply: The thesis must read as one cohesive document. One set of introductory materials (i.e., dedication, abstract, table of contents) is necessary as well as a suitable introduction, transition sections, a conclusion, and appendices (if applicable) that might not ordinarily be included in the published manuscript. A comprehensive bibliography, not usually permitted by journals, must be included as the last section of the submitted thesis. The research must have been carried out under the direction of University of Minnesota graduate faculty and approved by the advisor for incorporation into the thesis. The student must be listed as the sole author of the thesis. Editorial or substantive contributions with general significance made by others should be acknowledged in the introductory materials; more specific contributions should be acknowledged by footnotes where appropriate. Students whose manuscripts include more than the student’s research must make others’ contribution clear in the thesis. In rare circumstances use of manuscript reprints of the published articles themselves are acceptable if they are satisfactorily and legally reproduced and conform to all the formatting specifications outlined in this document. Reprints must conform to a style consistent with the rest of the thesis document.

Please see <https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp> for more information.

### The Final Oral Exam Committee

The final oral exam committee usually is the same as the oral preliminary exam committee. The student and advisor should discuss who should be the chair; the final oral exam chair cannot be the student’s advisor or co-advisor, and the chair must have experience advising doctoral students through a final exam.

When the student and program coordinator submit the Final Oral Exam Committee electronic form together, the student will choose three members from the committee to be “Reviewers” who will ultimately sign a form that clears the student to hold the final oral.

Specific rules govern who must be a reviewer. Thesis Reviewers for final oral examination:

- Include a minimum of two major reviewers and one minor/outside reviewer. In the case of multiple minors, there must be a reviewer for each minor.
- Advisor(s) must serve as reviewers.
- Every designated reviewer on the doctoral dissertation reviewers report must certify that the dissertation is ready for defense before the doctoral final oral examination may take place.

It is typical for the student to meet with individual committee members, as well as with her/his advisor, for advice throughout the dissertation process. Often the committee meets as a whole only twice: once for the preliminary oral examination and once for the final oral examination. However, the committee can meet as often as the student or the committee requires to guide the dissertation process. Students are encouraged to consult and share their progress on the dissertation with all members of the committee well in advance of the final oral examination.

**The committee must have at least two weeks notice that the dissertation will be submitted to them by a specific date; it is also required that all committee members will have at least two weeks to read the dissertation before the exam date.**

### Public presentation and oral thesis defense

All requirements for the doctoral degree must be completed and the degree awarded within eight calendar years after initial enrollment to the graduate program. This is a Graduate School requirement.

The final exam includes first, a seminar open to the public, approximately one hour including questions from the audience, covering the substance of the dissertation. Immediately following the presentation, a closed-door meeting of the thesis committee and the student, to last no longer than 2 hours, will be held. A vote of the exam committee is taken before and after the committee discusses the examination. A student passes the exam if no more than one committee member dissents. At this meeting revisions and modifications may be recommended, even if the committee has determined the student has passed the exam. The advisor is responsible for assuring these revisions are made before the dissertation is submitted to the GSSP.

## 8.7 CHECKLIST FOR COMPLETING DEGREE

Steps and Deadlines	Check when complete
<p>1. In the summer before the first term, complete the process to have master’s level coursework applicable to the doctoral program reviewed by the Epi PhD Credentials Committee. This process is initiated and administrated by the program coordinator.</p>	<input type="checkbox"/>
<p>2. Register for courses promptly each term.</p> <p>Some courses, or sections of a course, fill up quickly so register when your name appears in the registration queue. The registration queue is available on your MYU portal. You must be registered by the first day of each term; if not, you will be “inactive” and will have to complete a form (and likely pay a late registration fee) in order to be re-admitted.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li> While most coursework should be completed before the Preliminary Oral Exam, students are permitted to take coursework after it.</li> <li> Thesis credits cannot be taken prior to passing Preliminary Oral Exam, no exceptions.</li> <li> In any Fall or Spring term, if you don’t register for at least 6 credits (to maintain full-time status), and you need 6 credits for your research assistantship or other financial loan reasons, please see <i>section 8.3</i> for information about pre-thesis credits, PubH 8666. They are not unlimited however.</li> <li> If you have completed all coursework, registered for all thesis credits and have not yet held your final oral, and hold a graduate assistantship, see the program coordinator for a special registration category.</li> </ul>	<input type="checkbox"/>

<p>3. Preliminary Written Examination (Parts A and B)</p> <p>After you successfully pass both parts of the Preliminary Written Exam, the program coordinator will electronically submit a <b>Preliminary Written Exam Report</b> form to the GSSP office confirming you have passed. You also get an email confirming you have passed this milestone.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li> See the detailed preliminary written examination guidelines in <i>section 8.4</i></li> <li> Part A is definitely offered once a year. Part B can be taken throughout the year. Please note there are times Part B results will take longer to receive: if the student finishes in December or early January, or if the student finishes later in the Summer, they should expect a longer wait to receive results.</li> </ul>	
<p>4. Graduate Planning and Audit (GPAS)</p> <p>For students who began the Epidemiology PhD program in Fall 2018 or later, submit your GPAS Audit electronically at your MYU portal after you have passed the Written Exam portion of your program. Meet with the program coordinator—she will help you complete the audit correctly. The GSSP (Graduate Student Services and Progress) office states the audit should be submitted <b>at least one semester</b> prior to the Preliminary Oral Exam; some latitude is allowed with this deadline, but a minimum of 8 – 10 weeks is required.</p> <p>For students who began prior to Fall 2018, contact the Epidemiology PhD program coordinator for next steps.</p>	 Meet with program coordinator to complete this step
<p>5. Assign members to preliminary oral exam committee</p> <p>Work with your advisor(s) to form your committee; early in the process, please consult with the program coordinator to ensure your selection of committee faculty members meets University graduate degree rules. Also, please reference “The Preliminary Oral Exam Committee” in <i>section 8.5</i> and “The Final Oral Exam Committee” in <i>section 8.6</i>.</p> <p>The Preliminary Oral Exam Committee form is completed online and sent out for electronic approval. It is important to initiate the form in enough time for automated routing for approvals, so please meet with the program coordinator at least six weeks prior to your preliminary oral exam. You will not be allowed to hold your exam until the form has been submitted and approved.</p> <p>When your committee is approved, GSSP emails you and the program coordinator confirmation and how to schedule your prelim oral in the Graduate School system.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li> Regarding rules governing faculty eligibility to serve on doctoral preliminary oral and final oral exam committees: consult with the program coordinator early in the process. Overall, flexibility is possible; in some cases, experts outside of the University with or without faculty appointments elsewhere may be able to serve on examining committees in any role except advisor/co-advisor/chair.</li> <li> If part of the process includes nominating someone to the Epidemiology doctoral faculty, that process may take 4 – 6 weeks.</li> <li> Talk to your committee members to see if any of them are planning to take a semester’s leave or a sabbatical during your projected timeline for your prelim or final oral exam.</li> </ul>	 Meet with program coordinator to complete this step

## 6. Scheduling the Preliminary Oral Examination

A month in advance is needed: before you set the exam date, keep in mind students are required to send the final dissertation proposal draft to their full committee at least two weeks prior to the Preliminary Oral Exam **and** are required to tell them at least two weeks ahead of that date they are sending the final draft. In other words, a month before the exam, the committee has to know the prelim oral date and that they are getting the draft two weeks prior to the exam.

You need to find a two-hour time for all committee members to meet. The exam varies in length but must be scheduled for two hours. All members must be present. See the program coordinator far in advance if there is an issue with a committee member being present. See *section 8.6* for detailed guidelines.

You need to schedule a room to hold the exam—most students schedule a room in the West Bank Office Building (WBOB) Rooms 305, 310, 405 and 410 have TV screens and set-ups to connect your computer.

You officially schedule the Preliminary Oral Exam electronically. Students can do this without meeting with the program coordinator. Schedule the preliminary oral examination online as soon as a date is set, but no later than one week prior to the examination. Please go to this site for information on scheduling, etc.: <https://onestop.umn.edu/academics/doctoral-oral-exam-scheduling>

### How to and tips:

- ✚ At the website above click on the Preliminary Oral Examination Scheduling link and follow the prompts to log on.
- ✚ Enter the preliminary oral examination date and click “submit.” (PeopleSoft automatically populates all other required student information fields.)
- ✚ The GSSP office checks your record and will e-mail you either that (1) your student record has been reviewed, all requirements are met and your examination is authorized or (2) that you have some outstanding requirements and your examination is not yet authorized. Specifically, they are checking to make sure you have an approved GPAS audit and an approved preliminary oral exam committee.
  - Once they determine you have completed all eligibility requirements, the GSSP office will email you and you will be instructed to initiate the Prelim Oral Exam form which will be sent to your advisor electronically. Your advisor will submit the form electronically after you have passed the prelim oral.
  - The program coordinator is automatically copied on above-mentioned e-mail messages.



## 7. After successfully passing Preliminary Oral Examination

- ✚ Your advisor will submit the Prelim Oral Exam form electronically indicating whether or not you have passed.
  - After the form is submitted the GSSP emails you (and the program coordinator) information and related web links about registering for thesis credits, step-by-step degree completion requirements, Graduate School guidelines for formatting, submitting and publishing a dissertation, copyright information, etc. **Keep the email for future reference.**
  - The program coordinator will give the student instructions on how to swap pre-thesis credits for thesis credits if the prelim oral is passed during the semester. Pre-thesis credits must be swapped for thesis credits prior to the last day of instruction for the term.



<p>8. Assign members to doctoral final exam committee</p> <p>About two months before the final oral exam, students should get instructions from the program coordinator and electronically assign members to the doctoral final exam committee via the <b>Final Oral Exam Committee</b> form.</p> <p>When you submit the <b>Final Oral Exam Committee</b> form, you will also choose three members from your committee to be “Reviewers” who will ultimately sign a form that clears you to hold your final oral. The form they sign electronically is the <b>Reviewer’s Report</b> form; see #12 below for more information. Specific rules govern who must be a reviewer, see <i>section 8.6</i> for details.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>✚ It is important to initiate this form far enough in advance to allow time for automated routing for approvals. You will not be allowed to hold your final oral until the form has been submitted and approved and a few other steps (outlined below) completed. Best practice is to submit the Final Oral Exam Committee one semester prior to holding the final oral defense.</li> <li>✚ The GSSP will review your committee and reviewer assignments; when your committee is approved, they email you letting you know the committee is approved and send a link to an online checklist that outlines remaining requirements. <b>Keep this email for future reference.</b></li> </ul>	 <p>Meet with program coordinator to complete this step</p>
<p>9. Final steps to Degree Completion</p> <p>Read through all graduation degree completion instructions carefully at <a href="https://onestop.umn.edu/academics/degree-completion-steps">https://onestop.umn.edu/academics/degree-completion-steps</a> and complete all paperwork by the deadlines. Instructions include information about completing the <b>Graduate Application for Degree form</b>. Degree Application instructions are available at <a href="https://onestop.umn.edu/academics/apply-graduate">https://onestop.umn.edu/academics/apply-graduate</a>. Information included at the Degree Completion website above includes scheduling your final oral exam with the GSSP Office, initiating the <b>Reviewer’s Report</b> form, initiating the <b>Doctoral Final Report Form</b>, and requirements to submit the dissertation to the GSSP office. Consult with the program coordinator as needed.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>✚ The <b>Graduate Application for Degree</b> form <u>must be completed by the first day of anticipated month</u> of your defense. You can turn the form in earlier, but if you miss the first day of the month, your degree will not be administratively cleared until the next month. (You can still hold your defense, but your degree will not show up on your transcript until the next month.)</li> <li>✚ Consult the Degree Completion instructions about what must be submitted after your final oral exam to successfully graduate, and guidelines for formatting the dissertation and publishing the dissertation with UMI dissertation publishing.</li> <li>✚ Doctoral students who submit their dissertations electronically will no longer be required to submit a paper copy to the GSSP Office or pay the related binding and shipping fees. Additional conveniences include on-line payment of the required publishing fee, and the opportunity to make their dissertations available via the University’s digital Conservancy.</li> <li>✚ See “Preparing the Doctoral Dissertation” link at <a href="https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp">https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp</a></li> </ul>	

<p>10. Final steps to graduate: schedule your Final Oral Examination</p> <p>Schedule three hours for your Final Oral: the Final Oral Exam includes a one-hour public presentation followed by a two-hour meeting with your committee.</p> <p>Similar to the timing of the Prelim Oral Exam, a month in advance is needed. Your committee must have at least two weeks' notice that your dissertation will be given to them by a specific date. It is also required that all committee members have at least two weeks to read your dissertation before the exam date. In other words, <u>a month before the exam</u>, the committee has to know the exam date and that they are getting the final draft two weeks prior to the exam.</p> <p>Administrative step: submit your Final Oral Exam date electronically to the GSSP office when you have the date of your defense, or no later than two weeks prior to the exam date. This ensures the GSSP office will review your record and let you know if any requirements are still outstanding.</p> <p>To initiate this step, go to this website <a href="https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp">https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp</a> and click on Doctoral oral exam scheduling.</p> <p><b>How to and tips:</b></p> <ul style="list-style-type: none"> <li>✚ At this site, click on the link to schedule the exam, and then log in using your Internet and password.</li> <li>✚ Next, enter the final oral examination date and click "submit." Note all other required student information fields are automatically populated via PeopleSoft. The GSSP office will notify you by email regarding any outstanding final oral exam requirements, and how to fulfill those requirements. If you have followed the steps above, there should not be any outstanding issues, usually the only notice is telling the student they still need to turn in the Reviewer's Report form. When this is completed, you will receive email notice you can hold your final oral examination.</li> </ul>	<input type="checkbox"/>
<p>11. Final steps to graduate: announcement for public presentation portion of the Final Oral Defense.</p> <p>The one-hour final oral exam presentation must be announced to all Epidemiology graduate faculty and doctoral students. <u>At least two weeks prior</u> to your final oral exam, please send the following information to the program coordinator for the announcement: how you want your name and previous graduate-level degree listed; the day, date and time of the one-hour presentation; the building and room; title of the thesis/talk; an announcement abstract no more than 300 words.</p>	<input type="checkbox"/>
<p>12. Final steps to graduate: generate the Reviewer's Report form</p> <p>The Degree Completion website contains information on how to generate the Reviewer's Report form. The GSSP office will inform you of how the Reviewer's Report form is handled electronically. The form is sent electronically to the reviewers for approval <u>approximately ten days</u> before your defense. This form is <u>very</u> important and must be approved by all reviewers before the final oral. You will not be cleared to hold your Final Oral until all reviewers have submitted their approval electronically.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>✚ Remember, you and the program coordinator selected the three reviewers when you met and completed the e-form to assign the doctoral final exam committee.</li> <li>✚ The reviewers need to have your final draft in hand in order to sign off on the Reviewer's Report form that you are ready to defend your thesis.</li> </ul>	<input type="checkbox"/>

<p>✚ The Reviewer's form is normally turned in sometime after you have given your committee the final draft (two weeks prior to the final oral exam) and one week before the final oral exam. The form can be submitted as late as the day of the exam. However, before you hold your final oral exam, you must initiate the Final Oral Report form which can't be generated until all the reviewers have electronically submitted their Reviewer's Report Form.</p>	
<p>13. After successfully passing Final Oral Examination</p> <p>After you pass your final oral exam, the Final Oral Exam chairperson will submit the <b>Final Exam Report Form</b> electronically to the GSSP office <u>within a few days</u> of your final oral defense. You will then need to complete the degree completion steps outlined on the Degree Completion Steps website. If you want to delay the release of your dissertation, you can request a temporary hold using a specific form so you don't delay having your degree administratively cleared.</p> <p>✚ The dissertation must be submitted and approved by the GSSP office by the last working day of the anticipated month of graduate. Plan accordingly. Consult the Degree Completion steps website or refer to <a href="https://onestop.umn.edu/thesisdissertation-submission-and-formatting">https://onestop.umn.edu/thesisdissertation-submission-and-formatting</a></p>	<input type="checkbox"/>

## 8.8 OTHER INFORMATION

### Human Subjects Research

Students at the University of Minnesota who conduct any research using human subjects **may be required to submit their research proposal to the University of Minnesota Institutional Review Board, for approval prior to conducting their study.** Students should refer to the Investigator Manual (HRP-103) at [irb.umn.edu](http://irb.umn.edu) to determine if their research requires IRB approval. If students are uncertain, they can submit the Human Research Determination Form (HRP-503) and the IRB will inform the student if a review is required. The student's advisor must submit all forms to the IRB. *Students should also refer to section 5.2.*

### Responsible conduct of research and scholarship, and professional ethics

This site (<https://research.umn.edu/>) introduces graduate students to these very important concepts; to institutional expectations regarding intellectual honesty and integrity; and to the Graduate School's commitment to provide educational opportunities and resources for students to learn about these topics.

### Criminal Background Check

*Students should also refer to section 5.6*

Certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. Students who have applied practice experience, master's project, or dissertation is in such a facility, may be asked by the institution to submit paperwork.

### Assistance with Writing

Helpful resources for writing skills are available at the University. The primary resource is the Center for Writing; their email is [writing@umn.edu](mailto:writing@umn.edu); their website is also <http://writing.umn.edu/> and phone number is 612.626.7579.

### Grant Funding Databases: tips for searching and setting up alerts

Before you begin searching...

Consider how to describe your search, in broad terms.

- What is your area of interest?
- How will the money be used?
- When and where will the research occur?

Internal U of M funding opportunities are listed at <http://www.research.umn.edu/advance/funding.html>

Recently funded grants

Before you begin, consider searching the databases or lists of recently funded grants from organizations that often fund research in your field.

Some agencies have sophisticated databases of recently funded grants, such as USDA's CRIS, <https://cris.nifa.usda.gov/> while others such as the National Endowment for the Arts, <https://www.arts.gov/grants> provide simple lists that can be scanned.

SciVal Funding also provides searching of funded grants.

#### Searching for Current Opportunities

Linking to the grants databases:

- <https://www.lib.umn.edu/researchsupport/grants> or
- from the U Libraries home page, <https://www.lib.umn.edu/> and look under Services, Researcher Support, Grant Funding

These databases contain only summaries of the grant opportunities, so be sure to link to the full announcement for details, and always consider consulting with the agency's program officers.

#### Pivot (from Community of Science)

- Choose the "Advanced Search" link to start your search
- Select "Keywords" under "More Search Fields," then "Keywords: browse," to identify applicable search terms. By using their keywords, you're selecting specific vocabulary used in the descriptions of the database's funding opportunities.
- Narrow your search by any of the parameters listed on the left, as you view your results

#### E-mail alerts:

- On the main page, go to Sign Up in the upper left
- You will be asked for your e-mail (which will serve as your userID) and a password
- If you would like to save searches sign in before you begin searching
- To save a search and receive updates on new opportunities in that area, click on Save Your Query at the top of the page. Select a name, and decide if you want e-mail updates
- Signing in will also allow you to e-mail searches and select opportunities to track

#### SciVal Funding

- Click on Search in the upper left to start your search in the Advanced Search mode
- Begin with general subject terms
- On the Results screen, narrow by choices in the left column
- If your results are too broad, consider limiting to Keywords or Words in the Abstract

#### E-mail alerts:

- To create an account, click on Register in the upper right. Your userID will be automatically generated, based on your name, and you will be asked to give yourself a password.
- To save a search, select the Save this Search link and set your parameters
- To view your saved searches and alerts, go to the Saved Searches link in the upper right

#### Foundation Directory Online

- "Search Grantmakers" allows you to identify groups that offer funding in your field of interest
- Use "Fields of Interest" to search by topics that the foundations cover. Click "view index" under relevant search fields for alphabetical lists of search terms
- Check "Exclude grantmakers not accepting applications" to see only foundations that have a formal application process.
- Click on the title of a foundation to see detailed information, including contact info, types of support, and geographic focus.
- The "Search Grants" tab allows you to identify grants previously awarded by that particular foundation.

#### Grants.gov

Grants.gov allows users to not only apply for grants, but also to search for opportunities.

- Go to "Search Grants" then "Advanced Search"
- Search by free text terms and consider limits by agency or other parameters

#### E-mail alerts:

- From the main page, select "Grant e-mail alerts" on the left, then "Notices based on advanced criteria" to set up an alert based on broad topic or agency

Contact us if you need assistance or have any additional questions:

- Shanda Hunt, Biomedical Library: [hunt0081@umn.edu](mailto:hunt0081@umn.edu), 612-301-1318

## APPENDIX A

### Epidemiology PhD Competencies

1. Apply epidemiologic and biostatistical research skills
2. Formation of scholarly independence:
  - Creation of basic or applied knowledge through original research or synthesis that advances the field
  - Ability to ask fundamental questions
  - Responsible stewardship of key ideas of field
  - Able to challenge existing thinking - Able to transmit knowledge to others to advance the field
  - Mastery of a content area
3. Apply written and oral communication skills to disseminate epidemiological research.
4. Leadership and collaborative skills:
  - Skill in team approaches to problem solving
  - Development of integrative skills to improve collaboration and problem solving across disciplines
  - Ability to share knowledge in participatory research
  - Ability to apply intercultural knowledge in team-building
5. Professional responsibility:
  - Awareness of civic responsibilities and broad outlook on societal implications of research
  - Ability to conduct research in ethical and responsible manner, with commitment and integrity
  - Development of a professional perspective and scholarly identity
6. Personal and professional management skills:
  - Ability to persist in achieving long term goals
  - Ability to manage projects with uncertain outcomes
  - Ability to be flexible and adaptable in approaching complex and uncertain problems
  - Being self-motivated and autonomous
  - Ability to achieve results with minimum supervision

## APPENDIX B

### Epidemiology PhD Faculty List

Name	Track*	Research Expertise
<a href="#">Michele Allen, MD, MS</a>	SBE	Community-based participatory approaches to developing health promotion and substance use prevention interventions among Latino and other immigrant adolescents and their families; health disparities research; and community-based participatory approaches and methods
<a href="#">Katherine Arlinghaus, PhD, MS, RD</a>	SBE	Expertise in obesity prevention, prevention of eating disorders, nutrition policy, nutritional epidemiology, global nutrition, community nutrition, or nutrition health promotion
<a href="#">Jason Baker, MD, MS</a>	CBE	Studying the consequences of persistent immune depletion, inflammation and coagulation abnormalities for non-AIDS defining outcomes among HIV+ patients. Specifically focusing on mechanisms and treatment strategies targeting aging complications, such as cardiovascular disease, both through pathogenesis oriented studies and multi- center cohorts and trials
<a href="#">Alan P. Bender, DVM, PhD</a>	CBE	Chronic disease surveillance and analytic epidemiology; widely quoted authority on interpretation of cancer cluster statistics and has been PI on many occupational studies at the Department of Health
<a href="#">Jeff Bender, DVM</a>	CBE	Antimicrobial resistance; food safety; zoonoses and emerging diseases
<a href="#">Jesse Berman, PhD</a>	SBE	Environmental epidemiologist, understanding the relationship between human health and complex environmental exposures. Research revolves around the use of spatial analysis to improve exposure assessment and understanding how environment is associated with disease. Particular interest in the way weather events, climate, and air pollution influence population-level health. Work emphasizes policy relevant outcomes that can inform decision making to better protect public health.
<a href="#">David Boulware, MD, MPH, CTropMed</a>	CBE	Understanding pathogenesis of HIV immune reconstitution inflammatory syndrome (IRIS), an important complication of HIV therapy that has recently emerged with the roll out of antiretroviral therapy in Africa. In particular, translational research through translating the understanding of disease pathogenesis into practical clinical interventions to improve outcomes
<a href="#">Sonya Brady, PhD</a>	SBE	Health risk behavior during adolescence and young adulthood; developmental influences on risk taking; socioeconomic and ethnic disparities in consequences of risk taking; mechanisms linking stressful life circumstances to health risk behavior and factors promoting resiliency; promotion of health protective behavior; public policies affecting adolescent health
<a href="#">Lin Yee Chen, MD, MS</a>	CBE	The relationship of atrial fibrillation (AF) to outcomes such as stroke, dementia, and sudden cardiac death, and to elucidate underlying mechanisms; the determinants and prognostic significance of subclinical AF and AF burden; novel strategies to prevent AF, reduce AF burden, and prevent AF-related outcomes
<a href="#">Timothy Church, MS, PhD</a>	CBE	Cancer screening, prevention, and causes; epidemiologic study design; cardiac disease and medical devices
<a href="#">Sarah Cusick, PhD</a>	CBE	International maternal and child nutrition, the interaction between nutritional deficiencies and infectious disease, and the effect of these interactions on child health and long-term cognitive development
<a href="#">Richard Danila, PhD</a>	CBE	Emerging infectious diseases including foodborne and bacterial diseases; preparedness for bioterrorism
<a href="#">Jose Debes, MD, MS</a>	CBE	Viral hepatitis in HIV; hepatitis E infection in the immunosuppressed host; mechanisms of viral carcinogenesis in hepatocellular carcinoma; single cell hepatocyte sequencing for prediction of liver cancer; education, prevention and treatment of hepatitis B and liver cancer in developing settings
<a href="#">Ellen Demerath, PhD</a>	CBE	I study the development determinants of chronic disease, with a focus on nutrition during pregnancy and lactation and its relationship to infant and childhood health and weight status. My current studies include understanding how maternal metabolic status influences breastfeeding duration and breastmilk composition, the assessment of preterm infant nutritional status and body composition, and genomic biomarkers of disease (telomere length, DNA methylation).
<a href="#">Ryan Demmer, PhD</a>	CBE	Microbial etiologies of chronic diseases with emphasis on the interface between the microbiome, type 2 diabetes and cardiovascular disease. Microbiome, Inflammation, atherosclerosis, cardiovascular disease, insulin resistance, type 2 diabetes mellitus

<a href="#"><u>Paul Drawz, MD, MHS, MS</u></a>	CBE	Relationship between ambulatory blood pressure, chronic kidney disease, and adverse cardiovascular and renal outcomes; masked hypertension; quality of care related to BP measurement; acute kidney injury
<a href="#"><u>Susan Duval, PhD</u></a>	CBE	Cardiovascular and diabetes epidemiology; biostatistical methods; meta-analysis; publication bias; statistical consulting
<a href="#"><u>Marla Eisenberg, ScD, MPH</u></a>	SBE	Influences on adolescent sexual behaviors; health issues of gay, lesbian and bisexual youth; body image and weight control behaviors; teasing and bullying
<a href="#"><u>Eva Enns, PhD</u></a>	SBE	Health policy modeling; disease transmission network structures and dynamics; social networks and health
<a href="#"><u>Kristine Ensrud, MD, MPH</u></a>	CBE	Epidemiology of age-related conditions including osteoporosis/fractures, menopausal symptoms, and sleep disorders
<a href="#"><u>Darin Erickson, PhD</u></a>	SBE	Alcohol prevention and etiology; latent variable analysis; longitudinal and time series analysis
<a href="#"><u>Susan Everson-Rose, PhD, MPH</u></a>	SBE	Cardiovascular psychophysiology, behavioral medicine, stress mechanisms of disease, neuropsychology, and cardiovascular and social epidemiology. My research has shown how stress, distress, emotions, personality, behavioral and socioeconomic factors contribute to morbidity and mortality due to cardiovascular diseases and related conditions, greater cognitive decline, cancer-related behavioral and lifestyle risk factors, and worse health outcomes overall. Most recent work focuses on evidence-based stress-management, and mindfulness-based interventions that can be used to effectively manage chronic disease conditions and promote healthier lifestyles in diverse settings
<a href="#"><u>Gregory Filice, MD</u></a>	CBE	Antimicrobial therapy, specifically strategies to optimize prescribing to improve outcomes and prevent resistance
<a href="#"><u>John Finnegan, Jr., PhD</u></a>	SBE	Media communication and public health; community campaigns; media agenda building; digital information technology and its impact on public health
<a href="#"><u>Aaron Folsom, MD, MPH</u></a>	CBE	Cardiovascular disease epidemiology; heart disease surveillance and risk factors
<a href="#"><u>Simone French, PhD</u></a>	SBE	Social and environmental influences on eating and physical activity behaviors; community-based strategies for eating behavior change; adolescent nutrition and physical activity
<a href="#"><u>Jayne A. Fulkerson, PhD</u></a>	SBE	Family meals; obesity prevention; risk and protective factors in the development of eating disorders and mental health among children and adolescents; family-based health promotion; research methods, psychometrics and instrument development
<a href="#"><u>Myron Gross, PhD</u></a>	CBE	Antioxidants, oxidative stress and genetic susceptibility in coronary heart disease; genetic susceptibility and DNA repair in breast and pancreatic cancer; role of micronutrients and flavonoids in aging and disease; bio-markers of dietary intakes
<a href="#"><u>Lisa Harnack, DrPH, RD</u></a>	CBE/SBE	Nutritional epidemiology; nutritional assessment
<a href="#"><u>Craig Hedberg, PhD</u></a>	CBE	Food safety and infectious diseases
<a href="#"><u>David Jacobs, Jr., PhD</u></a>	CBE/SBE	Cardiovascular disease epidemiology; nutritional epidemiology
<a href="#"><u>Abigail Johnson, PhD</u></a>	SBE	Current focus areas include 1) analysis of diet and microbiome after dietary interventions, 2) methods development for dietary data analysis and visualization, and 3) understanding the interactions between foods, microbes, and fungi during different stages of development. I am interested in exploring how diet and the microbiome interact to influence chronic diseases including prediabetes, diabetes, and cancer.
<a href="#"><u>Rhonda Jones-Webb, DrPH</u></a>	SBE	Alcohol studies; alcohol policy as a prevention strategy; minority health issues; behavioral epidemiology
<a href="#"><u>Aaron Kelly, PhD</u></a>	CBE	Cardiovascular disease prevention in children with a focus on the identification and treatment of cardiometabolic risk factors
<a href="#"><u>Amy Kircher, DrPH</u></a>	CBE	Identification and warning of disruptions through data fusion and analytics and works to defend our food system through research and education
<a href="#"><u>Erin Krebs, MD, MPH</u></a>	CBE	Chronic pain management, opioid effectiveness and safety, pain assessment, women's health

<a href="#"><u>Shalini Kulasingam, PhD</u></a>	CBE/SBE	Infectious diseases, sexually transmitted infections, human papillomavirus (HPV), cervical cancer, cancer screening, vaccines, public health policy, decision and cost-effectiveness modeling
<a href="#"><u>Kamakshi Lakshminarayan, MD, PhD</u></a>	CBE	Stroke epidemiology; quality of stroke care and long term stroke outcomes; interventions to improve stroke outcomes; stroke genetics
<a href="#"><u>Harry Lando, PhD</u></a> (Retiring Spring 2022)	SBE	Global issues in tobacco reduction; smoking cessation; treatment of medically compromised smokers
<a href="#"><u>Melissa N. Laska, PhD</u></a>	SBE	Environmental and behavioral determinants of excess weight gain and obesity during childhood, adolescence and young adulthood
<a href="#"><u>Catherine Lexau, PhD, MPH</u></a>	CBE	Antibiotic resistance, including methicillin resistant staph aureus; epidemiology of pneumococcal disease and impact of pneumococcal vaccine
<a href="#"><u>Amy M. Linabery, MS, PhD</u></a>	CBE	Clinical and population-based research in pediatric neuroscience, including concussions, epilepsy, neurosurgery, headache, and central nervous system tumors and their associated neurocognitive, emotional and other co-morbidities
<a href="#"><u>Jennifer Linde, PhD</u></a>	SBE	Obesity prevention and intervention, weight control behaviors, weight loss goals, public health messages
<a href="#"><u>Russell Luepker, MD, MS</u></a>	CBE/SBE	Cardiovascular disease epidemiology and prevention; health behavior; community trials; clinical trials
<a href="#"><u>Pamela Lutsey, PhD, MPH</u></a>	CBE	Serum vitamin D, sleep disordered breathing, coagulation factors, diet, and venous thromboembolism
<a href="#"><u>Richard MacLehose, PhD, Director of Graduate Studies</u></a>	CBE/SBE	Epidemiologic methods, Bayesian methods, biostatistics, reproductive epidemiology, environmental epidemiology
<a href="#"><u>George Maldonado, PhD, MSPH</u></a>	CBE	Epidemiologic methodology
<a href="#"><u>Erin Marcotte, PhD</u></a>	CBE	Genetic, molecular, and environmental causes of childhood leukemia and hepatoblastoma; how maternal and early life nutrition impact childhood cancer risk and pediatric outcomes among children born by cesarean section
<a href="#"><u>Susan M. Mason, PhD, MPH</u></a>	SBE	Psychosocial stress and stress mechanisms, women's health, maternal and child health, health disparities, exposure to violence
<a href="#"><u>Claudia Munoz-Zanzi, MV, MPVM, PhD</u></a>	CBE	Infectious disease
<a href="#"><u>Joseph Neglia, MD, MPH</u></a>	CBE	Pediatric hematology/oncology
<a href="#"><u>Heather Nelson, PhD, MPH</u></a>	CBE	Cancer susceptibility and etiology using both laboratory and epidemiologic tools; gene-environment interactions; skin cancer, mesothelioma, and other exposure-related malignancies
<a href="#"><u>Toben Nelson, ScD</u></a>	SBE	Health policy, organizational change, health behavior during developmental transitions, influence of sports participation on health, social determinants of health, program evaluation, prevention of alcohol-attributable harm, physical activity promotion, obesity prevention, motor vehicle safety.
<a href="#"><u>Dianne Neumark-Sztainer, PhD, MPH</u></a>	SBE	Adolescent health and nutrition, obesity and eating disorder prevention, health behavior change, nutrition education program design and evaluation
<a href="#"><u>Ruby Nguyen, PhD</u></a>	CBE	Women's health, etiology of reduced fertility, infertility and later disease, intersection of genital tract infections on reproduction, pregnancy-related morbidity, and epidemiologic methods in studies of fertility
<a href="#"><u>J. Michael Oakes, PhD</u></a>	CBE/SBE	Quantitative methods; social epidemiology; research ethics

<a href="#"><u>Michael Osterholm, PhD, MPH</u></a>	CBE	Disease surveillance, epidemiology, health communications, infectious disease, infectious disease: food-borne, HIV / AIDS, influenza, STDs, policy / politics, public health preparedness, vaccines
<a href="#"><u>Theresa L. Osypuk, SD, SM</u></a>	SBE	Disparities, epidemiology: social, policy / politics, sociology, tobacco: policy
<a href="#"><u>James Pankow, PhD, MPH</u></a>	CBE	Cardiovascular disease epidemiology; genetic epidemiology; diabetes epidemiology
<a href="#"><u>Mark Pereira, MPH, PhD</u></a>	CBE/SBE	Nutrition and physical activity in the prevention of obesity; type 2 diabetes and cardiovascular disease
<a href="#"><u>Andres Perez, DVM, PhD</u></a>	CBE	Spatial analysis, modeling; veterinary epidemiology; international medicine; economics and development
<a href="#"><u>Jenny Poynter, PhD</u></a>	CBE	Molecular and genetic epidemiology of cancer
<a href="#"><u>Anna Prizment, PhD</u></a>	CBE	Risk factors for cancer (e.g. obesity, diabetes) and survival after cancer diagnosis, adult solid tumors (colorectal, gastrointestinal, pancreatic, ovarian, lung), biomarkers of inflammation, allergy and immune response
<a href="#"><u>Marizen Ramirez, PhD</u></a>	SBE	My work has a special focus on society's most vulnerable population at risk for violence (especially bullying) and injuries: children, persons with disabilities, agricultural workers, minorities, and rural populations
<a href="#"><u>Michael W. Ross, MD, PhD, MPH</u></a>	SBE	LGBT health, HIV prevention research, HIV/AIDS risks, East Africa
<a href="#"><u>Simon Rosser, PhD, MPH</u></a>	SBE	HIV prevention research; human sexuality; sex offending and religious identity; internet-based research; e-public health
<a href="#"><u>Justin Ryder, PhD</u></a>	CBE	Clinical translational pediatric obesity researcher with 2 primary research focuses: 1) To understand the underlying mechanisms of how obesity effects chronic disease risk, specifically cardiovascular disease and fatty liver disease, in order to improve risk-stratification; 2) To develop and evaluate novel treatments (i.e. pharmacotherapy and surgery) for obese youth in an effort to reduce chronic disease risk (i.e. fatty liver diseases and cardiovascular disease)
<a href="#"><u>Pamela Schreiner, PhD</u></a>	CBE	Cardiovascular disease etiology related to visceral fat accumulation, dyslipidemia, and perimenopause; structural and functional brain MRI; applied statistical methodology; human-animal interaction research
<a href="#"><u>Kelly Searle, PhD, ScM</u></a>	CBE	Infectious diseases, specifically malaria and the conduct of spatial studies
<a href="#"><u>Sanaz Sedaghat, PhD</u></a>	CBE	I am a clinical and genetic epidemiologist passionate about cardiovascular contributors to neurodegenerative disorders. My research focus is to understand the role of vascular health in preservation on kidney and brain function. My ultimate research goal is to develop strategies that can preserve brain function and structure and therefore delay development and progression of dementia.
<a href="#"><u>Nancy Sherwood, PhD</u></a>	SBE	Obesity prevention and treatment in children and adults
<a href="#"><u>Randall Singer, DVM, MPVM, PhD</u></a>	CBE	Infectious disease epidemiology; ecologic approach to disease systems
<a href="#"><u>Jaime Slaughter-Acey, PhD</u></a>	SBE	Health equity, maternal and child health/perinatal epidemiology, social determinants of health, racism, colorism, life-course perspective, perinatal health, women's health, prenatal care, prenatal home visiting
<a href="#"><u>Kumi Smith, PhD</u></a>	CBE	HIV, syphilis, hepatitis C virus, other sexually transmitted infections, prevention science, interventions, LGBTQ+ health disparities, HIV stigma, marginalized populations, transmission dynamics, population mixing
<a href="#"><u>Jon J. Snyder, PhD, MS</u></a>	CBE	Chronic renal disease and especially end- stage renal disease
<a href="#"><u>Alicen Spaulding, PhD, MPH</u></a>	CBE	Infectious disease epidemiology: global health; epidemiologic study design and methods; pediatric critical care outcomes; HIV/AIDS epidemiology; systematic reviews and meta-analyses; clinical epidemiology; epidemiology of antibiotic resistance; pediatric antibiotic stewardship

<a href="#"><u>Logan Spector, PhD</u></a>	CBE	Etiology of childhood cancer; design, conduct; analysis of epidemiologic studies
<a href="#"><u>Srinand Sreevatsan, PhD, MVSc, MPH</u></a>	CBE	Interests in ecology, evolution, and epidemiology of infectious agents; uses combination of epidemiological, evolutionary, and molecular tools to address pathogen-host interactions, population genetic structure of microbes, and investigations on molecular mechanisms host adaptation, enhanced transmissibility and virulence
<a href="#"><u>Lyn Steffen, PhD, MPH, RD</u></a>	CBE	Cardiovascular disease epidemiology; nutritional epidemiology; surveillance of cardiovascular disease risk factors
<a href="#"><u>Steven Stovitz, MD, MS, FACSM</u></a>	CBE	Family medicine, sports medicine, adult and pediatric obesity
<a href="#"><u>Weihong Tang, PhD, MS, MD</u></a>	CBE	Cardiovascular disease epidemiology, genetic epidemiology of chronic disease with an emphasis on cardiovascular disease, metabolic syndrome, diabetes, and obesity.
<a href="#"><u>Brent C. Taylor, PhD, MPH</u></a>	CBE	Clinical epidemiology, systematic reviews, health care utilization
<a href="#"><u>Bharat Thyagarajan, MD, PhD</u></a>	CBE	Role of mitochondria in determining breast and colorectal cancer susceptibility. Role of mitochondria in determining outcomes after allogeneic hematopoietic cell transplantation (HCT)
<a href="#"><u>Traci Toomey, PhD, MPH</u></a>	SBE	Policy research; community organizing; prevention of alcohol and tobacco-related problems; intentional and unintentional injury prevention
<a href="#"><u>Rachel Vogel, PhD</u></a>	CBE	Dedicated to research in women's cancer, outcomes research and cancer survivorship.
<a href="#"><u>Beth Virnig, PhD, MPH</u></a>	CBE	Administrative data for cancer surveillance and studies of treatment patterns
<a href="#"><u>Rachel Widome, PhD, MHS</u></a>	SBE	Tobacco policy with a special focus on underserved populations, e.g., veterans, military personnel