HEALTH SERVICES RESEARCH, POLICY AND ADMINISTRATION
MS AND PhD PROGRAMS
DIVISION OF HEALTH POLICY & MANAGEMENT
School of Public Health

2021-2022
STUDENT GUIDEBOOK
Welcome to the University of Minnesota School of Public Health!

This guidebook contains important information about the School of Public Health (SPH) and University policies and resources that enable students to better navigate their academic journey and get the most out of their student experience. This guidebook includes your program-specific requirements so you 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 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” 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.

7/27/2021
# Table of Contents

Section 1  The School of Public Health  
1.1  About the School  
SPH Faculty List  
1.2  School of Public Health Student Services Center  
1.3  Mentor Program  
1.4  SPH Student SPHere  
1.5  Applied Practice Experience Agreement  
1.6  Minors  
1.7  Online Learning and E-Learning Resources  
1.8  Surveys  
1.9  Your Advising Team  
1.10  Expectations for Class Participation  
1.11  Commencement Eligibility  

Section 2  The University of Minnesota  
2.1  U of M Basics  
2.2  University of Minnesota Calendars  
2.3  Campus Services  
2.4  Health and Well-Being  
2.5  Diversity  
2.6  Academic Resources  
2.7  Campus Safety  
2.8  Additional Resources  

Section 3  Registration  
3.1  Full-Time Status  
3.2  Registration Process  
3.3  Grade Option Changes, Course Additions, Withdrawals, Evaluations, and Equivalency Exams  
3.4  Transfer Credit  
3.5  Equivalency Exams  

Section 4  Tuition, Fees, Billing, and Finances  
4.1  My Finances Tab on MyU  
4.2  Tuition and Fees  
4.3  Billing  
4.4  Financial Aid and Scholarships  
4.5  Graduate Assistantships  

Section 5  Guidelines, Policies, and Compliance  
5.1  Student Responsibility and Conduct  
5.2  University of Minnesota Policies  
5.3  Complaints and Grievances  

Table 1: 
<table>
<thead>
<tr>
<th>Section</th>
<th>The School of Public Health</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>About the School</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>SPH Faculty List</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>School of Public Health Student Services Center</td>
<td>7</td>
</tr>
<tr>
<td>1.3</td>
<td>Mentor Program</td>
<td>8</td>
</tr>
<tr>
<td>1.4</td>
<td>SPH Student SPHere</td>
<td>8</td>
</tr>
<tr>
<td>1.5</td>
<td>Applied Practice Experience Agreement</td>
<td>9</td>
</tr>
<tr>
<td>1.6</td>
<td>Minors</td>
<td>9</td>
</tr>
<tr>
<td>1.7</td>
<td>Online Learning and E-Learning Resources</td>
<td>9</td>
</tr>
<tr>
<td>1.8</td>
<td>Surveys</td>
<td>9</td>
</tr>
<tr>
<td>1.9</td>
<td>Your Advising Team</td>
<td>10</td>
</tr>
<tr>
<td>1.10</td>
<td>Expectations for Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>1.11</td>
<td>Commencement Eligibility</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>U of M Basics</td>
<td>11</td>
</tr>
<tr>
<td>2.2</td>
<td>University of Minnesota Calendars</td>
<td>13</td>
</tr>
<tr>
<td>2.3</td>
<td>Campus Services</td>
<td>13</td>
</tr>
<tr>
<td>2.4</td>
<td>Health and Well-Being</td>
<td>14</td>
</tr>
<tr>
<td>2.5</td>
<td>Diversity</td>
<td>16</td>
</tr>
<tr>
<td>2.6</td>
<td>Academic Resources</td>
<td>18</td>
</tr>
<tr>
<td>2.7</td>
<td>Campus Safety</td>
<td>19</td>
</tr>
<tr>
<td>2.8</td>
<td>Additional Resources</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Full-Time Status</td>
<td>20</td>
</tr>
<tr>
<td>3.2</td>
<td>Registration Process</td>
<td>20</td>
</tr>
<tr>
<td>3.3</td>
<td>Grade Option Changes, Course Additions, Withdrawals, Evaluations, and Equivalency Exams</td>
<td>21</td>
</tr>
<tr>
<td>3.4</td>
<td>Transfer Credit</td>
<td>24</td>
</tr>
<tr>
<td>3.5</td>
<td>Equivalency Exams</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>My Finances Tab on MyU</td>
<td>27</td>
</tr>
<tr>
<td>4.2</td>
<td>Tuition and Fees</td>
<td>27</td>
</tr>
<tr>
<td>4.3</td>
<td>Billing</td>
<td>27</td>
</tr>
<tr>
<td>4.4</td>
<td>Financial Aid and Scholarships</td>
<td>27</td>
</tr>
<tr>
<td>4.5</td>
<td>Graduate Assistantships</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>Student Responsibility and Conduct</td>
<td>29</td>
</tr>
<tr>
<td>5.2</td>
<td>University of Minnesota Policies</td>
<td>29</td>
</tr>
<tr>
<td>5.3</td>
<td>Complaints and Grievances</td>
<td>32</td>
</tr>
<tr>
<td>Appendix</td>
<td>Core Competencies</td>
<td>Page</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
<td>------</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Core Competencies MS</td>
<td>80</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Core Competencies PhD</td>
<td>81</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Committee Member Status</td>
<td>82</td>
</tr>
<tr>
<td>Appendix E</td>
<td>PhD Student Timeline</td>
<td>84</td>
</tr>
</tbody>
</table>
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-competencies-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

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
- Diversity, Equity & Inclusion
- Career & Professional Education
- Mental Health Advocacy
- SPH Scholarships
- Registration
- Degree Clearance
- Applications and Admissions
- Applied Practice Experience/

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/ 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.

- **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/](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, 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.

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 or by calling the Technology Help Line at (612) 301-4357 (1-HELP).

Email

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](http://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](http://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](https://oit.umn.edu/duo) on the OIT website.

**One Stop Student Services**

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**

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**

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**

- Student Account
- Meal Plan
- 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. 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]

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.

- **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, 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.

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.

Housing [housing.umn.edu & 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]

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
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

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

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
www.shb.umn.edu
Boynton Health

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

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 or 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 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

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

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.

Recreation & Wellness Center

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. The Coordinator of Diversity, Equity, and Inclusion is Gayle Smaller Jr., and he can be reached at smaller@umn.edu.

For more information please visit:

- University policy on Equity & Diversity
- Office for Equity and Diversity: [Office for Equity and Diversity](https://www.diversity.umn.edu)
- SPH office for Diversity, Equity, & Inclusion: [Diversity, Equity, & Inclusion](https://www.diversity.umn.edu)

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

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**

**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**

**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**

**Location:** 109 Hubert H. Humphrey School, 301 19 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**

**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**

**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  
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  
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  
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  
Location:  
Phone:  

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  
Link: 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](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 or call (612) 301-1318 to set up an appointment.

Bookstore  
Link: 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  
Link: 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

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

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 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

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

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

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

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

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

Copies/Fax Machines  
printing.umn.edu

A University Copy Center is located in Mayo D104 as well as other locations throughout the University.
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.
- You can find your registration queue date and time on the web at 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. 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](http://umn.edu).  

#### 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
</tr>
</tbody>
</table>

- **A** = achievement that is outstanding relative to the level necessary to meet course requirements.
- **A-** = achievement that is significantly above the level necessary to meet course requirements.
- **B+** = achievement that meets the course requirements in every respect.
- **B** = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- **D+** = 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
- **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).
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 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.

**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.

**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 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 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 called Explorance Blue [http://srt.umn.edu/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](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

<table>
<thead>
<tr>
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<th>3</th>
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<td>Type of questions</td>
<td>Essay</td>
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<td>Open or closed book</td>
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**PubH 6751 Principles of Management in Health Services Organizations**
Contact: Jim Begun at begun001@umn.edu

<table>
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**PubH 6102 Issues in Environmental and Occupational Health**
Contact: Matt Simcik at msimcik@umn.edu

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Type of questions</td>
<td>Systems Map</td>
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<tr>
<td>Open or closed book</td>
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</table>

**PubH 6320 Fundamentals of Epidemiology**
Contact: Rachel Widome at widom001@umn.edu

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Multiple choice, show-your-work problems</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Open</td>
</tr>
</tbody>
</table>

**PubH 6450 Biostatistics I**
Contact: Sally Olander at brown198@umn.edu

<table>
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<tr>
<th>Number of questions on exam</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Multiple choice and true false format. During the exam you are encouraged to use a textbook and a calculator.</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Open</td>
</tr>
</tbody>
</table>
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 on the SPH website: [https://www.sph.umn.edu/prospective/tuition-finances/](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**

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 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 under the finances tab or by emailing onestop@umn.edu. Students with questions about the status of their financial aid should refer to the appropriate contact below:

<table>
<thead>
<tr>
<th>Aid Type</th>
<th>Contact</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division/Program specific awards and traineeships, division-related</td>
<td>Your program coordinator (see</td>
<td></td>
</tr>
<tr>
<td>donor scholarships, Dean's Scholarship</td>
<td>program section in this guidebook)</td>
<td></td>
</tr>
<tr>
<td>Medical scholarships, MN tuition scholarship, general donor funded</td>
<td>SPH Student Services</td>
<td><a href="mailto:sph-ask@umn.edu">sph-ask@umn.edu</a></td>
</tr>
<tr>
<td>scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal loans, financial aid package</td>
<td>Brian Olson - Office of</td>
<td><a href="mailto:Olson282@umn.edu">Olson282@umn.edu</a></td>
</tr>
<tr>
<td></td>
<td>Student Finance</td>
<td></td>
</tr>
</tbody>
</table>

**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.

**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.
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](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](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](http://umn.edu/). 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 Violation
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 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 harm. 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  
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.

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/](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 isss.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 (ISSS) 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 isss.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 isss.umn.edu/INSGen/address.html.

5.6 COMPLIANCE

Immunizations

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. You can also stop by Boynton Health to schedule services, click here for more
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, 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/1uwj04w0b2-xidGDnjLix27bSvh3HM0Q/view.
6. **GROUPS, ASSOCIATIONS AND SOCIETIES**

6.1 **STUDENT GROUPS**

**School of Public Health Student Senate**  
[sph.umn.edu/current/senate/](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](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](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/](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/](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/](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](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
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
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
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
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
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
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
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
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.
MHA Alumni Association

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. HEALTH SERVICES RESEARCH POLICY & ADMINISTRATION (HSRP&A)

7.1 WELCOME

The Division of Health Policy and Management (HPM) is one of four Divisions that make up the School of Public Health at the University of Minnesota. The Division Head is Dr. Tim Beebe. The Division of Health Policy and Management is home to six degree programs in the School of Public Health:

- Health Services Research, Policy and Administration MS
- Health Services Research, Policy and Administration PhD
- Public Health Administration and Policy MPH
- Executive Public Health Administration and Policy MPH
- Master of Healthcare Administration MHA
- Executive Master of Healthcare Administration MHA

Health Services Research, Policy and Administration Contact Information

Director of Graduate Studies: Donna McAlpine, mcalp004@umn.edu
Program Coordinator: Kari Volkmann-Carlsen, volk0084@umn.edu
General email: hpmgrad@umn.edu

Division of Health Policy & Management
D305 Mayo Building, MMC 729
420 Delaware St. SE Minneapolis, MN 55455

7.2 PROGRAM POLICIES, INFORMATION AND RESOURCES

The MS and PhD programs in Health Services Research, Policy, and Administration (HSRP&A) are very rigorous. Students should expect to make a substantial time commitment to their program, to fully participate in all aspects of the education and to ensure timely completion of the degree. The MS and doctoral programs in HSRP&A are built on a mentoring philosophy and we encourage great deal of interaction between students and faculty; therefore, it is very important for students to spend as much time as possible on campus working with the faculty. Interaction with faculty are key to your academic success and professional development. In addition to the formal coursework, students are expected to participate in the regularly scheduled Division seminars and the ad-hoc seminars that occur during the year. These activities, coupled with additional work expectations associated with research assistantships, internships, traineeships and fellowships, represent a substantial time commitment. Therefore, full-time students are encouraged to carefully consider their workload before committing to work outside the program.

Division Seminars

The Division of Health Policy and Management (HPM) hosts weekly seminars and guest speakers throughout the year on topics specific to health services research, policy and management. Seminars are intended to augment learning and inquiry and are considered an integral part of the doctoral program; as such, PhD students are required to attend the seminars. MS students are not required but are encouraged to attend. PhD Students may be excused from attending a seminar if there is a conflict with a class or job. Contact the program coordinator with questions.

Responsible Conduct of Research

Students should refer to section 5.2

Incomplete Coursework and Required Contract

Students should refer to section 3.3
End-of-Semester Course Evaluations (Explorance Blue)

Students should refer to section 3.3

Minimum Grade Requirements

Students should also refer to section 3.3

The MS and PhD programs in HSRP&A require a 3.0 grade point average for students by the time of graduation. Students who earn less than a 3.0 GPA at the end of any given semester will be placed on academic probation for the subsequent term of enrollment, in which a 3.0 GPA must be earned to remain in the program. See the specific MS and PhD sections for additional grade requirements that vary by program.

Audited Courses

Students are not prohibited from auditing courses; however, audited (not graded) courses cannot be applied toward a degree. Audited courses cost the same tuition as graded courses, and count toward the tuition plateau which is a flat rate for 6-14 credits. Students who exceed 14 credits will be charged additional tuition for each credit over the plateau even if those credits are audited.

Students can only audit courses that are set-up in the registration system with an audit option. Some courses do not have an audit option. Students who audit a course should inform their instructor that they are auditing the course.

Registration Required Every Fall and Spring

To maintain active student status MS and PhD students are required to register every fall and spring. Active status is required to have a graduate assistantship, student loan deferment, receive financial aid, access the library, take any qualifying exams, or orally defend the PhD or MS thesis/masters project. Students not registered by the end of the second week of fall or spring will have their record discontinued. Discontinued students must apply for re-admission. Contact the program coordinator, Kari Volkmann-Carlsen, volk0084@umn.edu, should you lose student status due to non-enrollment.

Options to Maintain Active Student Status

GRAD 999, Active Status, but not Enrolled, For Up to One Year. Students who have completed all coursework but are still working on their thesis or master’s project or have to take a short leave of absence up to one year, have options for maintaining student status. For those who do not need a student loan deferment, and don’t have a fellowship, grant, or graduate assistantship, there is a free registration called GRAD 999 whose sole purpose is to maintain active student status. GRAD 999 is considered active, but not enrolled. There are no credits associated with GRAD 999. Periods of non-enrollment count toward the total maximum time period to complete the degree. Students may register for up to one year of Grad 999 without permission. After one year, a hold may be placed on your record that prevents registration while an assessment of your academic progress is reviewed. Contact the program coordinator to find out what is required to continue registration for Grad 999.

Leave of Absence (LOA)

Students should refer to section 5.2

There are two different methods of taking a leave of absence (LOA). Students may request a LOA directly from the HSRP&A MS or PhD program for up to one year or may request a LOA for up to two years from the School of Public Health. The terms of each LOA differ, so it is important to understand the benefits and consequences of each.

HSRP&A LOA

MS and PhD students may request a leave of absence from the program for up to 1 year. An approved LOA obtained from the HSRP&A program is included in the maximum timeframe for completing the MS or doctoral degree. The LOA does not extend the maximum timeframe for completing the degree. The MS degree must be completed within 5 years from the admitted date and the PhD degree must be completed within 8 years of being admitted. It is recommended that students on an approved HSRP&A LOA maintain their active student status by registering for up to one year in the fall and spring for Grad 999. There is no tuition charged or credit earned for this special registration. Students who register under Grad 999 are considered “active” but not enrolled, therefore are not eligible for student loan deferments, graduate assistantships, International Student visas, or dissertation grants.
Students seeking a leave of absence (LOA) from the program should submit a written request to their advisor and the director of graduate studies that includes the reason for the LOA request, starting date of the LOA and the date you wish to return. The program specific LOA is best for students who plan to return within one year, and who will also be able to finish their degree within the required degree completion timeframes even with the LOA included.

School of Public Health LOA

The School of Public Health LOA will extend the timeframe for completing the program up to two years. This method is best for students who expect to need more than one year off and want to protect the maximum timeframe for completing their degree. Students on School of Public Health LOA will have no access to University libraries during the period of the leave. During the SPH LOA students are considered not enrolled and therefore are not eligible for International Student visas, student loan deferments, graduate assistantship positions or dissertation grants.

Students who want to request a SPH Leave of Absence should contact the program coordinator, Kari Volkmann-Carlsen, volk0084@umn.edu.

Course Transfer and Waiver Requests

Coursework taken at other schools can be considered for transfer into the MS and PhD programs, or a waiver from a particular course may be requested, if the prior course is equivalent to a required course. Transferred courses can also be used as an elective. The previous course must be at the graduate level and relevant to the HSRP&A degree. The previous course had to have been completed with a grade of "B-" or better to be considered for either transfer or waiver.

Maximum Credits Allowed

**MS Transfer/Waiver Maximum Credits Allowed:** Up to 40% (14 credits) can be transferred into the MS degree. A minimum of 20 University graduate course credits must be “in residence.” The remaining credits can be from transfers or other University courses. The MS in HSRP&A degree must total a minimum of 34 credits.

**PhD Transfer/Waiver Maximum Credits Allowed:**
Up to 40% of credits (number of credits varies by Area of Emphasis), may be transferred into the PhD degree. A minimum of 43-46 credits depending on your Area of Emphasis, credits must be taken “in residence” while in the PhD degree program (19-22 course credits, and 24 thesis credits). The remaining credits may come from transferred courses or University courses to meet the 72-77 credit requirement for the PhD in HSRP&A.

Process for Requesting Course Transfers/Waivers

**MS and PhD CORE Course Transfer/Waiver Requests:**
Submit a "HSRP&A Course Waiver or Transfer Request" form listing the previous course and the HSRP&A required course to which you think it may be equivalent. Attach a syllabus from each previous course that you would like considered, and a copy of your transcript that contains the grade earned for the previous course. Give that to the program coordinator. The instructor for the U of M course will review the prior syllabus to determine whether it contains similar content to the required course.

**MS Elective Course Transfer/Waiver Requests:**
For MS elective course transfers, submit the syllabus from the previous course that you would like considered and a copy of your transcript that contains the grade earned for the previous course to the HSRP&A program coordinator. The director of graduate studies, Donna McAlpine, will review the prior syllabus for relevance and rigor, and applicability to the competencies of the MS in HSRP&A.

**Area of Emphasis Elective Course Transfer/Waiver Requests:**
Send an email request to the Area of Emphasis head faculty member to review previous course(s) for possible transfer into the Area of Emphasis. Attach the syllabus for each course of the request, and the transcript that contains the grade earned. The Area of Emphasis head faculty member will review the prior course content to determine if it is appropriate and fits with the competencies of the Area of Emphasis. If the course is approved, contact the program coordinator to take additional steps to document and record the transferred/waived course.

"HSRP&A Director of Graduate Studies makes decisions about the acceptance of transfer credits.

Program Forms & Templates

Forms specific to the Health Services Research, Policy, and Administration programs are located on the HSRP&A Student Resources pages (PhD: https://www.sph.umn.edu/academics/degrees-programs/phd/hsrp/a/student-resources/ and MS: https://www.sph.umn.edu/academics/degrees-programs/ms/health-services-research-policy-administration/student-resources/). Forms are also available upon request. Contact the HSRP&A program coordinator.

- Course Waiver/Transfer Request Form
7.3 **Declaring a Minor**

*Students should refer to section 1.6*

HSRP&A students, both MS and PhD, may declare a minor. For PhD students, the minor course work is taken IN ADDITION to the supporting program, except for students in the Multidisciplinary Social Sciences Area of Emphasis where the minor can substitute for the supporting program. Before declaring a minor, HSRP&A students should consult with the department where the minor resides to determine the coursework, and to apprise the department of your interest in its minor. Also inform the HSRP&A program coordinator of your intent to pursue a minor. Both your major and minor programs will have to approve the minor in order for it to be applied to your degree. Informing both will help avert mistakes and delays when it is time to clear your degree for graduation. Classes from your minor cannot be applied to your major coursework.

To declare your graduate minor, go to the One Stop page under Forms: [https://onestop.umn.edu/forms](https://onestop.umn.edu/forms)

7.4 **Types of Advisors and Advising**

*Students should refer to section 1.9*

The School, the Division, and your Program have adopted a team approach to advising. This approach acknowledges that different people with different expertise are needed to help you make the most of your education and time in the School of Public Health. Each student will be advised by a team consisting of at least one faculty member, a program coordinator (for HSRP&A, the program coordinator is Kari Volkmann-Carlsen), and the director of graduate studies (DGS). The PhD and MS program DGS is Donna McAlpine.

During the early stages in your education and transition to graduate education, you may have very concrete questions about housing, transportation, course registration or transferring credits. These questions can be addressed by the program coordinator. Your advisor can assist you explore relevant elective courses, topic ideas for your master’s project or dissertation, research resources, and career ideas. The Program is the third member of the team and is there to be sure that you have access to the services and resources that will allow you to be successful.

Each HSRP&A MS and PhD student, upon entering the program, will be assigned an academic advisor. When you are considering a topic for the MS Plan B project or PhD thesis, you are encouraged to seek a thesis advisor who has expertise in your topic area. In some cases, your academic advisor may be the most appropriate faculty member to serve in the thesis advisor role. HPM faculty members are from diverse academic and professional backgrounds and are a rich resource for students in the advisor-advisee relationship.

Only faculty with a Graduate faculty appointment associated with the HSRP&A program may serve as advisors. This includes all HPM full time faculty, and several individuals from outside the Division who also have appointments with the HSRP&A MS and PhD programs. These faculty are also available to serve on student examining committees. The list below includes all the faculty with responsibilities to the HSRP&A program. You will also find the updated list of Graduate Education Faculty Role listing that includes HSRP&A faculty as well as other Graduate Education faculty from across the University at: [https://faculty-roles.umn.edu/](https://faculty-roles.umn.edu/)

The Faculty Role list can be found in Appendix D.

The student or advisor may propose a change of academic advisor at any time. If you plan to change advisors be certain that the person you want as your new advisor has the time to serve you in that role. As a courtesy, be sure to also let your current advisor know that you are changing advisors. Faculty are very flexible about students changing advisors so rest assured that you will not hurt your advisor’s feelings if you change. When your new advisor has accepted to serve in that role, contact the HSRP&A program coordinator, who will update your advisor in the student system.

**Role of the Academic and Thesis Advisor**

Academic advisors are responsible for providing guidance towards the development of a program of study with the student, such as guidance in the selection of elective and supporting program courses, assuring appropriate exposure to the academic culture.
and counseling students regarding both career and professional growth. The student and advisor should meet at a minimum of at least once per semester. The academic advisor may also advise the student about employment opportunities within the program (i.e., specific research assistantships) but the advisor has no claim on the student’s time and the student has no work responsibilities as part of the advisor/student relationship.

The advisor is also required to sign-off on various required Graduate School forms that document the student's academic progress though the MS and PhD programs. These documents are filed with the Graduate School at various points throughout the program to record milestones, assign committee members, and report the graduate degree plan. Generally, the academic advisor will sign most of the required forms until the student has found a thesis advisor. Once the thesis advisor has been identified and they have agreed to serve in that role, the thesis advisor then becomes the primary advisor for signing required forms. See the milestone requirements for degree progress for the MS and PhD degrees the One Stop website: https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp

The thesis advisor is the student's primary consultant for the development of the MS master’s project or PhD dissertation thesis. When the topic for the project or dissertation has been determined, the student should begin looking for a faculty member to serve as their thesis advisor. The thesis advisor should have particular knowledge and expertise in the topic area. Students are encouraged to ask their academic advisor for assistance in finding a thesis advisor. In some cases, the academic advisor may be the most appropriate person to serve as the thesis advisor.

7.5 Financial Support Options for MS and PhD Students

Graduate Assistantships: Research, Teaching, and General Assistantships

Students should refer to section 4.5

Both MS and PhD students are eligible for graduate assistantship positions. A graduate assistantship is a part-time on-campus job. Assistantship types fall into three categories:

1. Research assistantships (RA): Students work with/for faculty on research projects.
2. Teaching assistantships (TA): Students provide teaching and administrative support to professors. Some TA positions are for a Grader, which pays salary only and does not include tuition or health insurance benefits.
3. General graduate assistantships (GA): These jobs provide clerical or other administrative support to departments within the University.
4. Graduate Assistantship appointments are generally for either 25% (10 hours per week), or 50% (20 hours per week). 50% is the maximum number of hours allowed in HPM. Exceptions can be granted in the summer where more hours may be allowed, or due to extenuating circumstances which are determined on a case-by-case basis. If your situation merits additional hours, contact the program coordinator for instructions to request additional hours.

There are many benefits to obtaining an assistantship including:

- Tuition benefits. Graduate assistants receive a tuition subsidy based on the number of hours worked per week, and their rate of tuition. Non-Minnesota residents also receive a waiver that covers the non-resident portion of tuition. (Graders are not eligible for tuition benefits)
- Health insurance, coverage of at least 47.5%. (Graduate Assistant Insurance Plan only. Enrollment in the GA insurance plan is required).
- Invaluable working experience and opportunity to work on-campus and work closely with faculty.
- International students who are in the U.S. on student visas are eligible to work in graduate assistantships jobs.

Hourly Salary for Graduate Assistantships 2021-2022

- Students with a bachelor’s degree: $19.97
- Students with a master’s degree, OR PhD students who have passed all written prelim exams: $25.30.
- Students with a doctorate or professional degree: $31.78 (this salary rate is contingent upon negotiation)

The Division of HPM has various RA and TA positions available. Looking for graduate assistantship employment is very competitive as students seeking positions far exceed the number of jobs available. Students looking for an assistantship should approach it like any job search and prepare a brief biography and resume to have available for prospective openings. Computer skills such as SAS, SPSS, and other statistical software skills are in great demand for research assistantships with HPM. Students may also look for graduate assistantship jobs outside of the department, through the University’s Office of Human Resources at https://humanresources.umn.edu/. Other graduate assistantship positions within the School of Public Health are also available in the SPH Career Services Center, which can be viewed at https://www.sph.umn.edu/current/careers/
Teaching Assistantships for Non-Native English Speakers

Spoken English Language Proficiency Required for Non-native English-Speaking Students who are Prospective Teaching Assistants

The University of Minnesota requires high standards of English proficiency for nonnative English-speaking students who are appointed to teaching assistant and instructor positions. Spoken proficiency is assessed in one of three ways:

- Internet-based TOEFL (speaking subscore)
- SETTA (Spoken English Test for Teaching Assistants)
- Final exam taken after coursework in the International TA Program

Scores on these assessments are converted into numerical English Language Proficiency (ELP) ratings which correspond to eligibility for various teaching responsibilities (i.e., higher proficiency corresponds with more demanding instructional responsibilities.) For ELP ratings lower than 1, one to three semesters of ITA Program coursework is required.

Generally, students with a low ranking may be required to obtain English training before being allowed to work as a TA.

Contact the Center for Educational Innovation, University Office Plaza, Suite 400, 2221 University Ave. S.E., Minneapolis, MN 55414 https://cei.umn.edu/

Fellowships

A fellowship is a type of financial support awarded to doctoral students. Fellowships may subsidize tuition, some pay for health insurance, and/or may pay a stipend. Most fellowships do not require the student to work. Our students have also had success obtaining training grant support from other departments such as Epidemiology and the Population Center. Traineeships subsidize tuition and pay the student a stipend. Dissertation grants provide funding during the writing of the dissertation and are usually one to two years in length. Dissertation grants are competitive and require a detailed proposal that must also be formatted in a particular way. Our PhD students have successfully won Interdisciplinary Doctoral Fellowships and dissertation grants from the Graduate School, and dissertation grants from the Agency for Health Care Quality (AHRQ). There are also other organizations that announce dissertation grant competitions throughout the year.

The dollar value of fellowships, traineeships and dissertation grants varies. Funds for these opportunities come from various sources such as government agencies, private organizations, or the University. Most government programs require United States citizenship or permanent residency. Students are encouraged to start seeking out fellowship and grant resources by their second or third year.

Examples of funding sources for fellowships, traineeships and dissertation grants are:

- National Institutes of Health
- Agency for Health Care Research and Quality (AHRQ)
- National Research Service Award (NRSA)
- University of Minnesota Office of Diversity and Equity
- University of Minnesota Interdisciplinary Fellowships, Traineeships and Dissertation Grants for PhD Students Doctoral Fellowship (IDF) (2nd and 3rd year students)
- University of Minnesota Graduate School (Doctoral Dissertation Fellowship (DDF), Diversity of Views and Experiences (DOVE) Fellowship)
- University of Minnesota Graduate School Best Dissertation Award

Student Loans

Students should refer to section 4.4

The Office of Student Finance is housed in the One Stop student center, administers student loan programs. For information contact One Stop at: https://onestop.umn.edu/ or visit the One Stop Student Services, University Veterans Services, and Student Accounts Assistance in Robert H. Bruininks Hall at 222 Pleasant St. S.E., East Bank.

School of Public Health and HPM Scholarships

The SPH and HPM administers a variety of scholarships for newly admitted students. Applicants may apply for SPH scholarships when they have a complete application. Admitted MS and PhD applicants are automatically considered for Division scholarships.
8. **HSRP&A Master of Science Degree Program**

8.1 **Degree Requirements**

The MS degree in Health Services Research, Policy and Administration (HSRP&A) prepares graduates for a wide variety of research and data analytics careers in the health care field. Core Competencies for the MS in HSRP&A are listed in Appendix B.

**Health Services Research, Policy and Administration – Plan B**

The degree requires a minimum of 34 credits:
- 19-20 credits in the required core
- 14-15 elective credits in a structured specialization area or design your own
- Completion of a master’s project that is either a project based on experiential learning OR write a traditional research and analytics-based project Final oral examination (This is an oral defense of the master’s project)

**Grades**
- The SPH and MS program requires that students maintain a grade point average of 3.0 or better.
- The Biostatistics courses must be completed with a grade of no less than a “B-.”
- All required core courses must be taken on an A-F grade basis except the master’s project credits which will be graded on a pass/fail (S/N) basis. Elective credits may be taken for A-F or Pass/Fail (S/N) basis. No more than 20% of the grades can be pass/fail.

**MS Degree Completion Steps**

MS Degree Completion Steps are available here: [https://onestop.umn.edu/academics/degree-completion-steps](https://onestop.umn.edu/academics/degree-completion-steps). Links and more information can be found here: [https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp](https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp)

<table>
<thead>
<tr>
<th>Form</th>
<th>When the Graduate School Requires it</th>
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</thead>
<tbody>
<tr>
<td>GPAS Course Audit</td>
<td>At least one semester prior to graduation</td>
</tr>
<tr>
<td>Assign Members to MS Final Exam Committee</td>
<td>At least 1 month prior to the final oral defense</td>
</tr>
<tr>
<td>(Student Submits On-line form)</td>
<td><a href="https://onestop.umn.edu/academics/examination-committees">https://onestop.umn.edu/academics/examination-committees</a></td>
</tr>
<tr>
<td>Application for Degree</td>
<td>Submit the Application for Degree by the first day of the month of anticipated graduation.</td>
</tr>
<tr>
<td>Final Exam Report</td>
<td>This is routed electronically to the chair of your committee who will collect electronic signatures of your committee members following the oral defense.</td>
</tr>
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</table>

Other special purpose forms are:

<table>
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<tr>
<th>Form</th>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>Graduate Registration</td>
<td>For changing registration after published deadlines</td>
</tr>
<tr>
<td>Exception</td>
<td><a href="http://www.onestop.umn.edu">www.onestop.umn.edu</a> (forms)</td>
</tr>
<tr>
<td>Petition</td>
<td>To make a change on a previously submitted GPAS contact your program coordinator</td>
</tr>
<tr>
<td>Change of Status</td>
<td>For readmission to the MS or PhD HSRP&amp;A program or change of major/degree</td>
</tr>
</tbody>
</table>
Time Extension Request

*Students should refer to section 3.3*

MS students concerned that they will not be able to meet the 5-year timeline for completion of the MS degree, including the Plan B Project, may submit a request for additional time to complete the degree. Extensions are justified only in cases of extenuating circumstances, and situations beyond the student’s control. Examples of extenuating circumstances are pregnancy, illness, hospitalization, physical injury, family emergency, or other life-altering circumstances. Poor time management, job conflicts, or not having a concrete topic, are NOT extenuating circumstances. Extension requests should be submitted two to three months BEFORE the due date.

Students should discuss the extension request with their advisor to obtain their support. The advisor makes the request for the extension on the student’s behalf.

- Provide a written memorandum to your advisor that explains the reasons for the delay in completing your Plan B Master’s Project, and a target due that you will finish.
- Your advisor writes a letter of support to the DGS that includes a timeline for completion of the various steps that will enable you to complete the exam by a specific date.

If the requested extension is 6 months or less, the DGS will make the decision whether to approve or deny the request. If the requested new due date is more than 6 months, OR if it is a second request from the same student, the request will be discussed and decided by the entire graduate faculty at one of their monthly faculty meetings. The graduate faculty meet the 2nd Friday of each month.

Students granted an extension from the HSRP&A program for their final oral defense are also required to submit a Request for Extension to the Graduate School.

8.2 **MS PLAN B MASTER’S PROJECT**

**Purpose**

The purpose of the MS Plan B Master’s Project is to demonstrate:

- familiarity with the tools of research, analytics, or scholarship in the field of health services research;
- the ability to work independently and within a team;
- the ability to effectively present the results of their investigation in written and oral form.

**Two Options for the MS Master’s Project**

1. **Traditional Research/Analytics Master’s Project:**
   Students seek-out a faculty member as their master’s project advisor. This should be a faculty member that has expertise or knowledge in the topic area. The student should discuss their ideas for the master’s project to ensure that their ideas for the project are compatible with the MS degree and should write-up a proposal for the Plan B master’s project that lays-out a plan for the project is required. The proposal should be approved by your advisor and committee members prior to embarking on the project.

2. **Experiential Learning-based Master’s Project:**
   For this type of project, students work on a real-world project at a local organization that conducts health services research and analytics, where a mentor from the organization provides a specific issue for analysis and provides access to their data. Students are encouraged to identify the organization based on their own interests, whether a public health agency, insurance company, managed care organization, or other organization that conducts health research and analytics.

**Registration Requirement for the Master’s Project:**

Students are required to register for 2 credits of PubH 7894, MS Plan B Project. The registration for these credits should correspond to your project advisor. A permission number to register is required. Students may obtain a permission number from the HSRP&A program coordinator. You can email her your request and let her know who your thesis advisor is so that your registration can be set up to correspond with your thesis advisor. Your thesis advisor will enter the final grade upon completion and the final oral defense of your master’s project. The grading basis for the Plan B project is S/N (pass/fail).
IRB Approval and Potential Time Constraints

Students should refer to section 5.2

Students who conduct research using human subjects, or use data from human subjects, are required to comply with IRB regulations and may be required to obtain approval for their project.

Consult with your advisor whether you need to obtain approval for your project from the University's Research Subjects' Protection Program, (via IRB). Procedures and application materials are available from their office in D528 Mayo. Depending on the nature and methodology of your research/project, you may be able to file for exemption from the Committee review. For further information call 612-626-5654, or see https://research.umn.edu/units/hrpp

Compliance with regulations under HIPAA is also required. For information about HIPAA, see the IRB webpage.

IRB approval can be a lengthy process. Take care to allow adequate time to not jeopardize timely completion of your degree.

MS Plan B Examining Committee and Final Oral Exam

The University requires MS students to convene an examining committee who will grade the Master's Project and administer a final oral exam. The final oral exam consists of a presentation of the Master’s Project followed by questions from the committee members.

Details regarding eligible faculty status to serve on MS committees, organizing your examining committee and final oral exam is described in section 8.4 (MS Final Oral Exam and Committee).

Submit Electronic Copy of Your Master’s Project

Email an electronic PDF version of your Plan B project to the program coordinator that includes the University of Minnesota cover page and signature page bearing your advisor’s signature. MS master’s projects will be stored in the Division and will be available for review by others upon request.

Time Commitment for Plan B Project

Both options for the Master’s Project should represent a minimum of 120 hours effort.

Project Options

The purpose of the master’s project is to give students the opportunity to demonstrate competence in health services data analytics, problem solving, working in teams, written and oral communications. Students choosing the experiential learning-based Master’s Project will have their topic assigned to them.

Students doing an independent research master’s project can choose almost any topic. Topics selected by past students Include:

- Business plan
- Cost benefit analysis/cost effectiveness analysis
- Policy analysis
- Clinical trial
- Critical literature review and recommendations
- Quality Improvement Project

Topic Selection

Students may select a thesis topic influenced by prior experience, coursework, research of a particular HPM faculty member, internship, or other meaningful and relevant areas of interest. Students are encouraged to discuss ideas with their master’s project advisor.
MS Project Plan

Complete the MS Plan B Project Plan form (contact program coordinator) to create an initial outline of your proposed project. The Project Plan helps you formulate the project objectives, significance, methods of your research, human subject’s protection, and authorship. The Project Plan helps you outline your project to have available when discussing your project with your project advisor.

8.3 PLAN B PROJECT FORMAT AND STYLE

Generally, papers should be typed, double-spaced, and normally 30-40 pages in length including references. Tables, charts and conceptual models can be used to illustrate and summarize information. The project should be in a standard master’s project format to include various components:

- Cover Page (includes the title, program name, author’s name)
- Signature Page (includes name or your advisor(s) and signature line for advisor to sign when project is a final copy.
- Table of Contents (if multiple chapters, tables, appendices)
- Abstract
- The full project including conclusions and limitations
- Bibliography

For reference and guidance on style, the following style manuals are suggested:


The HSRP&A Master’s Project Guide and examples of MS student’s Master’s Projects can be obtained from the program coordinator.
8.4 Final MS Oral Exam and Committee

Final Oral Examinations for MS Degrees

MS degree requires a final oral examination, often referred to as the final oral defense. The final oral exam is an oral presentation of the student’s master’s project. The defense is the final milestone for completing the MS degree. The oral defense follows the completion of all core and elective coursework, including satisfying any incompletes, and the completion of the master’s project.

Organizing the Final Oral Defense

Students must coordinate the scheduling of the final exam with their examining committee members to ensure all members are available. In addition, a room in which to take the final oral exam will need to be located and reserved. Students may contact the HSRP&A program coordinator to reserve a room.

MS Final Oral Exam Committee

MS examining committees are composed of a minimum of three faculty members: two with graduate education faculty appointments within the HSRP&A program (major field), and one member with a graduate education faculty appointment outside the HSRP&A program. The outside member must be fully external to HSRP&A, without any appointment that includes HSRP&A, and can include a member from industry if that person contributes particular knowledge and expertise to the master’s project topic. Students may have more than three members on their committee, and in some cases, a larger committee can ensure access to broader expertise that may benefit the project or thesis.

The faculty committee members should be selected based on their individual and collective substantive or methodological contributions to the student’s master’s project. It is the student’s responsibility to confirm that each committee member is eligible to serve on the committee according to University Graduate Education rules, (e.g., have the appropriate graduate education faculty appointment or be an approved external member), and that they are willing to serve.

The thesis/project advisor plays the greatest role in guiding the student through the various phases of their thesis research. The advisor provides guidance as the student selects a topic and refines the research question(s); works with the student to formulate their oral examining committee; reviews all drafts of the project/thesis and helps determine when it is developed enough to involve other committee members in the review and refinement process; and works with the student and other committee members to determine whether the project is ready for defense.

The chair of the oral examining committee leads and moderates the formal oral exam after the student orally defends the project/thesis (final defense). The oral exam includes questioning the student and discussing and grading the student’s defense. The chair is also responsible for ensuring the committee members sign-off on the required grading form; the Masters Final Examination Report, which is the mechanism to inform the Graduate School of passing or failing the oral exam.

The student’s advisor may serve as chair of the committee for the final oral exam.

Committee members must have eligible Graduate Education Faculty appointments. (Consult the Graduate Faculty roster on the Graduate School webpage at: faculty-roles.umn.edu in some cases, the student may include a committee member that does not have a Graduate Education faculty appointment, such as someone from elsewhere at the University, a company, organization, or other institution. The external member should have particular knowledge and expertise in the dissertation topic. There is an additional process required to request that an external member be included on the committee.

The current status of a faculty member determines the role that the committee member may have on the committee. Only faculty with tenure or tenure track appointment, and who have graduated a PhD student as a co-advisor can advise PhD students and chair PhD committees. Other graduate faculty may advise MS students, co-advice PhD students, and chair MS committees. Consult the list of HSRP&A faculty in this Guidebook Appendix D, for their eligible roles. To find the role eligibility for external faculty, or see the Graduate Faculty Directory on the Graduate School website at: https://faculty-roles.umn.edu/

Always contact each faculty member that you are considering for your committee to make sure they are willing to serve.

Including an External Committee Member

Students may include a member on their committee who does not have a current Graduate Education faculty appointment. These members are usually people from other fields in the University, or an organization outside of the University, who hold expertise that is relevant to student research. To request having a fully external (outside of the University) member on the committee, the student should send a written request via email, to the DGS via the HSRP&A program coordinator, asking to include the person on the committee and the reason why that individual should be in the committee. Attach that individual’s CV or resume. The individual is vetted to ensure that they hold a doctorate or other equivalent degree in a relevant field, and that their background and experience is compatible with the student’s master’s project. The DGS makes the final decision. When the external member is approved to
serve on the examining committee, a University ID number, and University email account will be created for the external member. These will be provided to the student so the external member can be assigned to the committee. The external member will also need to activate their U of MN email account in order to receive and sign the electronically routed forms.

Assigning Your Final Oral Exam Committee

Once the committee has been identified and all members have agreed to serve, the student needs to assign their committee here https://onestop.umn.edu/academics/examination-committees. Click the link under Step 4 to launch the electronic form called "Master’s final examination committee." Enter your committee member’s X500, and the system will pull in the names of the committee members. Faculty with Graduate Education faculty appointments will already be in the system, and no additional information besides their names and X500 will be needed to assign them to your committee. To assign an external member, their University ID number will also have to be entered. (If you followed the process above to request an external member, a University ID number will have been created and given to you for the purpose of assigning an external committee member).

Changes to the Masters Final Examination Committee

To change the composition of a previously approved committee, send an email request to the DGS via the program coordinator, requesting a committee change. Include the justification for the change. If the new committee member already has a Graduate Education faculty appointment, it is not necessary to attach a CV. If the new committee member does not have a Graduate faculty appointment, follow the procedure in the Including an External Committee Member, above. The DGS makes the final decision regarding committee changes. Once the DGS has approved the change, go the Graduate School webpage to the on-line form called "Assign/Update Masters Examining Committee at: https://onestop.umn.edu/academics/examination-committees"

If a committee member is unable to attend the oral defense at the last minute, a replacement can be recruited to attend the defense and vote. On the MS Final exam Report, simply cross off the original member and write-in the replacement member. After the defense, the committee must be reassigned in the system to include the new member after the fact. The defense can go forward only if there are a minimum of three committee members present.
8.5 **MS IN HSRP&A CURRICULUM**

NOTE: The MS Curriculum is undergoing planned changes in 2021-2022. Students entering the program in Fall 2021 may choose to follow the existing curriculum or the new, in consultation with the director of graduate studies, program coordinator, and their academic advisor. Below is the existing curriculum. The new curriculum will be released as an addendum to the guidebook when available (planned for late Summer 2021).

**Required Core Courses, When Offered and Online Options 2021-2022**

*A minimum of 14-15 elective credits in addition to the core are required for the MS degree. Electives are not included below.*

<table>
<thead>
<tr>
<th>REQUIRED CORE</th>
<th>In-Person and When Available</th>
<th>On-line option fall</th>
<th>On-line option spring</th>
<th>On-line option summer</th>
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</thead>
<tbody>
<tr>
<td>PubH 6450, Biostatistics I (4cr)</td>
<td>Fall &amp; Spring</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PubH 6451, Biostatistics II, (4cr)</td>
<td>Spring</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PubH 6806, Principles of Public Health Research (2cr) OR PubH 6864, Outcomes Research (3cr)</td>
<td>Spring X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PubH 6341, Epidemiological Methods I (3cr) (in person) OR ---------------------------------- PubH 6320, Fundamentals of Epidemiology, (3cr)</td>
<td>Fall X X X</td>
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<tr>
<td>PubH 6724, The Health Care System and Public Health (3cr)</td>
<td>Fall X</td>
<td></td>
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<tr>
<td>PubH 6741, Ethics in Public Health, Professional Practice (1cr) OR ---------------------------------- PubH 6742, Ethics in Public Health: Research and Policy (1cr)</td>
<td>Fall X X X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PubH 6250, Foundations of Public Health (2cr)</td>
<td>Online Only X X X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PubH 7894, Plan B Master’s Project Credits (2cr)</td>
<td>Not a class</td>
<td></td>
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</tbody>
</table>
**HSRP&A MS Program Required Core**

**Courses and when offered**

*(example), 2021-2022*

*Biostatistics (PubH 6450) has several options for the lab section, not shown on schedule.**

**PubH 6341 Epi I has another section at 4:15 - 05:30 P.M. Tu, Th**

***PubH 6250 Foundations of Public Health is on-line every fall, spring, and summer semester.***

### FALL 2021  Year 1

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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<tr>
<td>10:10-11:00</td>
<td>10:10-12:05 PubH 6741 Ethics in Professional Practice B Term - 2nd Half semester (also has on-line option)</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>12:20-1:10</td>
<td><em>12:20-1:10 PubH 6450 Biostatistics Lab</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:25-2:15</td>
<td>1:25-3:20 Pub H 6450 Biostatistics 1 Lecture (also has on-line option)</td>
<td></td>
<td>1:25-3:20 Pub H 6450 Biostatistics 1 Lecture (also has on-line option)</td>
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<td></td>
</tr>
<tr>
<td>2:30-3:20</td>
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<tr>
<td>4:40-5:30</td>
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</tr>
</tbody>
</table>

**On-Line Core Course Options**

- PubH 6806 Principles of HC Research (also in-person spring)
- PubH 6320, Fundamentals of Epidemiology, (3)
- PubH 6450, Biostatistics I (4) (also in-person option)
- PubH 6741, Ethics in Professional Practice (1), 2nd half (also in-person option), also offered spring.
- PubH 6742, Ethics in Research and Policy (1), 2nd half. Also offered spring.
- ***PubH 6250, Foundations of Public Health (2) On-line every fall, spring, and summer term***

Only Core courses are shown. The MS degree also requires 14-15 elective credits, not included in this schedule. Total credits should not exceed 14 per semester.
## SPRING 2022

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:50</td>
<td>8:00-9:55 PubH 6320 Fundamentals of Epi</td>
<td>8:00-9:55 PubH 6320 Fundamentals of Epi</td>
<td>8:00-9:55 PubH 6320 Fundamentals of Epi (Lab)</td>
<td>8:00-9:55 PubH 6320 Fundamentals of Epi (Lab)</td>
<td>8:00-9:55 PubH 6320 Fundamentals of Epi (Lab)</td>
</tr>
<tr>
<td>9:05-9:55</td>
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</tr>
<tr>
<td>11:15-12:05</td>
<td>(also has on-line option)</td>
<td></td>
<td>(also has on-line option)</td>
<td>(also has on-line option)</td>
<td>(also has on-line option)</td>
</tr>
<tr>
<td></td>
<td>10:10-12:05 PubH 6741 Ethics in Professional Practice 2nd Half</td>
<td></td>
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<tr>
<td></td>
<td>(also has on-line option)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:20-1:10</td>
<td>1:25-3:20 PubH 6806 Principles of PH Research</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1:25-2:15</td>
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<tr>
<td>2:30-3:20</td>
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<tr>
<td>4:40-5:30</td>
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</tr>
<tr>
<td>Summer 2022</td>
<td>Take PubH 7894, MS Plan B Project (2cr) – no scheduled meetings. Also take any remaining elective or core courses (summer has more limited course offerings).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-Line Core Course Options</td>
<td>PubH 6320 Fundamentals of Epidemiology (3)</td>
<td>PubH 6741 Ethics Prof Practice (1) (also on-line fall &amp; spring)</td>
<td>***PubH 6250, Foundations of Public Health (2) On-Line every term</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Elective Credits and Sample Specialization Areas (MS)

Any graduate-level course that is compatible with health services research and your interests and goals can satisfy the elective credit requirement. We have grouped some courses together into thematic specialization areas to illustrate the focus of the skills and knowledge acquired in each group of courses. Students can combine courses from more than one specialization, or design and propose their own specialization in consultation with their advisor. Available courses are subject to change.

### 2021-2022

<table>
<thead>
<tr>
<th>Cost Effectiveness (Minimum 6 cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong></td>
</tr>
<tr>
<td>PubH 6717, Decision Analysis for Health Care (2cr)</td>
</tr>
<tr>
<td>PubH 6832 Health Economics (3cr)</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
</tr>
<tr>
<td>PubH 6862, Cost Effectiveness Analysis (3cr)</td>
</tr>
<tr>
<td>PubH 6809, Advanced Methods in Health Decision Science (3cr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Care Quality Improvement/Operations Research (Minimum 6 cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong></td>
</tr>
<tr>
<td>PubH 6765, Continuous Quality Improvement (3cr)</td>
</tr>
<tr>
<td>PubH 6727 Health Leadership and Effecting Change (2 cr) Also in-person spring.</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
</tr>
<tr>
<td>PubH 6727 Health Leadership and Effecting Change (2 cr) Also on-line fall</td>
</tr>
<tr>
<td>PubH 6560, Operations Research and Quality in Healthcare (3 cr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Services Research and Evaluation (Minimum 6 cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong></td>
</tr>
<tr>
<td>PubH 6717, Decision Analysis for Health Care (2 cr)</td>
</tr>
<tr>
<td>PubH 6863 Understanding Health Care Quality (2 cr)</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
</tr>
<tr>
<td>PubH 6803 Conducting a Systematic Literature Review, (3 cr)</td>
</tr>
<tr>
<td>PubH 6810 Survey Research Methods, (3 cr)</td>
</tr>
<tr>
<td>PubH 6845 Using Demographic Data for Policy Analysis, (3 cr)</td>
</tr>
<tr>
<td>PubH 6852 Program Evaluation in Health and Mental Health Settings, (2 cr) Completely online</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Policy(Minimum 6 cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong></td>
</tr>
<tr>
<td>PubH 6078 Public Health Policy as a Prevention Strategy (2 cr)</td>
</tr>
<tr>
<td>PubH 6735 Principles of Health Policy (3 cr) (Fall OR online Spring)</td>
</tr>
<tr>
<td>PubH 6832 Economics of the Health Care System (3 cr) (Credit not given if taken with PubH 6555, Topics in Health Economics (2 cr)</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
</tr>
<tr>
<td>PubH 6555 Topics in Health Economics (2 cr) (credit not given if taken PubH 6832, Economics of the Health Care System (3 cr) PubH 8802 Health Services Policy Analysis: Applications (2 cr) Spring odd years</td>
</tr>
<tr>
<td>PubH 6711 Public Health Law (2 cr)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Economics (Minimum 6 cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong></td>
</tr>
<tr>
<td>PubH 6832 Economics of the Health Care System (3 cr) OR PubH 6555 Topics in Health Economics (2 cr)</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
</tr>
<tr>
<td>PubH 6862 Cost Effectiveness Analysis (3 cr)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Determinants of Health (Minimum 6 cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong></td>
</tr>
<tr>
<td>PubH 6066 Building Communities, Increasing Health: Preparing for Community Health Work (2 Cr)</td>
</tr>
<tr>
<td>PubH 6078 - Public Health Policy as a Prevention Strategy (2 cr)</td>
</tr>
<tr>
<td>PubH 6627 - Sexuality Education: Criteria, Curricula, and Controversy (1 cr)</td>
</tr>
</tbody>
</table>
Spring:
PubH 6055 Social Inequalities in Health (2 cr)
CSpH 5115 Cultural Awareness, Knowledge and Health (3 cr)
PubH 6855 Medical Sociology (3 cr)
PubH 6804, Mental Health Policy (2 cr) offered alternating years
For more sociology themed courses, see the Health Disparities Minor https://www.sph.umn.edu/academics/degrees-programs/minors/
9. **HSRP&A DOCTORAL DEGREE PROGRAM**

## 9.1 OVERVIEW AND DEGREE REQUIREMENTS

Doctoral degrees must be completed within eight years of admission, this includes periods of non-enrollment.

The doctoral program in Health Services Research, Policy and Administration (HSRP&A) is designed primarily for students interested in academic careers or senior research positions in government or the private sector. The core of the curriculum is a multidisciplinary examination of the social, political, and economic forces that affect population health and the operations, financing, and delivery of healthcare. The program prepares students with the theoretical background and research skills to influence policy and impact population health. In addition to the core coursework, students will choose an Area of Emphasis that is concentrated in a specific field. Each Area of Emphasis is overseen by a team of faculty who are experts in that particular area. The PhD Program competencies can be referenced in Appendix C.

The program trains students to conduct sophisticated studies and formulate policy options using a wide range of quantitative and qualitative analytic techniques. The coursework is supported by the student's ongoing involvement with the faculty on research projects and is linked to the health care field by these projects, and by coursework focused on health and health services. In addition to the coursework, supervised research and teaching experiences, the program provides students with an opportunity for further interchange with faculty through a series of research seminars and doctoral colloquia.

The doctoral program includes core coursework from various disciplines including statistics, public health, health policy, economics, and sociology. In addition to the required core coursework, students will select an Area of Emphasis of their choice that will become the theme for their remaining academic work. The Area of Emphasis includes courses specific to a particular field. Students also complete a supporting program which is comprised of courses from the Area of Emphasis. PhD students also are required to pass 2 to 3 written preliminary exams. All students take the Methods written prelim exam, and the exam required for their Area of Emphasis, except students in the Health Economics Area of Emphasis, who also take a third exam; the Econ for Minors exam. Also required is an oral preliminary exam, also known as the defense of the thesis proposal, prior to beginning full time work on the dissertation. When the dissertation thesis is finished, a final oral exam known as the final defense is required.

In order to support timely completion of the PhD program, we recommend that all required coursework be completed during the first two and a half years in the program. It is also recommended that Area of Emphasis coursework begin as soon possible.

### Grades and Other Requirements at a Glance

- The doctoral program in HSRP&A requires a grade point average of 3.0 or better.
- All required courses must be taken on an A-F grade basis. This includes core courses and those in the supporting program, Area of Emphasis, or minor, and the optional course, Grad 8101, which is used as a substitute for the teaching requirement.
- All required core courses must earn a minimum grade of B-. Those not meeting this minimum may be repeated once to improve the grade.
- PhD students must fulfill a teaching requirement.
- PhD students must pass written and oral preliminary exams by specified deadlines.
- PhD students must complete 24 thesis credits. Up to 12 thesis credits can be completed before passing the prelim oral provided the student has passed the methods prelim exam and the advisor certifies that the student is "research ready." The remaining 12 are taken after the passing oral prelim.
- Annual progress report is required.
- PhD students must formally declare a chosen Area of Emphasis by the end of spring of their first year. (A form is available for this purpose).
- PhD students are required to attend the Work in Progress (WIP) and other Division hosted seminars.
- PhD students are required to give a work-in-progress seminar after passing the proposal defense, but before the final oral defense.
Student Progress Review Process for Doctoral Students

Toward the end of spring semester every year, the program coordinator will initiate the Doctoral Annual Review workflow form, and students will receive an email with a link to their progress report. The Annual Review should be completed in consort with the student and advisor. It is intended to guide students and advisors in their discussion about the student's navigation through the PhD program.

The Annual Review form collects information about completed coursework, plans for future coursework, plans for publications, obtaining research experience, status of preliminary written examinations and the preliminary oral examination, selection of committee members, thesis topic ideas, fulfilling the teaching experience, supporting program, and other issues and concerns.

The PhD Annual Review should be viewed as a guidance tool for planning strategies to meet the milestones of the doctoral program and foster professional development under the mentorship of the advisor.

When the student has completed their portion, it will be routed electronically to your advisor(s). When your advisor has added comments, the form is routed to the program coordinator and DGS. A final will be sent to the student. Graduate School policy requires students to maintain academic progress by successfully completing all milestones and submitting forms that document their progress at various points throughout the program.

9.2 PhD DEGREE COMPLETION STEPS

Degree Completion Steps are available at OneStop here: https://onestop.umn.edu/academics/degree-completion-steps. Links to forms and more information is here: https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp

Most milestone forms are electronically routed.

<table>
<thead>
<tr>
<th>1) Complete preliminary written exams (arrange the exams with the faculty in charge)</th>
<th>HSRP&amp;A program coordinator reports results to Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Assign members to your prelim oral exam committee (access link above to the One Stop website)</td>
<td>Complete at least one month prior to your prelim oral</td>
</tr>
<tr>
<td>3) Schedule oral prelim (Access link above to the One Stop website)</td>
<td>Must be scheduled at least one week in advance.</td>
</tr>
<tr>
<td>4) Submit GPAS Planner</td>
<td>Consult with HSRP&amp;A program coordinator before submitting the GPAS report to ensure all courses, transfers/waivers, are correctly reflected on your GPAS report.</td>
</tr>
<tr>
<td>5) Your chair submits the Preliminary Oral Exam Report</td>
<td>Your committee chair will receive a link to the Preliminary Oral Exam Report that will be electronically signed and submitted by your committee members to record doctoral candidacy</td>
</tr>
<tr>
<td>6) Assign members to final oral exam committee (Access link above to the One Stop website)</td>
<td>Complete at least one month prior to final oral defense</td>
</tr>
<tr>
<td>7) Schedule final oral exam (Access the link above to the One Stop website)</td>
<td>Must be scheduled at least one week prior to final defense.</td>
</tr>
<tr>
<td>8) Submit Application for Degree (Access via the OneStop Degree Completion Steps link)</td>
<td>Submit to One Stop by the first day of the month of anticipated graduation</td>
</tr>
<tr>
<td>9) Submit Reviewer’s Report (Access via the OneStop Degree Completion Steps link)</td>
<td>Must be submitted BEFORE the final defense. This form is electronically routed and signed by committee members. The reviewer’s report is electronically routed to all committee members where they authorize that your dissertation is ready for defense. All committee members must have a U of MN active email account to receive the Reviewer’s Report</td>
</tr>
<tr>
<td>10) Submit Doctoral Final Exam Report</td>
<td>This form is submitted electronically after the final oral defense. The committee chair oversees the signing and submission.</td>
</tr>
</tbody>
</table>
9.3 **PHD CURRICULUM**

All doctoral students will complete the core courses, additional required Area of Emphasis courses, and supporting program or minor courses (if in the Multidisciplinary Social Science Area of Emphasis). It is recommended that students complete the HSR core requirements as a cohort as outlined in the curriculum schedule.

The supporting program or minor is required to contain a minimum of 12 credits. The supporting program courses and options are laid out in your chosen Area of Emphasis. A minor is allowed in the Multidisciplinary Social Science Area of Emphasis. If a student chooses to minor, it must be approved in advance by the Multidisciplinary Social Science Area of Emphasis faculty.

### Core Courses Required For All Doctoral Students 2021-2022

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 7401</td>
<td>Fundamentals of Biostatistical Inference</td>
<td>Fall Yr 1</td>
<td>4</td>
</tr>
<tr>
<td>PubH 7402</td>
<td>Biostatistical Modeling and Methods</td>
<td>Spring Yr 1</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>Econometric Analysis I</td>
<td>Fall Yr 1</td>
<td>4</td>
</tr>
<tr>
<td>APEC</td>
<td>Econometric Analysis II</td>
<td>Spring Yr 1</td>
<td>4</td>
</tr>
<tr>
<td>8211, 8212, 8213, 8214</td>
<td>Contact your advisor for which course sequence to take. The APEC series is recommended for health economics area of emphasis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PubH 8810</td>
<td>Seminar: Research Studies in Healthcare</td>
<td>Fall Yr 1</td>
<td>3</td>
</tr>
<tr>
<td>PubH 8811</td>
<td>Research Studies in Healthcare</td>
<td>Fall Yr 2</td>
<td>3</td>
</tr>
<tr>
<td>PubH 8830</td>
<td>Writing for Research</td>
<td>Spring Yr 2</td>
<td>2</td>
</tr>
<tr>
<td>PubH 8831</td>
<td>Writing for Research</td>
<td>Fall Yr 3</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6832</td>
<td>Economics of the Health Care System</td>
<td>Fall Yr 1</td>
<td>3</td>
</tr>
<tr>
<td>PubH 8341</td>
<td>Advanced Epidemiologic Methods: Concepts</td>
<td>Fall Yr 2</td>
<td>3</td>
</tr>
<tr>
<td>In some cases, PubH 6341, Epidemiological Methods I (3 cr) may be substituted. Consult with your advisor.</td>
<td></td>
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</tr>
<tr>
<td>PubH 6855</td>
<td>Medical Sociology</td>
<td>Spring Yr 1</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6742</td>
<td>Ethics in Public Health: Research and Policy</td>
<td>Fall/Spring</td>
<td>1</td>
</tr>
<tr>
<td>PubH 8801</td>
<td>Health Services Policy Analysis</td>
<td>Fall Yr 2</td>
<td>1</td>
</tr>
<tr>
<td>PubH 6735</td>
<td>Principles of Health Policy</td>
<td>Fall Yr 2</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6250</td>
<td>Foundations of Public Health (Can be waived in certain circumstances)</td>
<td>Fall/Spring</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Core Credits**: 34

**Areas of Emphasis**

Students will select an area of emphasis that includes course options within a particular theme. Health Decision Science, Multidisciplinary Social Sciences, Health Policy, Health Economics, Clinical Outcomes Research, Sociology of Health and Illness.
### 9.4  SEE THE FOLLOWING TABLES FOR EACH AREA OF EMPHASIS

<table>
<thead>
<tr>
<th>Areas of Emphasis</th>
<th>Lead Faculty Member of this Area of Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multidisciplinary Social Sciences</td>
<td>Bryan Dowd</td>
</tr>
<tr>
<td>Sociology of Health and Illness</td>
<td>Janette Dill</td>
</tr>
<tr>
<td>Health Decision Science</td>
<td>Karen Kuntz</td>
</tr>
<tr>
<td>Clinical Outcomes Research</td>
<td>Beth Virnig</td>
</tr>
<tr>
<td>Health Policy</td>
<td>Lynn Blewett</td>
</tr>
<tr>
<td>Health Economics</td>
<td>Ezra Golberstein</td>
</tr>
</tbody>
</table>

#### Health Decision Science 2021-2022

The field of health decision science consists of a collection of quantitative methods used to evaluate decision making under uncertainty. There are many areas relevant to medical decision making, which include decision analysis, cost-effectiveness analysis, disease simulation modeling, infectious disease modeling, shared decision making, quality-of-life assessment, utility elicitation, health outcomes assessment, pharmacoconomics, technology assessment, evidence-based medicine, and discrete event simulation. The concentration in decision sciences prepares students for research careers that involve the application of these methods to public health and clinical problems. Examples of research topics in health decision sciences include: economic evaluations of medical technologies and pharmaceuticals; return-on-investment analyses; optimal screening policies for cancer and other chronic diseases; evaluation of interventions for control of infectious diseases, measurement and evaluation of health outcomes, including quality of life; policy simulation modeling of diseases such as coronary heart disease, cancer, and asthma; and optimal resource allocation for biomedical research.

**SUBJECT TO CHANGE. CONSULT WITH AREA OF EMPHASIS FACULTY BEFORE REGISTERING FOR THESE CLASSES**

<table>
<thead>
<tr>
<th>Required Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AREA OF EMPHASIS REQUIRED CORE COURSEWORK</strong></td>
</tr>
<tr>
<td>- PubH 6717: Decision Analysis for Health Care (2) (fall)</td>
</tr>
<tr>
<td>- PubH 6862: Cost Effectiveness Analysis in Health Care (3) (spring)</td>
</tr>
<tr>
<td>- PubH 6809: Advanced Methods in Health Decision Science (3) (spring)</td>
</tr>
</tbody>
</table>

AND Choose a minimum of 3 credits from the following:

- IDSC 8721: Behavioral Decision Theory (3) (Spring even years)
- IDSC 8511: Conceptual Topics and Research Methods in Information and Decision Sciences (3) (fall)

<table>
<thead>
<tr>
<th>SUPPORTING PROGRAM (Must total a minimum of 12 credits, and be approved by the Area faculty)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample supporting program courses:</td>
</tr>
<tr>
<td>- PubH 7450: Survival Analysis (3) (fall)</td>
</tr>
<tr>
<td>- PubH 7420: Clinical Trials: Design, Implementation and Analysis (3) (spring)</td>
</tr>
<tr>
<td>- PubH 7440: Introduction to Bayes Analysis (3) (spring)</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 77 (includes core, A of E core, supporting and required 24 thesis credits).

**PRELIM EXAMS** Methods and Decision Science exam, which is a 5-hour classroom format.

**DECISION SCIENCE FACULTY** Karen Kuntz, Eva Enns and Bjorn Berg
The multidisciplinary social sciences (MULTI) area of emphases is designed for doctoral students who want a broad introduction to analytic perspectives from economics, sociology, and political science, along with statistics and econometrics. In addition to the core coursework, students are required to take a second course in economics and sociology or organization theory, a course in American politics, and a third course in either economics or sociology/organizations, depending on their choice of preliminary written examination.

**SUBJECT TO CHANGE. CONSULT WITH AREA OF EMPHASIS FACULTY BEFORE REGISTERING FOR THESE CLASSES**

<table>
<thead>
<tr>
<th>Required Coursework</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AREA OF EMPHASIS REQUIRED COURSEWORK</strong></td>
<td></td>
</tr>
<tr>
<td>● PubH 8805: Sociological Theory in Health Services Research (3) Offered per cohort request</td>
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</tr>
<tr>
<td>● APEC 5151: Applied Microeconomics: Firm and Household (3) (fall)</td>
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<tr>
<td>Choose one additional theory course.</td>
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</tr>
<tr>
<td>To be decided with your advisor. Here are some possibilities:</td>
<td></td>
</tr>
<tr>
<td>● PubH 6862: Cost Effective Analysis in Health Care (3) (spring)</td>
<td></td>
</tr>
<tr>
<td>● PubH 8821: Health Economics II (3) (spring, even years)</td>
<td></td>
</tr>
<tr>
<td>● APEC 8203: Applied Welfare Economics and Policy (3) (spring)</td>
<td></td>
</tr>
<tr>
<td>● SOC 8701: Sociological Theory (4) (fall)</td>
<td></td>
</tr>
<tr>
<td>● SOC 8721: Theories of Social Psychology (3) (offered irregularly)</td>
<td></td>
</tr>
<tr>
<td>● PubH 8804: Quantitative Methods for Policy and Demographic Research (3) Spring</td>
<td></td>
</tr>
<tr>
<td>● PubH 6717: Decision Analysis for Health Care (2) (Fall)</td>
<td></td>
</tr>
<tr>
<td>● PubH 6809: Advanced Methods in Health Decision Science (3) (Spring)</td>
<td></td>
</tr>
<tr>
<td><strong>SUPPORTING PROGRAM</strong></td>
<td></td>
</tr>
<tr>
<td>Must total minimum of 12 credits, with the approval of the MULTI faculty. It also has to be submitted to the Graduate Faculty for approval.</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>76-77 (includes core, area of emphasis, and supporting program and required 24 thesis credits)</td>
</tr>
<tr>
<td><strong>PRELIM EXAMS</strong></td>
<td>Methods and a choice between the in-house health econ exam which is a 5-hour classroom format OR the sociology exam which is the writing of a research paper</td>
</tr>
<tr>
<td><strong>MULTI FACULTY</strong></td>
<td>Bryan Dowd, lead member, and all other Graduate Faculty in the Division of HPM</td>
</tr>
</tbody>
</table>
The emphasis area in Health Policy is designed to prepare students for careers in research, teaching, and public service in academic, governmental, and public policy settings. The focus of this area includes multi-disciplinary training in the social sciences, application of quantitative research methods, and rigorous writing and communication skill-based training. Students will receive the core doctoral-level training in health services research with an emphasis on U.S. Health Policy and applied Policy Analysis. It is expected that graduates will play key leadership roles in creatively addressing the current state and national issues in health policy including efforts to improve the health of populations, approaches to measuring and assuring quality of care, and efforts to improve health care financing, delivery, and access to care.

SUBJECT TO CHANGE. CONSULT WITH AREA OF EMPHASIS FACULTY BEFORE REGISTERING FOR THESE CLASSES

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Take, substitute, or test out by end of first year one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>● PubH 6724: Public Health and the US Health Care System (3) (fall and spring) OR</td>
<td></td>
</tr>
<tr>
<td>● PubH 6556: Health and Health Systems (3) (fall)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREA OF EMPHASIS REQUIRED CORE COURSEWORK</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● PubH 8802: Applications in Health Services Policy (2) (spring, odd years)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPPORTING PROGRAM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Supporting Program: Methods – Choose courses to fit individual needs with advisor approval.</td>
<td></td>
</tr>
<tr>
<td>● PubH 6845: Demographic Data for Policy Analysis (3) (Fall) HIGHLY RECOMMENDED</td>
<td></td>
</tr>
<tr>
<td>● PubH 8804: Advanced Quantitative Methods Seminar (3) (spring) HIGHLY RECOMMENDED</td>
<td></td>
</tr>
<tr>
<td>● PubH 6717: Decision Analysis for Health Care (2) (fall)</td>
<td></td>
</tr>
<tr>
<td>● PubH 6810: Survey Research Methods (3) (fall)</td>
<td></td>
</tr>
<tr>
<td>● PubH 6862: Cost Effectiveness Analysis (3) (spring)</td>
<td></td>
</tr>
<tr>
<td>● PubH 8813: Measurement – Health Related Social Factors (3) (spring, odd years)</td>
<td></td>
</tr>
<tr>
<td>● PubH 6811: Health Disparities in Research (2) (fall, even years)</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Supporting Program. Program must be approved by advisor prior to taking courses: Long Term Care or Aging Policy, Economics, Health Disparities, Ethics, or other topic with approval of policy faculty.

<table>
<thead>
<tr>
<th>TOTAL CREDITS</th>
<th>72 (Includes core, A of E core, supporting program and required 24 thesis credits).</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRELIM EXAMS</td>
<td>Methods exam and Policy exam. Format of Policy exam is a policy analysis paper.</td>
</tr>
<tr>
<td>POLICY FACULTY</td>
<td>Lynn Blewett, Dori Cross, Bryan Dowd, Katy Kozhimannil, Sarah Gollust, Ezra Golberstein, Carrie Henning-Smith, Hannah Neprash, Sayeh Nikpay, Peter Huckfeldt, Tetyana Shippee</td>
</tr>
</tbody>
</table>
The goal of the Health Economics Area of Emphasis is to train health economists who will rival PhDs from the top economics departments in competing for jobs in universities and research institutions. The curriculum includes a broad menu of health economics courses in addition to the multidisciplinary core courses.

SUBJECT TO CHANGE. CONSULT WITH AREA OF EMPHASIS FACULTY BEFORE REGISTERING FOR THESE CLASSES

**Prerequisites**

Calculus, statistics, linear algebra and micro-economics

Note: students may have the option to pass these courses between the time of admission and matriculation

**Area of Emphasis Required Coursework (11 credits)**

- PUBH 8821: Health Economics II (3) (spring, even years)

*Choose one of the following sequences:*
- APEC 8001-2-3-4: Microeconomic Analysis (8) (fall & spring) recommended / OR
- ECON 8101-2-3-4: Microeconomic Theory (8) (fall and spring)

**Supporting Program (Minimum of 12 credits; must be approved by area faculty)**

Choose two methods courses from the selection below:

- APEC 8211-12-13-14: Econometric Analysis, if not taken as core requirement (4-8)
- ECON 8205-6-7-8: Applied Econometrics (4-8)
- PUBH 7401-7402: Fundamentals of Biostatistical Inference & Biostatistics Models and Methods (8), if not taken as a core requirement and if not taken with Applied Econometrics
- APEC 8202: Mathematical Optimization in Applied Economics (3)
- APEC 8206: Dynamic Optimization: Applications in Economics & Management (3)
- PUBH 8804: Advanced Quantitative Methods Seminar (3) (spring, even years)
- PA 8302: Applied Policy Analysis (4)

Courses may be offered infrequently. Check the current class schedule to determine availability and ask your advisor about additional courses that may meet this requirement.

*Additional Supporting Program options:*

- ECON 8xxx: Graduate courses in Economics
- APEC 8xxx: Graduate courses in Applied Economics
- PUBH 6862: Cost-Effectiveness Analysis in Health Care (3)

Note: PUBH 8xxx: Graduate courses in Biostatistics or Epidemiology may be approved on an ad-hoc basis.

**Total Credits**

81 (Includes core, area of emphasis, supporting program, and 24 required thesis credits)

**Preliminary Exams**

*Three preliminary examinations: (1) Methods; (2) Health Economics (5-hour classroom exam); and (3) choice of Micro-economics exam in the Department of Applied Economics or Micro-economics for Minors exam in the Economics Department*

**Economics Faculty**

Jean Abraham, Jon Christianson, Bryan Dowd, Ezra Golberstein, Peter Huckfeldt, Hannah Neprash, Sayeh Nikpay

- Students from other doctoral programs may qualify for a Minor in Health Services Research, Policy and Administration (HSRP&A) with a Focus in Health Economics. They should consult the requirements for this minor.
- Although the Division recommends a course load of 12 credits for the first semester, health economics track course requirements result in students having to complete 14 credits in their first semester.
- Attendance at the math review offered by the Applied Economics (APEC) department in August prior to the first semester is STRONGLY recommended.
- APEC 8211-8212-8213-8214 (Econometric Analysis) is the recommended HSRP&A Core course sequence for Health Economics Area of Emphasis, though the alternative option PUBH 7401-7402 (Biostatistical Inference/Modeling/Methods) is also accepted. It is recommended that you discuss your selection with your academic advisor.
- MATLAB software is a requirement for students taking APEC 8211-12-13-14. The Division of HPM will pay for a license for students to access this software.
The Clinical Outcomes Research track is designed to train health services researchers who wish to study clinical care, costs and outcomes. Their research may be conducted using observational (quasi-experimental) studies, randomized clinical trials or analyses of secondary data sets, including administrative data. Honing these skills requires a combination of epidemiology, statistics, measurement, and interpretative expertise. These individuals would develop their epidemiology skills and take courses to expand their understanding of how to measure outcomes of health care. Many will want to include work in cost-effectiveness as well.

SUBJECT TO CHANGE. CONSULT WITH AREA OF EMPHASIS FACULTY BEFORE REGISTERING FOR THESE CLASSES

<table>
<thead>
<tr>
<th>Required Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>AREA OF EMPHASIS REQUIRED CORE COURSEWORK</td>
</tr>
<tr>
<td>PubH 8342 Advanced Epidemiological Methods Applications (3) Spring</td>
</tr>
<tr>
<td>PubH 8343 Synthesis and Application Methods in Epidemiological Research (4)</td>
</tr>
<tr>
<td>PubH 6864: Conducting Health Outcomes Research (3) (spring)</td>
</tr>
<tr>
<td>PubH 7430: Statistical Methods of Correlated Data (3) (fall)</td>
</tr>
<tr>
<td>PubH 7450: Survival Analysis (3) (fall)</td>
</tr>
<tr>
<td>PubH 6810: Survey Research Methods (3) (Spring)</td>
</tr>
<tr>
<td>SUPPORTING PROGRAM Must total a minimum of 12 credits. Courses not listed here may be used with approval of area director or designee. Supporting program must be approved by the area faculty.</td>
</tr>
<tr>
<td>● PubH 6717: Decision Analysis for Healthcare (2) (fall)</td>
</tr>
<tr>
<td>● PubH 6862: Cost Effective Analysis in Health Care (3) (spring, even years)</td>
</tr>
<tr>
<td>● PubH 8813: Measurement of Health-Related Social Factors (3) (spring, odd years)</td>
</tr>
<tr>
<td>● PubH 6863: Understanding Healthcare Quality (2) (fall)</td>
</tr>
<tr>
<td>● PubH 6803: Conducting a Systematic Literature Review (3) (spring)</td>
</tr>
<tr>
<td>TOTAL CREDITS 88 (includes HSRP&amp;A core, A of E core, supporting and required 24 thesis credits).</td>
</tr>
<tr>
<td>PRELIM EXAMS Methods and the Clinical Outcomes exam, which is a 72 hour take home exam format.</td>
</tr>
<tr>
<td>CLINICAL OUTCOMES FACULTY Beth Virnig, Tim Beebe, Mary Butler, Karen Kuntz, Joe Gaugler, Nathan Shippee</td>
</tr>
</tbody>
</table>
Sociology of Health and Illness 2021-22

The sociology of health and illness track emphasizes fundamental issues in medical sociology, such as social stratification, the social construction of health and illness, the organization of health care, interaction between individuals and health professionals and organizations, population dynamics and demographic forces. A supporting program in this field prepares students for research focused on how social structures, organizations and relationships shape the experience of health and illness. Students may instead choose a minor in sociology (Sociology department), or demography (Minnesota Population Center). Students will also learn about methods appropriate for analyses of social behavior. Examples of research topics in the Sociology of Health and Illness include: analysis of health disparities; social predictors of health care utilization and costs; analysis of social stress; and understanding variation in illness behavior.

SUBJECT TO CHANGE. CONSULT WITH AREA OF EMPHASIS FACULTY BEFORE REGISTERING FOR THESE CLASSES

Required Coursework

<table>
<thead>
<tr>
<th>Area of Emphasis Required Core Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Foundations (6 credits)</td>
</tr>
<tr>
<td>Example courses. Area faculty must approve of courses.</td>
</tr>
<tr>
<td>● PubH 8805: Sociological Theory in HSR (3) Offered by cohort request</td>
</tr>
<tr>
<td>● SOC 8701: Sociological Theory (4) Offered periodically</td>
</tr>
<tr>
<td>● SOC 8731: Sociology of Knowledge (3) Offered periodically</td>
</tr>
<tr>
<td>● MGMT 8302: Seminar in Macro-Organization Behavior (4) Offered periodically</td>
</tr>
<tr>
<td>● SOC 8211: Race Relations Theory (3) Offered periodically</td>
</tr>
</tbody>
</table>

Supporting Program (Must total minimum of 12 credits) (Example courses listed; others may be approved by area faculty)

| Area of specialization (disparities, demography, social networks, family, etc.) |
| Supporting program must be approved by the Area faculty. Minimum of 8 credits: |
| ● SOC 8735: Sociology of Culture (3) Offered periodically |
| ● SOC 8551: Life Course Inequality & Health |
| ● SOC 8390: Topics in Political Sociology (3) Offered periodically |
| ● SOC 8101: Sociology of Law (3) Offered periodically |
| ● SOC 8290: Topics in Social Stratification (3) Offered periodically |
| ● SOC 8501: Sociology of the Family (3) Offered periodically |
| □ IDSC 8721: Behavioral Decision Theory |
| SOC 8311: Political Sociology |
| SOC 8412: Social Network Analysis: Theory and Methods |

Advanced Methodology 4-6 credits:

| ● PubH 8813: Measurement of Health-Related Social Factors (3) Spring, alternating years |
| ● PubH 6811: Health Disparities Research: Data, Measures, and Methods (2) (Offered periodically) |
| ● PubH 8804: Advanced Quantitative Methods Seminar (3) Spring, even years |
| ● EPSY 5247 Qualitative Methods in Educational Psychology or Pol 8126 Qualitative Methods |
| ● PubH 6845: Using Demographic Data for Policy Analysis (3) Fall |
| ● PSY 8881: Seminar in Quantitative and Psychological Measurement (1) Fall |
| ● SOC 8412: Social Network Analysis: Theory and Methods |

Total Credits 73 (includes core, A of E core, supporting, and required 24 thesis credits).

Prelim Exams Methods and Sociology exam, which is a paper with a sociological focus

Sociology Faculty Kathleen Call, Jim Begun, Sarah Gollust, Rosalie Kane, Donna McAlpine, Todd Rockwood, Tetyana Shippee, Nathan Shippee, Rachel Hardeman, Tim Beebe, Janette Dill
9.5 DOCTORAL SUPPORTING PROGRAM OR MINOR

Doctoral students are to complete either a supporting program or minor of at least 12 credits. A supporting program is required for all the Areas of Emphasis except Multidisciplinary Social Sciences, which also allows a minor. The supporting program or minor provides an opportunity to expand knowledge and skills as needed for the dissertation, and to build skills to achieve desired career goals. Supporting program course work is taken primarily in other Divisions in the School of Public Health and units throughout the University, such as the Carlson School of Management, the Departments of Economics, Statistics, Population Studies, Sociology, Political Science, Information and Decision Sciences, and Applied Economics.

Minors are available in many academic departments outside of HPM. Most minors are very prescribed. The department where the minor resides also has to approve it. Students should inform the DGS in the department where the minor resides of their intention to pursue the minor. A PhD minor is IN ADDITION to the supporting program. Students wanting to apply some minor coursework toward the supporting program should consult with the Area of Emphasis faculty to determine if it ‘fits’ with the area. List those courses on the Supporting Program form, and have it approved by your A of E faculty. Minor coursework cannot be applied toward the major coursework.

Students in the Multidisciplinary Social Sciences Area of Emphasis who instead chose to minor rather than complete a supporting program should discuss this with the Multidisciplinary Social Sciences faculty and obtain approval PRIOR to taking classes for the minor to ensure that the minor fits your goals.

Approval for Supporting Program or Minor

The supporting program must be approved by the Area of Emphasis faculty. For most Areas of Emphasis, any faculty member associated with the Area can approve the supporting program, but some Areas may require that the lead faculty member approve the supporting program. Check with your Area of Emphasis faculty to determine which faculty member is appropriate for approving the supporting program. The student should submit to their A of E faculty, a selection of courses they would like included in the supporting program or minor. There is a form on the web for the Area of Emphasis Supporting program that should be used. Students are advised to not take those courses until Area of Emphasis faculty have approved the supporting program or minor. When approved, the student should provide a signed copy of their supporting program or minor to the program coordinator (Kari Volkmann-Carlsen) to be retained in the student file.

Students in the Multidisciplinary Social Sciences Area of Emphasis must have their supporting program or minor approved by the full HSRP&A faculty. After the Area of Emphasis faculty has reviewed and given a preliminary approval of the proposed supporting program or minor, a formal proposal should be submitted to the HSRP&A program coordinator who will submit the proposal to the graduate faculty for review at their monthly Graduate Faculty meeting. Proposals are due at least one week before the meeting. The proposal should include your rationale for the chosen courses, and a list of all the course numbers, titles, number of credits, and if available, the grades earned.

Grading Requirement for PhD Supporting Program or Minor Courses

All course work in the PhD supporting program or minor must have a letter grade, A-F. Pass/Fail (S/N) is not acceptable.

9.6 EXAMS AND TIMELINES FOR THE PHD PROGRAM

Doctoral students are required to complete and pass preliminary written and oral exams, and a final oral examination. The written preliminary examinations are designed to cover areas of study in a comprehensive, integrative manner, rather than focusing on specific courses. Written exams may draw from information available in the larger body of literature and extend beyond standard texts. Each examination will indicate the format of the exam: research paper, in classroom, or take home. The oral preliminary exam is the oral defense of the proposal for dissertation research. Students first identify their dissertation topic and oral preliminary exam committee members and begin preliminary research for the dissertation. The preliminary oral exam provides an opportunity for the student to formally present his or her research idea, data sources and planned methodology before embarking full time on their research. The committee provides feedback to help guide the student in the full-time research and writing phase of the dissertation. The final oral exam is the final defense of the dissertation which is done after finishing all the research and writing.

Preliminary Written Examinations

PhD students must complete and pass the written preliminary exams. The purpose of the written prelim is to evaluate the student’s comprehensive knowledge of the subject matter. Students should consult with their Area of Emphasis faculty well in advance of writing the prelim to ensure they are adequately prepared for the exam. It is the student’s role to initiate scheduling the exam.
ALL STUDENTS TAKE TWO WRITTEN PRELIMINARY EXAMS, (except health economics students who may also take a third exam -see below).

1) Methods exam

2) Area of Emphasis exam – for your declared Area of Emphasis (AOE)

3) **Health Economics Area of Emphasis Only:** The Economics Area of Emphasis also requires students to EITHER:
   - achieve an average GPA of 3.400 or higher across micro courses (i.e., APEC 8001-4), with no grade lower than a B-,
   - OR-
   - take EITHER the Microeconomics Exam in the Applied Economics Department, OR the Economics Department Exam for Minors in addition to the Area of Emphasis exam.
     - The microeconomics exam may be taken as many times as necessary until it is passed, but it must be passed within the same three-year timetable as the written prelim exams, (e.g., by August 31 of the third year). The Applied Economics and Economics Departments determine when the exam is offered. Students should contact either the Applied Economics or Economics departments for the availability.

**Timeframe for Completion of the Written Preliminary Exams**

All the written preliminary exams must be completed before the end of summer (August 31), of the third year.

This includes re-takes of failed exams. Students who delay taking the exams will not be permitted to re-take a failed exam if the 3-year timeline requirement has been exceeded. To ensure that students meet this timeline, preliminary written examinations should be started as soon as it is feasible in the second year. Preparing for written prelims and possible re-takes of failed exams is essential in order to meet the timeline. Failure to meet this timeframe will result in termination from the program. Students may submit an appeal to request additional time for completion of the written prelim exam.

A “completed” exam is defined as having been written by the student and submitted to the examining committee by the due date.

<table>
<thead>
<tr>
<th>Preliminary Written Exam</th>
<th>Exam Prerequisites (Must be complete before taking a written prelim)*</th>
<th>Availability of the Exam</th>
<th>Format</th>
</tr>
</thead>
</table>
| Methods Exam             | ● PUBH 8810 Research Methods in Healthcare I (Fall, Year 1), and PUBH 8811, Research Methods in Healthcare II (Fall Year 2).  
                           ● Students arrange the date for the methods exam with the faculty instructors for both PUBH 8810 and PUBH 8811. | In the spring semester, usually January or February, at the request of the students in the research methods course, PUBH 8811, or on an individual basis to be scheduled with the Examining Committee. | 72 hour take home exam format |
| Health Policy Exam       | ● PUBH 6724, Public Health & the US Health Care System (3 cr) OR PUBH 6556: Health & Health Systems (3 cr)  
                           ● PUBH 8801, Health Policy Analysis: Theory (3 cr)  
                           ● PUBH 8802, Applications in Health Services Policy (2 cr) | On an individual basis by student request. Contact the Area of Emphasis lead faculty to schedule the exam. | A student designed research paper usually completed over several weeks |
| Health Economics Exam    | ● APEC 8211-12-13-14 OR PUBH 7401-2 (8 cr)  
                           ● PUBH 8821, Health Economics II (3 cr)  
                           ● And choice of one of the following sequences–  
                           ● APEC 8001-2-3-4, Microeconomic Analysis (8 cr) (RECOMMENDED) OR  
                           ● ECON 8101-2-3-4, Microeconomic Theory (8 cr) | In August | 8-hour classroom-format exam |
| Clinical Outcomes Exam   | ● PUBH 8341-8343 Epidemiology sequence  
                           ● PUBH 6864 (outcomes research)  
                           ● PUBH 7430  
                           ● PUBH 7450 | On an individual basis by student request. Contact the Area of Emphasis lead faculty to schedule the exam. | 72 hour take home, open book exam |
<p>| Decision Science Exam    | On an individual basis by | On an individual basis by | 5 hour in-classroom |</p>
<table>
<thead>
<tr>
<th>Students in Decision Science AOE only</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Status</td>
<td></td>
</tr>
<tr>
<td>Not Maintain</td>
<td></td>
</tr>
<tr>
<td>Summer Maximum</td>
<td></td>
</tr>
<tr>
<td>Failure</td>
<td></td>
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<tr>
<td>The student should also</td>
<td></td>
</tr>
<tr>
<td>exams to change.</td>
<td></td>
</tr>
<tr>
<td>*Not only Students in Multi AOE</td>
<td></td>
</tr>
<tr>
<td>Sciences Option</td>
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</tr>
<tr>
<td>Multidisciplinary Social</td>
<td></td>
</tr>
<tr>
<td>Sciences Option</td>
<td></td>
</tr>
<tr>
<td>Students in Multi AOE only</td>
<td></td>
</tr>
<tr>
<td>Medical Sociology Exam</td>
<td></td>
</tr>
<tr>
<td>Students in Sociology AOE only</td>
<td></td>
</tr>
<tr>
<td>On an individual basis by student</td>
<td></td>
</tr>
<tr>
<td>request. Contact the Area of Emphasis lead faculty to schedule the exam.</td>
<td></td>
</tr>
<tr>
<td>A student designed research paper, usually completed over 6 months.</td>
<td></td>
</tr>
<tr>
<td>Multidisciplinary Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Option</td>
<td></td>
</tr>
<tr>
<td>Students in Multi AOE only</td>
<td></td>
</tr>
<tr>
<td>On an individual basis by student</td>
<td></td>
</tr>
<tr>
<td>request. Contact the Area of Emphasis lead faculty to schedule the exam.</td>
<td></td>
</tr>
<tr>
<td>Choice between the Health Economics or Medical Sociology Exam</td>
<td></td>
</tr>
</tbody>
</table>

*Not all Areas of Emphasis require specific coursework as a prerequisite before taking a written prelim exam. These courses are subject to change.

**Written Preliminary Exam Results and Number of Attempts**

The examining committees have a three-week deadline to notify the student of the exam results. The notification will be in writing.

If a written preliminary exam in methods or in any Area of Emphasis is failed, the exam committee will determine the timeframe of the make-up exam. The make-up exam is subject to the same timeline requirement for written prelim exams, e.g., by August 31 of the third year. Failing two methods prelim exams or failing any two Area of Emphasis prelim exams (even if exams are in two different Areas of Emphasis) will result in termination from the program. Students may appeal this decision.

**Preliminary Written Exam Report**

After passing the Methods preliminary exam and the Area of Emphasis preliminary exam(s), the program coordinator will notify the Graduate School by submitting an online form to record the results of your written prelims. The written prelim exam must be recorded with the Graduate School for students to be authorized to take the prelim oral (oral defense of the dissertation topic).

**Preliminary Oral Examination**

The preliminary oral examination is the student’s oral defense of their dissertation topic. It is completed after completing all the coursework, (core, Area of Emphasis, supporting program/minor courses, and teaching experience), and the preliminary exams in Methods and the student’s Area of Emphasis, but prior to beginning the writing of the dissertation. The student assembles an examining committee to whom the student presents his/her thesis proposal. The purpose of the preliminary oral exam is to confirm that student is ready to begin work on the dissertation. The Graduate School requires that students submit an on-line form to formally schedule the preliminary oral at least one week in advance of taking the exam. The on-line Preliminary Exam Scheduling Form is available at: [https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp](https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp). The student should also contact the program coordinator to reserve a room for the oral prelim exam.

**Timeframe for Completion of the Preliminary Oral Exam**

The preliminary oral exam should be scheduled as soon as possible after passing the written prelims and passed absolutely no later than December 30 of the fifth year. Failure to meet this timeframe will result in termination from the program. In cases of extenuating circumstances, students may submit a request for additional time for completion of the oral prelim exam.

Students should be certain to allow adequate time to organize the preliminary oral exam which can take weeks or months to arrange.

**Timeframe for Completion of the Doctoral Degree**

PhD students must complete their dissertation and all other degree requirements within a maximum of eight years from being admitted to the program. Students have 5 years following the passing of the prelim oral exam to graduate. The maximum timeframe includes periods of non-enrollment which are periods without registration for classes or thesis credits, such as on a leave of absence or when registered for active student status: Grad 999. Grad 999 active status is considered not enrolled.

To maintain “active” student status, students must register each fall and spring semester. Summer registration is not required. Failure to register each fall and spring semester will cause the student’s status to revert to “inactive.” Inactive status requires readmission. Eligible registration includes classes, pre-thesis credits (PubH 8666), thesis credits (PubH 8888), advanced doctoral one-credit-equal to full time credits (PubH 8444), and free, active student placeholder (Grad 999).
9.7 TIME EXTENSION REQUESTS

Doctoral students concerned that they will not be able to meet the timeframe requirements of the preliminary written exam, oral preliminary exam, or final oral exam, may submit a request for additional time to complete the exam. Extensions are justified only in cases of extenuating circumstances, and situations beyond the student's control. Examples of extenuating circumstances are changing an Area of Emphasis, pregnancy, illness, hospitalization, physical injury, family emergency, or other life-altering circumstances. Poor time management, job conflicts, not knowing when exams are offered, etc. are NOT extenuating circumstances. Extension requests should be submitted two to three months BEFORE the due date. Time extensions are counted toward the 8-year maximum timeframe for completing a PhD degree.

Students should discuss the extension request with their advisor to obtain their support. The advisor makes the request for the extension on the student’s behalf.

- Provide a written memorandum to your advisor that explains the reasons for the delay in completing the exam, and a target due that you will finish.
- Your advisor writes a letter of support to the DGS that includes a timeline for completion of the various steps that will enable you to complete the exam by a specific date.

If the requested extension is 6 months or less, the DGS will make the decision whether to approve or deny the request. If the requested new due date is more than 6 months, OR if it is a second request from the same student, the request will be discussed and decided by the entire graduate faculty at one of their monthly faculty meetings.

9.8 THESIS CREDITS: TYPES AND PURPOSES

PubH 8888, Doctoral Thesis Credits. 24 thesis credits are required for the PhD degree. Up to 12 thesis credits can be completed after passing the Methods preliminary exam, and before passing the prelim oral exam. To qualify for early thesis registration, the student should be “research ready.” “Research ready” requires that the student have a thesis advisor, and that some work has begun to identify a research topic. Permission from the student’s thesis advisor is required; using the Early Thesis Credit Certification and Registration Form. The remaining 12 thesis credits can be completed only after passing the preliminary oral exam (also known as defense of the thesis topic).

The form to request early thesis credit registration is on the HSRP&A webpage: https://www.sph.umn.edu/academics/degrees-programs/phd/hsrpa/student-resources/. Once approved, students will be provided student-specific permissions to register in PubH 8888, section 004. The form only needs to be submitted once. Each semester thereafter, contact the program coordinator to obtain student specific permissions for the remaining thesis credits.

Other Doctoral Thesis Credit Options

PubH 8666, Doctoral Pre-Thesis Credits may be used by PhD students to maintain full time student status who have completed all their coursework but have not passed the preliminary oral exam. These students may not be “research ready” thus are ineligible for early thesis credits, or have completed 12 early thesis credits, but have not passed the oral prelim exam. Students are limited to 6 credits of PubH 8666 for any fall, spring or summer term. This applies to all students without regard to when they entered the program. Students are limited to a cumulative maximum of 24 pre-thesis credits.

PubH 8444, Advanced Doctoral Thesis Credits. This is for students who have passed their oral prelim exam and completed all 24 thesis credits but are still working on the dissertation. PubH 8444 is a special status, whereby only one credit of registration is equivalent to full time and qualifies for benefits of full time enrollment. Students registered for PubH 8444 may have a graduate assistantship, student loan deferments, dissertation grant, and continuation of International student visas.

9.9 THESIS ADVISOR, COMMITTEES AND ORAL EXAM PROCESSES

Thesis Advisor

Students are encouraged to seek out a thesis advisor when considering a topic for their thesis. In some cases, the academic advisor may be the best qualified to serve in this role. The thesis advisor is the primary consultant to the student during the phase of conducting research and writing the dissertation. The thesis advisor may chair the preliminary oral exam but is not eligible to chair the final oral exam committee. Students having difficulty identifying a thesis advisor should ask their academic advisor or Area of Emphasis faculty for assistance. Students who change advisors must first confirm that the new advisor agrees to serve in that role. Once the new advisor has been confirmed, the change of advisor must be formally declared and entered into the system. Inform the PhD program coordinator of your change of advisor, who will officially record the new advisor in the system.
Preliminary and Final Oral Exam Committees

HSRP&A examining committees are composed of a minimum of four faculty members: three with graduate education faculty appointments within the HSRP&A program (major field), and one member with a graduate education faculty appointment outside the HSRP&A program. The outside member must be fully external to HSRP&A, without any appointment that includes HSRP&A. Students may have more than four members on their committee, and in some cases, a larger committee can ensure access to broader expertise that may benefit the thesis.

The faculty committee members should be selected based on their individual and collective substantive or methodological contributions to the student's dissertation research. It is the student's responsibility to confirm that each committee member is eligible to serve on the committee according to University graduate education rules, (e.g., have the appropriate graduate education faculty appointment or be an approved external member), and that they are willing to serve.

The dissertation advisor plays the greatest role in guiding the student through the various phases of their dissertation research. The advisor provides guidance as the student selects a topic and refines the research question(s); works with the student to formulate their dissertation committee; reviews all drafts of the dissertation proposal and helps determine when it is developed enough to involve other committee members in the review and refinement process; and works with the student and other committee members to determine whether the proposal meets the criterion outlined above and is ready for defense.

The chair of the oral examining committee leads and moderates the formal oral exam after the student defends the dissertation topic (prelim oral), and thesis (final defense). These meetings include questioning the student and discussing and grading the student's defense. The chair is also responsible for ensuring the committee members sign-off on the required electronically routed grading forms; the Preliminary Oral Exam Report and the Doctoral Final Oral Exam Report, which are the mechanisms to inform the Graduate School of passing or failing the oral exams.

For the preliminary oral exam (proposal defense), the student's academic or dissertation advisor can serve as chair of the committee. The advisor may not serve as chair at the final dissertation oral defense.

Eligibility for Oral Exam Committee Membership

Committee members must have eligible Graduate Education Faculty appointments. See Appendix D section 1.3 for eligible faculty or consult the Graduate Faculty roster on the Graduate School webpage at: www.grad.umn.edu. In some cases, the student may include a committee member that does not have a Graduate Education faculty appointment, such as someone from elsewhere at the University, a company, organization, or other institution. The external member should have particular knowledge and expertise in the dissertation topic. There is an additional process required to request that an external member be included on the committee.

In the HSRP&A program, all graduate faculty are eligible to advise MS students, and serve on examining committees for MS and PhD students, and may chair on MS committees. To serve as a PhD student advisor, and chair for PhD committees, the faculty member must also be at the associate faculty level or higher and have graduated at least one PhD student in the role as co-advisor.

Including an External Committee Member

Students may include a member on their committee who does not have a graduate faculty appointment due to being from elsewhere at the University or an organization outside of the University who holds expertise that is relevant to student research. To request having an external member on the committee, the student should send a written request via email, to the DGS via the HSRP&A program coordinator asking to include the person on the committee and the reason why that individual should be in the committee. Attach that individual's CV or resume. The individual is vetted to ensure that they hold a doctorate or other equivalent degree in a relevant field, and that their background and experience is compatible with the student's dissertation topic. The DGS makes the final decision. When the external member is approved to serve on the examining committee, a University ID number will be assigned to the external member and provided to the student. The student will need the ID number to assign external members to their committee. A substantial advance notice is recommended.

Assigning Your Oral Prelim and Final Defense Exam Committees

Once the committee has been identified and all members have agreed to serve, the student needs to assign their committee. The process is the same for both the preliminary oral and final oral defense committees. https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp.

The form for the prelim oral exam is called “Assign/Update Doctoral Preliminary Examining Committee.” The form for the final oral defense committee is called “Assign/Update Final Oral Examining Committee.” Enter your committee member’s X500 number (the prefix before the @ of their UMN email address). Faculty with Graduate Education faculty appointments will already be in the system, and no additional information besides their names will be needed to assign them to your committee. To assign an external member, their University ID number will also have to be entered. (If you followed the process above to request an external member,
Changes to the Preliminary Oral and Final Defense Examining Committee

To change the composition of a previously approved committee, send an email request to the DGS via the program coordinator, requesting a committee change. Include the justification for the change. If the new committee member already has a Graduate Education faculty appointment, it is not necessary to attach a CV. If the new committee member does not have a Graduate faculty appointment, follow the procedure in the Including an External Committee Member, above. The DGS makes the final decision regarding committee changes. Once the DGS has approved the change, go the Graduate School webpage to the on-line form called “Assign/Update Preliminary Oral Examining Committee” or “Assign/Update Final Oral examining Committee at:

https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp

Examination Process for the Oral Prelim and Final Oral Defense

The preliminary oral examination and final oral exam is administered by the student’s examination committee. It is the student’s responsibility to schedule the examination with the committee. When a time and date have been agreed to, the student needs to find a room in which to have the exam. Contact the HSRP&A program coordinator to reserve a room. Both oral exams must also be scheduled with the Graduate School at least one week before the examination. An on-line scheduling form is available on the Graduate School website at: https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp

When the Preliminary and Final Oral Exams have been scheduled on the Onestop webpage: https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp, GSSP will send a link to your committee chair to the grading form called the “Doctoral Preliminary Oral Exam Report” and “Doctoral Final Oral Exam Report” who will collect the committee member’s signatures following the preliminary oral and final oral exams, and submit the Reports.

Emergency Committee Changes for Oral Exams

The PhD in HSRP&A program policy calls for a minimum of 4 committee members, 3 internal HSRP&A faculty who also have eligible Graduate Faculty appointments, and 1 external faculty member. This is the absolute minimum number of members permitted, per Graduate School policy. If a committee member informs the student at the last minute that they cannot attend the oral exam, the exam may still proceed under these two circumstances:

1) Students with a larger committee of 5 or more members may be permitted to proceed with the oral exam as long as the composition of the committee meets the Graduate School minimum membership requirements of 4 members; 3 ‘internal’ members and 1 ‘external’ member. The chair will omit the vote for the missing faculty member on the Oral Exam form, and note that the committee has lost one member, before submitting it to GSSP.

2) If a substitute committee member can be found that conforms with the required composition of the committee (3 internal, 1 external), you may proceed. After the oral exam, reassign the committee to include the new member on the Graduate School website.

If a substitute cannot be found to ensure the required composition of the committee, the exam CANNOT proceed and has to be rescheduled.

Remote Participation on Examining Committees

Remote participation by committee members or the student on the preliminary and final oral examining committee is permitted if the following required conditions are met:

● All members of the examining committee and the student must agree to the remote participation.

● The DGS must approve the request to allow remote participation.

● All participants must be able to hear clearly at all times.

● All versions of visual or text materials (slides, videos, handouts), must be available to all participants.

● Integrity of the exam process must be guaranteed by some form of proctoring if the candidate is not physically present on the University campus or if no other committee member is physically present with the candidate.

● Provisions must be made for secret balloting during the votes by examiners and for signing the Oral Examination Report
For doctoral final oral exams, arrangements must be made for public presentation by video link, with opportunities for question and answer from audience.

The chair of the examining committee must recess the exam immediately if any technical problems interfere with the proceedings for more than a few moments.

All participants must be notified ahead of time of the options for recession the examination.

The chair of the examining committee must guarantee the all the above conditions have been satisfied.

Cancellation or Recessing of the Oral Preliminary or Final Exam

If the preliminary or final oral exam cannot be held on the scheduled date, the Graduate School via the Graduate Student Services and Progress (GSSP) Office and must be notified by using the online form here: https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp. The student must reschedule the exam at least one week in advance of the oral exam. A new Preliminary or Final Oral Exam Report will be issued.

On rare occasions, the examining committee may conclude that the oral preliminary or final exam should be recessed before determining whether the student has passed, but to be reconvened at a later date. Guidelines for dealing with this situation are sent to the chair of the committee along with the Preliminary or Final Oral Exam Report.

A recess of the Preliminary Oral Exam requires that the chair send a letter to the GSSP explaining the reasons for the recess and noting the date that the committee will reconvene. The student must reschedule the Preliminary Oral Exam at least one week prior to the reconvening date.

In the case of the final oral exam, Graduate Student Services and Progress (GSSP) need not be notified until after the fact of informal recesses up to one week. In the case of a longer recess, the committee must inform the student in writing the reason for the recess including any deficiencies noted in the defense or dissertation and must indicate when they will reconvene the exam. A copy of this letter must be sent to Graduate Student Services and Progress (GSSP). When a date has been decided for the committee and student to reconvene, the student must reschedule the Final Oral Exam with the Graduate School, using the on-line scheduling form at least one week prior to reconvening.

Grading Categories for the Oral Preliminary Exam

The oral preliminary exam grades are recorded on the Preliminary Oral Exam Report. Each committee member signs the report indicating their grade. The categories of results are: Pass, Pass with Reservations, or Fail. The exam is considered a “pass” if 3 of the 4 members grade the student “pass” or “pass with reservations.” If one committee member indicates a fail, it is still a pass as long as 3 members vote to Pass or Pass with Reservations. For larger committees, a similar concept applies. On a 5 member committee, votes must be 4-1; 4 votes must be Pass, no more than 1 vote a fail. On a six member committee, a minimum of 4-2; 4 Pass, 2 fail, on a seven member committee, 5-2; five voting to pass, 2 fail.

Passing the Preliminary Oral Exam with Reservations

Students who pass the preliminary oral exam “with reservations” will have the opportunity to integrate feedback from their committee into their dissertation work. A vote of Passing with Reservations is determined by the same proportion of votes as described above, to determine a pass or fail. During the discussion with the committee members following the preliminary oral exam, the student will be informed of the reservations, but the committee is permitted one week in which to convey the specific reservations in writing to the student, and the steps that must be taken to remove them. The chair of the examining committee will send a copy of this letter to the Graduate School via GSSP. When the student has satisfied the requirements, the chair will inform the Graduate School via GSSP in writing that the reservations have been removed. The reservations must be removed prior to the final oral defense.

If the committee members disagree on whether the reservations have been satisfactorily removed, the chair asks for another vote, the results of which are in the same proportion as the original vote. If the student is unable to satisfy the requisite number of committee members, they may lose doctoral candidacy, and graduate student status may be terminated.
9.10 TEACHING REQUIREMENT

Doctoral students must obtain some training and experience in teaching during the course of their studies. There are three options available to satisfy this requirement:

1. Complete the Graduate School course, Grad 8101 – Teaching in Higher Education, taken for an A-F letter grade basis; **OR**

2. Teach a class while serving as a TA. Ideally the TA experience should be at a level that includes a variety of teaching elements such as helping with revisions to course syllabus, grading, opportunity to lecture (which includes writing teaching and learning objectives and a method for evaluating successfully meeting these goals), leading a session, keeping office hours for one-on-one help, etc., **OR**

3. Demonstrate other teaching experience (at the undergraduate level at the minimum). This teaching experience must involve substantial responsibility for the course, design, lecturing and grading. Student must provide the course syllabus and a brief written explanation of their role in the course to their advisor.

The student and their advisor will determine which of these choices is most appropriate, and the advisor will certify fulfillment of the teaching requirement on the PhD Annual Progress Report. No additional faculty approval is required. However, advisors may consult with the DGS and/or the Graduate Faculty.

Most TA positions are available through HPM. Other TA positions can be found through the University’s Office of Human Resources at http://www1.umn.edu/ohr/employment/index.html or the SPH Career Services at www.sph.umn.edu/career.

If the student proposes a different path to fulfilling the teaching requirement this must be brought forward to the Graduate Faculty.

9.11 AUTHORSHIP GUIDANCE FOR STUDENTS

The division expects that students will publish a minimum of three papers during the program, with one as first author. Conducting research and publishing the results is an important part of your academic development as a graduate student. Authorship on a research paper is often the primary way by which to acknowledge the contributions of individuals involved in a project, and as a graduate student, it can be a rewarding experience and achievement to see your name on a published manuscript for the first time. However, just being part of a research project does not imply that you will be an author.

Opportunities for publications can result from working with faculty on their research, whether paid or unpaid. Other opportunities may arise from a class project or student-initiated work. Because there are different standards and expectations across the many disciplines in the division, the school and the university, it is important that the student and faculty collaborators communicate prior to initiating any research activities. There is no a single set of rules or procedures that applies to all disciplines. Hence, students should have a discussion with their collaborators about expectations for authorship and the student should express their desire for authorship. When roles and expectations change over the course of collaboration, the understanding concerning authorship should be discussed again and changed if necessary.

The International Committee of Medical Journal Editors (ICMJE) recommendations for defining authors and contributors (see: http://www.icmje.org/recommendations/browse/roles-and-responsibilities/) should be used as a guide for the discussion between you and your research advisor. These recommendations are meant to start a conversation, as they are clearly open for different levels of interpretation.

The ICMJE recommends basing authorship on four criteria. All four of the following criteria must be met to warrant authorship.

1. Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work.
2. Drafting the work or revising it critically for important intellectual content.
3. Final approval of the version to be published.
4. Agreement to be accountable for all aspects of the work in ensuring the questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

Begin a conversion with your research advisor by expressing your interest in being an author on one (or more) of the papers that result from the research project. Expect to be given extra work (perhaps outside the scope of your paid work on the project) that will prepare you to make a substantial contribution. This could involve reading the grant proposal to better understand the motivation, underlying theory, and methodological approach, or it could involve reading additional papers from the field that provide relevant context. Students should try to identify their own project that could be carved out from the main research for which they could take the lead under the supervision of an advisor.

If difficulties, challenges, or questions arise during this process please inform either the DGS or the program coordinator.
9.12 FUNDS AND TRAVEL POLICY FOR PHD STUDENTS

Attending professional conferences is an essential part of our students' training. Attending conferences is important for networking, building social capital, becoming accustomed to the norms of scientific research, staying abreast of current research findings, building skills in the dissemination of research and receiving feedback.

The program's expectation is that all students should attend at least one conference a year, and that we will provide some financial support for students in the 1st through 5th year to reach that expectation.

The program is committed to providing up to $1,250 in support of students to attend professional conferences each fiscal year (FY) (a fiscal year runs from July 1 to June 30). Funds do not carry-over; that is, if a student does not use the funds in a FY the funds are not added to the next FY - they are still eligible for only $1,250.

In the first year of the program, we do not expect students to present at a conference but will support attendance. In the 2nd through 5th year of the program, our expectation is that students will submit their work (either for poster or podium presentation). Priority funding will be given to students who work is accepted and do not have coverage from a research grant, training grant or faculty member.

The program will contact students early in the Fall semester and Spring semester each year to assess their plans and predicted expenses for attending conferences.

Funding may cover:

- Registration fees
- Membership Fees
- Lodging Costs
- Food (paid on a per diem)
- Travel to/from conference
- Ground Transportation to/from conference hotel

The director of graduate studies and the program coordinator approves or rejects the funding request. They will consult with the student, the student's advisor, leader of the training grant, principal investigator of a research grant (where applicable) and others to access whether the funding is needed and whether the planned conference is important to the student's training and scholarship.

To request funding, please complete the Request for Support for Travel form and return it to the program coordinator (contact Kari Volkmann-Carlsen at volk084@umn.edu for the form).

Processing Your Reimbursement Request

As soon as possible after the conference, students will enter their expenses and upload receipts into the Chrome River system (if currently in the employment system as a Research or Teaching Assistant). Receipts are required for any item for which you are requesting reimbursement.

Questions? Contact Kari Volkmann-Carlsen, volk0084@umn.edu.

9.13 DOCTORAL STUDENT WORK-IN-PROGRESS SEMINAR REQUIREMENT

Doctoral students are required to give a work-in-progress seminar that is after the proposal defense, but far enough in advance of the final defense to allow time to incorporate feedback into the dissertation. Work-in-Progress seminars are part of the HPM Friday seminar series. The scheduling should be such that the student's advisor (or designated committee member) could attend the seminar. Prior to the seminar the student should meet with their advisor and go through the slides together.

Exceptions to the work-in-progress seminar requirement maybe granted based on practical considerations.

9.14 HPM PhD STUDENT RESEARCH GROUP

Mission: The HPM Student Research Group is a student-led professional development forum designed to improve the quality of student scholarship and build connections between projects in order to support student learning and future research. The purpose of this group is to foster community and collaboration among HPM students, while providing opportunities for faculty involvement and feedback. The group provides opportunities for participants to practice giving conference presentations and job-talks in an
accessible social environment geared toward students. We will sponsor skill-building workshops and provide opportunities for students to practice presenting their research and receiving peer critiques. The group also provides a forum for peer review and for sharing publication and research funding opportunities. Additionally, the group helps coordinate student welcome activities, acts a sounding board for the student graduate-faculty representative and the director of graduate studies, and plans regular social and service activities.

9.15 DISSERTATION PROPOSAL AND FINAL ORAL DEFENSE GUIDELINES

Proposal Defense

Purpose of the dissertation proposal defense (preliminary oral exam)

The dissertation proposal defense (as opposed to the defense of the dissertation itself) serves as the preliminary oral examination. In theory, the dissertation committee members could ask about any topic related to the student’s educational program, but in the HSRP&A program, the dissertation proposal defense has evolved into a process for vetting the dissertation, rather than a broader examination.

The purpose of the dissertation proposal defense is for the dissertation committee to evaluate a dissertation topic chosen by the student in consultation with his or her advisor and other committee members. The formal proposal defense represents a rare opportunity for students to have all committee members present, focused on their research and, therefore, take advantage of this chance to converse about their ideas.

For students who are obtaining an official minor their dissertation topic must relate to their minor field and have at least one faculty member from the minor field on the committee.

Format of Dissertation Proposal

The proposal should follow the same outline as any research proposal and thus should cover the following material:

1. Statement of purpose. Describe hypotheses to be tested (if applicable) or specific aims.
2. Background, significance, and contribution. The study should be grounded in a policy, practice, or theoretical context. There should be some indication of how the findings might be used, for example, to make management or policy decisions, or how study findings will make a theoretical contribution. The proposal should demonstrate the study’s significance and demonstrate its contributions in policy, practice, or theory.
3. Literature review. A thorough literature review that explains what is known about the topic, what is important but unknown, and exactly what gaps the dissertation will fill. This does not rule out a dissertation that examines hypotheses tested in previous research, but in that case, this section should explain the advantages of the proposed test over previous tests. This section might also address methodological issues, for example, how a technique used elsewhere will be employed here in a creative way.
4. A clear exposition of the theory relevant to the topic, including a conceptual model. The exposition of the theory should take into account theoretical foundations in related literatures.
5. A clear exposition of the methodology used in the data collection and analysis.
6. For empirical dissertations, a description of the data that will be used in the dissertation, including a clear exposition of the way in which theoretical constructs are actually measured, or “operationalized” in the data. Ideally, the student would prepare a table showing the source of each major dependent and independent variable and its form. The student also should provide evidence that the key variables in the analysis are empirically useful (have adequate sample size and variance, few missing values, etc.). For projects involving primary data collection, the student should describe how the data will be collected. For secondary analyses, the student should describe the current state of the data and how it can be used for the proposed analysis.
7. For empirical dissertations, an analysis plan should anticipate and address estimation problems that are likely to be encountered in the analysis. There should be an analysis plan for each research question or hypothesis.

Evaluation Criteria

The dissertation committee can approve, approve with reservations, or not approve the proposal. Approval should be based on the following criteria:

1. The topic is interesting and important enough to warrant expenditure of the student’s time and effort to write a dissertation on it. There are several sub-dimensions to this criterion.
   a. The topic is original enough to represent a substantial contribution to the literature.
   b. The topic would be considered important by experts in the general area addressed by the dissertation. One test of this concept would be that a paper on this topic would have a good chance of being published in a reputable journal.
   c. The topic fits well with the student’s research interests.

The topic will serve the student well in the short-run (possible dissertation grant funding, placement in first post-doctoral job, and publications) and the longer term (providing a foundation for the students initial
reputation in the field and possible continued research for the first few years of their career – particularly if they are seeking academic employment).

2. There are no fatal flaws in the research design, data availability, or analysis plan to the extent that can be assessed by the faculty at the time of the proposal defense.

3. The proposal theory (if applicable) is consistent with and reflects the theoretical literature from which it is derived.

4. The student is prepared academically (e.g., coursework and methods) and financially (e.g., arrangements to acquire expensive data) to complete the dissertation.

The approval process is not foolproof and passing the dissertation proposal defense does not guarantee successful completion of the dissertation. However, the possibility of undesirable outcomes can be minimized by a detailed proposal.

**Format of the Preliminary Oral Exam/Dissertation Proposal Defense**

1. The proposal defense is conducted privately with only the student and committee members present.

2. The proposal defense should take 1-2 hours (2 hour maximum).

3. The committee chair oversees the defense and keeps the process on track (advisors can chair the preliminary oral defense).

4. Student gives a 20-30 minute presentation of their proposal, addressing the components in the written proposal

5. After the presentation, the committee members will ask questions about the proposal.

6. Student is excused from the room.

7. Prior to any discussion about the defense, the committee votes by secret, written ballot.

8. Following the first vote, the defense is discussed by the committee members, and a second secret, written vote is taken.

9. Each of the committee members will vote indicating pass, pass with reservations, or fail. Unanimous vote or a 3 to 1 vote is required to pass. Pass with reservations constitutes a passing vote.

10. If the student gets a pass with reservations and will be informed immediately.

11. The Chair records the votes on the Oral Prelim Examining Form and submits it to the Grad School via GSSP. If reservations, the chair of the committee also sends a letter to the Graduate School. The student must remove the reservations prior to scheduling their final oral defense.

**NOTE:** In the rare event that the dissertation research is significantly revised/altered after passing the proposal defense, a formal defense before the full committee is required. Significant changes should be weighed between the advisor and student and may have implications for the choice of advisor and committee members. Results of the revised proposal defense and committee composition must be filed with the DGS.

**Faculty Roles and Obligations**

HSRP&A dissertation committees are composed of a minimum of four faculty members: three with Graduate faculty appointments within the HSRP&A program (major field) and, one with a Graduate faculty appointment outside the HSRP&A program (minor or related fields), with preference for outside committee members without a dual appointment in HSRP&A. These four faculty members are selected based on their individual and collective substantive or methodological contributions to the student’s dissertation research.

The dissertation advisor plays the greatest role in guiding the student through the various phases of their dissertation research. The advisor provides guidance as the student selects a topic and refines the research question(s); works with the student to formulate their dissertation committee; reviews all drafts of the dissertation proposal and helps determine when it is developed enough to involve other committee members in the review and refinement process; and works with the student and other committee members to determine whether the proposal meets the criterion outlined above and is ready for defense. Timely feedback within a two to three-week period from the advisor and committee members is essential to student’s success.

The committee chair runs and moderates the formal oral defense meetings. For the prelim oral defense, the student’s dissertation advisor can serve as chair of the committee. The dissertation advisor may not serve as chair at the final dissertation oral defense. Another faculty member with a Graduate School appointment within HSRP&A chairs the final oral defense.

The advisor again plays a key role working with the student and coordinating with other committee members through the production of the dissertation and in preparing for the final oral dissertation defense.

**Dissertation Defense**

**Purpose of the final dissertation oral defense**

According to Graduate School rules doctoral students are required to successfully defend their thesis in a final oral seminar and examination. The seminar can only be scheduled after the dissertation committee has judged the thesis ready for defense. The first
half of the defense is a public presentation, and the second half involves only the formal dissertation committee. This is an opportunity for the PhD candidate to formally share their research with and defend their work to an invited scholarly audience of peers and faculty. The final oral defense is an inappropriate venue for non-scholarly individuals such as family and friends.

Final Oral Examination-Defending the Thesis

To be eligible for the final oral examination, students must have completed the writing of their dissertation, and fulfilled all the other requirements of the program e.g., had their supporting program or minor approved, fulfilled the teaching requirement and completed all required coursework, including satisfying all incomplete coursework, and must have passed both the preliminary written and oral examinations. The final oral examination covers the candidate’s thesis.

The final oral examination committee conducts the examination after the thesis has been certified by the readers as ready for defense. It will not exceed three hours. Students must schedule the final defense exam with their committee members. When a date and time have been agreed to, contact the program coordinator to reserve a room. When a location has been determined, the student must schedule the examination with Graduate School via GSSP at least one week in advance, using a web-based Doctoral Final Defense Scheduling Form at this website:

https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp

The examination format will be a public seminar to which the relevant scholarly community is invited to hear the presentation of the thesis by the candidate for the first hour. After one hour the audience is excused and the committee members meet privately with the student. For a complete description of the process, see the Dissertation Proposal and Final Defense Guidelines in this guidebook.

Format of the final dissertation oral defense

1. On average the defense should take about 2 hours to complete (it is not to exceed 3 hours).
2. The candidate provides a 45 minute presentation on their work. Questions during the presentation are confined to clarifying questions.
3. After the candidate’s formal seminar presentation, there will be 15 minutes of questions from the audience.
   Committee members will refrain from asking questions during this time unless it is a follow up question.
4. After 1 hour, the audience is dismissed and the committee members have a closed meeting with the candidate and ask questions and comment on the thesis. The examination is limited to the candidate’s thesis subject and relevant areas.
5. Once committee questioning is complete, the candidate is dismissed and a secret written ballot is taken before the examination is discussed amongst committee members (the vote is limited to either pass or fail).
6. Following the discussion, a second and final vote is taken. To be recommended for the award of the doctoral degree, candidates must receive a vote with no more than one dissenting member of the total examining committee.
7. The committee sets up a plan for thesis revisions (if any) and the thesis advisor is responsible for ensuring that the final dissertation draft includes these revisions.
8. The Chair is responsible for applying the rules and keeping the defense on schedule.

Grading Categories for the Final Oral Exam

The final oral defense is graded as either “Pass” or “Fail.” Candidates must receive unanimous “Pass” votes with no more than one dissenting member to qualify as a “Pass.” The chair will collect all votes from the committee members and enter them into the Doctoral Final Exam Report, to indicate a clear pass or fail.

If any revisions are required, the advisor is responsible for ensuring the inclusion of any appropriate modifications and required revisions.

9.16 DISSERTATION FORMAT

The dissertation can take two possible forms: three papers or a traditional monograph. With either format, the committee should assess whether the dissertation research would lead to one or more publishable papers if carried out successfully. The format of the dissertation must be discussed and agreed upon at the oral proposal defense.

Publish ability is desirable and recommended to help launch the candidate’s research program either on the way to completing the degree or immediately after. However, the papers need not be published to be viewed as acceptable for defense. Furthermore, papers published before final defense are not necessarily considered acceptable for the dissertation. The decision about what is acceptable for the defense lies with the committee, not with the discretion of peer-review referees and editors.
While page constraints for peer-review publications may limit the level of detail included in the literature reviews, descriptions of the data, methods and statistical results, these materials must be included in the three-paper dissertation. There are several ways this can be handled:

- The three papers can be prefaced with lengthier background/significance, literature review, and methods sections than would be allowed in a journal submission.
- If the three papers are linked, the set could be prefaced with a single background/significance, literature review, methods section and brief connective sections could be written with detail related to each paper.
- A lengthier version of each paper can be included that provides the necessary details concerning background and methods.
- Each paper can have an accompanying appendix that provides these details. Linkages to the appendix can be included in the text of an otherwise publishable-length paper.

If the three-paper format is selected, the candidates must provide a summary of the approach they will take to integrate the papers into a dissertation and for providing comprehensive background and methods information in the preliminary proposal; and the committee must discuss and agree upon the format during the oral proposal defense. At this time, it is also recommended that the committee discuss expectations for communicating about the submission of papers or chapters for publication enroute to completing the dissertation. The dissertation is the candidate’s independent research; candidate’s decisions about co-authorships with committee members are dependent upon their level of contribution.

Regardless of the option selected above for providing additional information, the three-paper dissertation must include a concluding section for the dissertation that summarizes the papers, describes the strengths and limitations of the three papers, the implication of the paper’s findings for policy or practice, and directions for future research. This overview paper is consistent with the content of the final chapter of the monograph format dissertation.

All of the rules and recommendations described above for the three-paper format, including prior publication, hold for the traditional monograph formatted dissertation.

**Formatting and Submitting the Dissertation**

There are very specific rules for formatting the dissertation in terms of font, margins, footnotes, bibliography, charts and graphs, etc. See the Thesis/Dissertation Formatting and Submission on the One Stop page: [https://onestop.umn.edu/academics/thesisdissertation-submission-and-formatting](https://onestop.umn.edu/academics/thesisdissertation-submission-and-formatting).

The University will confer your degree after receiving your final dissertation in PDF format, a Deposit Agreement for the Digital Conservancy where your thesis will be archived, and a hard copy of the signature page with an original pen-to-paper signature of your advisor.

**9.17 GUIDELINES REGARDING INCLUSION OF PUBLISHED MATERIALS IN THE DISSERTATION**

None of the dissertation papers or chapters may be published prior to the student’s matriculation into the program. The majority of the work must occur while a student is in the program with the direction of the graduate faculty and advisor.

The student must be listed as the sole author of the dissertation. However, submission of co-authored papers or chapters from the dissertation to peer-review journals is permitted if others contribute substantially to the development of the papers or chapters. The student should be lead author and have primary responsibility for the papers or chapters. Order of co-authors should follow conventions of the field and journal.

The thesis may include materials that have been (or will be) published while the author has been a University graduate student. The Graduate School has specifications for published works included in the thesis, which can be referenced in the Doctoral Dissertation Formatting and Submission Guidelines ([https://assets.asr.umn.edu/files/gssp/Thesis_formatting_guidelines.pdf](https://assets.asr.umn.edu/files/gssp/Thesis_formatting_guidelines.pdf)).

Students wanting to include articles in their dissertation should discuss it with their thesis advisor.

**9.18 GRADUATING WITH THE PHD**

Instructions for graduation requirements, including applying for the degree and submission of the doctoral thesis, is included in Section 9.2 and the Degree Completion Steps: [https://onestop.umn.edu/academics/degree-completion-steps](https://onestop.umn.edu/academics/degree-completion-steps) and on the Graduate Student Services and Progress (GSSP) page: [https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp](https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp)

Students should inform the program coordinator of their planned graduation month and verify they have met all program requirements. All graduating SPH students should also complete the Career Outcomes Survey.

**Commencement**

*Students should refer to section 1.11*
9.19 OBTAINING AN MS DEGREE FROM THE DOCTORAL PROGRAM

Doctoral students are eligible to obtain a transitional MS degree if leaving the doctoral program or earn an MS degree while progressing toward the completion of the doctorate. Requirements for each situation:

Leaving the PhD program:

Coursework requirement: Satisfactory completion of all the PhD core courses (31-34 credits depending on when entered program), plus other elective and/or supporting area coursework to total a minimum of 34 credits.

Project Requirement: Write and defend a Plan B paper (theoretical or empirical) OR pass the written prelims.

Continuing in the PhD program:

Coursework requirement: Satisfactory completion of all the PhD core courses (31-33), plus other elective and/or supporting area coursework to total 34 credits.

Project requirement: Write and defend a Plan B paper (theoretical or empirical) AND pass the written prelims.

Both options require:

- **Plan B Paper** (This may include projects from PubH 8830-31, completed prelim oral exams, the dissertation proposal and defense), or another Plan B project option as described in the MS section 8.2.
- **An examining committee of 3 members** (Members from the oral prelim committee meet this requirement).
- **Oral Exam** (The oral prelim exam is equivalent to the MS final oral exam, or if leaving the PhD prior to that point, schedule a separate MS oral exam based on your Plan B project.
- **Submitting required Graduate School forms**

**Filing Required Graduate School Forms:**

1) Consult with the program coordinator to ascertain the proper form (either the Add a Master’s Form or the Change of Status Form).
2) Students will receive notification after the Graduate School has approved matriculation into the MS in HSRP&A.
3) At that point, students can begin to progress with the Master’s Plan B Degree Completion Steps. Submit the GPAS planner, then assign the MS final exam committee. Complete Degree Completion Steps are here: https://onestop.umn.edu/academics/degree-completion-steps

9.20 APPEALS

Examples for requesting an appeal IF YOU:

- were denied a time extension.
- experienced disciplinary action due to a behavioral issue (verbal threats, physical/verbal abuse, theft, harassment, defaming others, etc.).
- experienced disciplinary action due to an academic integrity violation (cheating, plagiarism, assisting others to cheat, etc.).
- are being terminated from the program due to failing written or oral preliminary exams, or final oral defense.
- are being terminated from the program due to not maintaining the required grades.

**Appeal Process**

Appeals should be submitted within 30 days of being notified of the action.

Your request for an appeal should be in writing. Your appeal request should explain the circumstances and include a justification for an appeal. Submit your request to your advisor and the DGS. Ask your advisor to write a letter addressed to the faculty in support of your appeal. Your advisor or DGS will present your request for appeal to the full faculty for a vote. If your appeal is approved, your status will be reinstated and criteria for maintaining active status will be delineated in writing.

Additional avenues for appeals are available. Students may also file an appeal through the School of Public Health, Associate Dean for Education and Student Engagement. Students may also contact the Student Conflict Resolution Center at: http://www.sos.umn.edu/

The Student Conflict Resolution Center works with students to resolve campus-based problems and concerns. For appeals related to a disability, contact the Disability Resource Center, https://diversity.umn.edu/disability.
APPENDIX A

MPH 22 Foundation Competencies
Established and Required from the Council on Education for Public Health (CEPH)
Effective Fall 2018

Note: The Foundations Competencies are met by completing the MPH core curriculum.

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy or practice.

Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication
18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice
21. Perform effectively on interprofessional teams.

Systems Thinking
22. Apply systems thinking tools to a public health issue.
APPENDIX B

Core Competencies
M.S. in Health Services Research, Policy, and Administration

1. Acquire and apply knowledge of the context of public health and health care systems, institutions, actors, and environment.
2. Design and conduct health services research.
3. Evaluate ethical issues in health services and public health research.
4. Apply statistical theory and research methods.
APPENDIX C

Core Competencies
Ph.D. in Health Services Research, Policy, and Administration

1. **Foundational Knowledge**: Acquire and apply knowledge of the context of health and health care systems, institutions, actors, and environment. *Domain examples include*: cost & financing, organization, health policy, social determinants & resource allocation.

2. **Conceptual Knowledge**: Apply theoretical and conceptual models relevant to health services research. *Domain examples include*: economics, epidemiology, sociology, implementation science, political science, multi-disciplinary theory construction.

3. **Relevant and important HSR Question Development**: Propose important research questions informed by structured evidence assessment, stakeholder positions, pertinent theoretical and conceptual models and new data; and formulate solutions to health problems, practice and policy. *Domain examples include*: scientific method and theory, proposal development, health policy application, questions leading to solutions to health problems.

4. **Conceptual and operational models**: Develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs. *Domain examples include*: scientific methods and theory, measurement and variables, concept models, and theories and criteria for causal inference.

5. **Study Designs**: Analyze the strengths and weaknesses of study designs to appropriately address specific health services research questions. *Domain examples include*: longitudinal designs, survey research, qualitative designs, quantitative designs, mixed-methods.

6. **Data collection and management methods**: Sample and collect primary health and health care data and/or assemble and manage existing data from public and private sources. *Domain examples include*: survey research, sampling, qualitative research, operations research, data acquisition, database management, quality control.

7. **Research conduct management**: Execute and document procedures that ensure the reproducibility of the science, the responsible use of resources, the ethical treatment of research subjects. *Domain examples include*: responsible conduct of research, ethics, human subjects/IRB, data acquisition, research study management.

8. **Data Analysis**: Demonstrate proficiency in the appropriate application of analytical techniques to evaluate HSR questions. *Domain examples include*: economic evaluation, including CEA, statistical analyses, decision science, sampling weights, qualitative analytic methods, quantitative analytic methods.

9. **Professional Development**: Work collaboratively in teams within disciplines, across disciplines, and/or with stakeholders. *Domain examples include*: teamwork, leadership, stakeholder collaboration and involvement, project management.

10. **Communication**: Effectively communicate the process, findings, and implications of health services research through multiple modalities with stakeholders. *Domain examples include*: proposal development, dissemination, oral and written communication skills, marketing and persuasion techniques.

11. **Knowledge transfer**: Translate knowledge to policy and practice. *Domain examples include*: evidence-based practice, implementation science, translational research.
**APPENDIX D**

Committee Member Status

For the most current Graduate Education Faculty Role List, please consult the online directory by program here:

https://faculty-roles.umn.edu/institution/UMNTC/programs/search

- 040531520 - Hlth Srv Rsrch/Policy/Adm M S
- 040560220 - Hlth Srv Rsrch/Policy/Adm PhD

**Unless noted in the final column, all HSRP&A Graduate Faculty can serve in the roles of co-adviser, reviewer, and serve on committee for both MS and PhD. The roles of primary adviser and chair are more limited, noted below by program.**

<table>
<thead>
<tr>
<th>HSRP&amp;A Graduate Faculty Member</th>
<th>Able to serve as MS Adviser or Chair</th>
<th>Able to serve as PhD Adviser or Chair</th>
<th>Serve on MS&amp; PhD Committee Only (not chair or advisor)</th>
</tr>
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<tbody>
<tr>
<td>Abraham, Jean</td>
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<td>Beebe, Tim</td>
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<td>Begun, James</td>
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<td>Berg, Bjorn</td>
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<td>Blewett, Lynn</td>
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<td>Butler, Mary</td>
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<td>Call, Kathleen</td>
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<td>Carroll, Caitlin</td>
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<td>Christianson, Jon</td>
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<td>Cross, Dori</td>
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<td>Dill, Janette</td>
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<td>Dowd, Bryan</td>
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<td>Gollust, Sarah</td>
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<td>Grant, Leslie</td>
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<td>Hardeman, Rachel</td>
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<td>Henning-Smith, Carrie</td>
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<td>Johnson, Pamela Jo</td>
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<td>Kozhimannil, Katy</td>
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<td>Kralewski, John</td>
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<td>Kuntz, Karen</td>
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<td>McAlpine, Donna (DGS)</td>
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<td>McGovern, Patricia</td>
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<td>Nikpay, Sayeh</td>
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<td>Virnig, Beth</td>
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<td>White, Katie</td>
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<td>Wurtz, Rebecca</td>
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</table>
# PhD Student Timeline

**Updated May 2021**

## First Year – Fall Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td><strong>Attend new student orientation and read student guidebook</strong></td>
</tr>
<tr>
<td><strong>September</strong></td>
<td><strong>Week 1-2:</strong> Meet with academic advisor. Get acquainted, discuss your interests, start thinking about dissertation topics will be, potential supporting program, as well as research and training opportunities you wish to take advantage of.</td>
</tr>
</tbody>
</table>
| **Note:** | Use your academic advisor for:  
- academic planning  
- deciding area of emphasis  
- academic progress issues  
- professional development  
- discussing career plans  

Use program coordinator for:  
- class schedules  
- benchmarks/timelines  
- permission numbers  
- changing advisors  
- fellowship/funding issues  
- student news for web  
- Transferring/waiving courses  
- reserving room for oral exams/defense  
- PhD program requirements  
- Student travel  

| **On-going** | If you have not decided on an Area of Emphasis (A of E), remember that this has to be declared by May 30 of your first year. Seek information to help guide this decision. For example, meet with various A of E faculty and fellow graduate students to learn about the kind of health services research problems people in their area work on, what their favorite journals are and what professional association and meetings they attend or are active in. Peruse these journals and professional association web sites to inform your decision. |
| **Ongoing** |  
- Attend Work-in-Progress (WIP) seminars to learn faculty and visitor interests, get a sense of common research issues, how speakers approach research topics, and how they present their work. Also, attend visiting scholar seminars sponsored by HPM and other groups around the University. This provides exposure to national/international experts outside our local environment.  
- Join student groups and watch for activities they organize. Various student groups include:  
  - HSRP&A Student Group (most impact on your day-to-day life in the division)  
  - COGS (Counsel of Graduate Students) invites student reps  
  - SPH Student Senate – invites student reps  
  - Health Disparities Work Group (HDWG)  

| **Fall** |  
- While taking methods courses, consider topics to pursue for the “Writing for Research” class in the spring of your second year. Read literature on the topic to get acquainted with the topic, background information, gaps in the literature, while completing these courses.  
- Attend meeting with director of graduate studies (DGS) to review expectations and ask questions. |
| **Early November** |  
- Registration for Spring semester opens. Clear all “holds” so you can register.  
- Consult with academic advisor again about spring coursework if needed. |
| **December** |  
- Final exams.  
- Complete end of semester course evaluations. |
**First Year – Spring Semester**

<table>
<thead>
<tr>
<th>January</th>
<th>Attend meeting with DGS to debrief about first semester</th>
</tr>
</thead>
</table>
| Jan-Feb | ● Meet with academic advisor. Discuss courses, electives, research topic ideas and how to satisfy the teaching requirement. Get closer to deciding on an A of E (must be declared by May 30th).  
● Talk to your advisor and/or other faculty about opportunities to build your curriculum vitae (CV) through work on projects (e.g., writing papers, work on grants, presentations at professional meetings, etc.).  
**NOTE:** It is expected that students will graduate with at least 3 publications underway (first and supporting author roles). |
| March/April | Join meeting with DGS for general question and answer session. |
| March | Begin looking for RA job for fall if funding ends. Network with faculty. This will help them keep you in mind when they have RA funds and are considering advertising for positions.  
**TIP:** Networking is very important. Get to know faculty. Have a current CV (SPH Career Services offers assistance in this area). Desirable RA skills include: SAS, STATA, other statistical processing software, synthesis, writing skills and/or previous research experience. Sign up for courses in SAS or STATA (sometimes offered over winter break) or teach yourself.  
**NOTE:** Some but not all courses that offer TA positions require prior enrollment in the course. |
| April | ● Meet with academic advisor. If possible, finalize supporting program. **NOTE:** that some upper level courses are not offered every year so plan ahead for supporting program coursework.  
Make plans for fulfilling teaching requirement in the coming year. Get organized to take written prelim exams.  
**Teaching Requirement:**  
Either TA, or take a class (Grad 8101) or, if you have previous teaching experience, you may submit an appeal to the Graduate Faculty for a waiver. Advisor has to approve the option you choose.  
**Written Prelims:**  
Deadline to take and pass is August 31st of your third year. Once you decide on your A of E, find out what the prelim exam for that area is like, ask A of E faculty members when to begin preparations and how best to prepare. To meet the August 30 deadline, include time necessary to retake a failed exam. A written prelim exam can be failed only once. |
| May | ● Attend HPM Spring Party  
● Complete SPH end of the school year survey.  
● Complete end of semester course evaluations.  
● Meet with DGS to debrief about second semester.  
● May 30th: Deadline to declare Area of Emphasis. Get the form from the Student Guidebook at: http://www.sph.umn.edu/programs/hspaphd/index.asp click on the “Student Resources” tab in the middle of the page.  
● It is recommended that your academic advisor be within your A of E. If you need to change advisors based on your declared A of E, contact the program coordinator. |
| Late Spring semester | Doctoral annual student progress reviews are sent to students. Complete the form, send to your advisor and set up a time to meet (and co-advisor if applicable). After the meeting, both you and your advisor(s) must sign off on the report. Take advantage of this opportunity to discuss goals and career development opportunities. |

**First Year - Summer**

| June | ● Academy Health Annual Research Meeting  
**NOTE:** All travel/conference expenses that are to be paid for with funds from HPM, fellowship funds, RA PI, have to be approved prior to making travel arrangements. Contact the program coordinator for information on getting pre-approval before making any travel arrangements. |
| Summer | ● Complete the Doctoral Annual Progress review. Set up a meeting to go over all of the materials on this form and any other issues on your own agenda. At the close of the meeting obtain comments and signatures. |
- Again, consider topics to pursue for the “Writing for Research” class in the Spring of your second year.
- If time permits, take the opportunity to work with faculty on projects to gain hands-on research experience.

August
Clear all holds that may block Fall registration.

<table>
<thead>
<tr>
<th>SECOND YEAR – FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September</strong></td>
</tr>
<tr>
<td>- Meet with your academic advisor. If supporting program is still not approved, work on this with advisor and other A of E faculty. Discuss plans to take written prelim exams. Discuss other issues of concern. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, etc.</td>
</tr>
<tr>
<td>- REMINDER: It is expected that students will graduate with at least 3 publications underway (first and supporting author roles).</td>
</tr>
<tr>
<td>- Plan to take the methods prelim in the spring after completing PubH 8811. The methods prelim exam is a 3-day, take home exam. Students may arrange the exam on dates that work for their cohort—discuss dates with cohort members and the Methods Committee (Professors Bryan Dowd and Nate Shippee).</td>
</tr>
<tr>
<td>NOTE: Students MUST be registered every fall and spring of their degree program. If you miss registering by the 2nd week of a term, the University will deactivate your record and you will have to apply for readmission. In extenuating circumstances, such as brief periods of leave of absence, students still need to register. There is a free “placeholder” registration status to retain active student status called: Grad 999, that students can register for up to one year. Check with the program coordinator if you have questions about this. For other special registration credit options and categories for graduate students, see OneStop: <a href="https://onestop.umn.edu/academics/special-registration-categories-graduate-and-professional-students">https://onestop.umn.edu/academics/special-registration-categories-graduate-and-professional-students</a></td>
</tr>
<tr>
<td><strong>Ongoing</strong></td>
</tr>
<tr>
<td>- Attend Work-in-Progress (WIP) seminars</td>
</tr>
<tr>
<td>- Join or stay connected to student groups for activities they organize (e.g., the HPM student group), or consider joining a professional organization. Please note that the Graduate School organizes dissertation and writing support groups. Visit their web page.</td>
</tr>
<tr>
<td><strong>Oct/Nov</strong></td>
</tr>
<tr>
<td>Attend meeting with DGS for general question and answer session.</td>
</tr>
<tr>
<td><strong>November</strong></td>
</tr>
<tr>
<td>- Meet with your academic advisor. Discuss thesis topic and begin identifying a thesis advisor. Your thesis advisor can be the same as your academic advisor but need not be. Discuss classes, keep working on supporting program, and have a plan for completing written prelims. Also discuss career goals and how to position self to achieve these goals.</td>
</tr>
<tr>
<td>- Clear registration holds (if any) for spring registration.</td>
</tr>
<tr>
<td><strong>December</strong></td>
</tr>
<tr>
<td>- Complete end of semester course evaluations.</td>
</tr>
<tr>
<td>- With your cohort, decide on a date to take the Methods prelim. Clear it with Professors Bryan Dowd and Nate Shippee, and then inform the program coordinator of those dates.</td>
</tr>
<tr>
<td>- As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E.</td>
</tr>
</tbody>
</table>
# Second Year – Spring Semester

| Jan/Feb (or other agreed upon date) | • Take Methods prelim exam.  
 | | • Attend meeting with DGS to discuss Fall Semester  
 | | • After passing the methods prelim exam you may be eligible to start taking up to 12 thesis credits. Contact the program coordinator for more information.  
 | Ongoing | • Attend Faculty Work-in-Progress (WIP) seminars  
 | | • Join or stay connected to student groups for activities they organize and consider joining a professional organization.  
 | February | Meet with your advisor to discuss your progress in the program. Make a plan to satisfy the teaching requirement, finalize your supporting program, and be on-track with meeting written prelim deadlines. Fine-tune your research topic. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, career goals, etc.  
 | | REMINDER: It is expected that students will graduate with at least 3 publications (first and supporting author roles).  
 | | NOTE: Each A of E written prelim exam has its own format. Check with your A of E for the format of the prelim exam.  
 | | NOTE: When your plan for the supporting program is finalized complete the Supporting Program form. Have the program coordinator review when approved by your A of E faculty.  
 | March/April | • Attend meeting with DGS for general question and answer session.  
 | | • Clear any registration holds for fall.  
 | May | • Attend HPM Spring Party  
 | | • Complete end of semester course evaluations  
 | | • Meet with DGS to debrief about Spring Semester  
 | | • As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E.  
 | | • You will receive the annual progress review to complete.  

# Second Year – Summer

| Early June | • AcademyHealth Research Meeting.  
 | | NOTE: All travel expenses that are to be paid for with fellowship funds or by the Division have to be approved prior to making travel arrangements. Contact the program coordinator for information about pre-approval.  
 | | • Complete your Annual Progress Review. Before submitting it, set up a meeting with your advisor to go over all of the materials on this form and any other issues on your own agenda. Included in this discussion with your advisor is your thesis ideas/topics and potential target dates for your oral prelim exam. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, career goals etc.  
 | | • The oral prelim exam is a defense of your written doctoral thesis research proposal. See Guidelines for Proposal in the Student Guidebook or the web at:  
 | | https://www.sph.umn.edu/academics/degrees-programs/phd/hsrpa/student-resources/  
 | | • Also, start brainstorming with your advisor about possible committee members if your proposal topic is well defined.  
 | | NOTE: Passing the oral prelim puts you in position to submit a proposal for funding for R36 AHRQ Dissertation Award (Due dates are February 1, May 1, August 1, and November 1 of each year. Conforming to those dates requires sufficient lead time to prepare the proposal for submission). Also see: http://grants.nih.gov/grants/oer.htm  

# Third Year – Fall Semester

**IMPORTANT** Written prelims have to be passed by August 31st of your third year.
| October | - Meet with your academic advisor. Discuss classes, keep working on supporting program, have a plan for completing written prelims. |
- Discuss thesis topic and begin identifying a thesis advisor. With guidance from your thesis advisor, begin to fine tune your thesis topic, determine viable data sets, and begin a discussion about assembling a committee (at least 4 people). Talk about opportunities to build your CV through work with faculty on projects, presentations in the division and at conferences, writing papers, grants, etc.
- Submit your GPAS NOTE: Your thesis advisor can be the same as your academic advisor, but need not be. If you change advisors, inform the program coordinator.

**Ongoing**

- Attend Faculty Work-in-Progress (WIP) seminars.
  
  Join or stay connected to student groups and watch for activities they organize; consider joining a professional organization. Please note that the Graduate School organizes dissertation and writing support groups. Visit their web page.

**Oct/Nov**

- Attend HPM fall party.
- Join meeting with DGS for general question and answer session.

**November**

- Complete end of semester course evaluations
- Meet with DGS to debrief about Fall Semester
  
  - Note: this is the last formal “end of semester” debrief with the DGS as most students will have completed all HSR core required courses at this point.
- As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E.

**December**

- Complete end of semester course evaluations
- Meet with DGS to debrief about Fall Semester
  
  - Note: this is the last formal “end of semester” debrief with the DGS as most students will have completed all HSR core required courses at this point.
- As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E.

**Third Year – Spring Semester**

**January**

- Know your planned final date for taking remaining written prelim exam.

**Ongoing**

- Attend Faculty Work-in-Progress (WIP) seminars.
- Join or stay connected to student groups for activities they organize or consider joining a professional organization.

**February**

- Meet with your advisor. Discuss thesis topic and begin identifying a thesis advisor. (Your thesis advisor can be the same as your academic advisor but need not be. Once selected, most of your guidance should come from your thesis advisor.) Discuss classes, keep working on supporting program and begin a discussion about potential thesis committee members (minimum of 4 people) with guidance from your thesis advisor. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, career goals, the job market, etc.
- Determine thesis topic and data set.
- When you have a thesis advisor, inform the program coordinator (who ensures that advisors are officially entered into the system).

**March/April**

- Attend meeting with DGS for general question and answer session.

**March**

- Clear all holds for summer and fall registration.

**May**

- Attend HPM spring party.
- Complete end of semester course evaluations
- Complete SPH Career Survey.
- You will receive the annual progress review to complete.

**Third Year – Summer**

**June-August**

- Complete and submit your annual progress review. At this meeting with advisor: Discuss thesis topic, identify thesis advisor, discuss classes, keep working on supporting program, complete written prelims, make plans to assemble a committee, and determine thesis topic and data set. Talk about opportunities to build your CV through work with faculty on projects, professional presentations, writing papers, grants, etc. Following meeting obtain signatures.
- Have plan for satisfying teaching requirement.

**August 31st**

- Absolute deadline to pass all written prelims. Plan well in advance to build in time for grading exam, and potential of having to retake the exam.

  NOTE: The department informs the Graduate School via a form, when the written prelims are passed. Check with the program coordinator to ensure this form has been submitted.
FOURTH YEAR–FALL SEMESTER +

- Have concrete plan for dissertation topic, data set and assemble thesis committee.
- Meet with thesis advisor frequently.
- When committee is determined, submit the online form to assign your oral prelim examining committee to the Graduate School.

Pass oral prelim no later than Dec. 30th of the 5th year. Allow ample time for committee review of proposal and scheduling a time for full committee to meet. See "Dissertation Proposal and Final Defense Guidelines" in the Student Guidebook.

**NOTE:** The Graduate School requires that the prelim oral exam be scheduled and approved by the Grad School at least 7 days prior to the exam. The electronic Preliminary Oral Scheduling form is on the One Stop website: [https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp](https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp)

Contact program coordinator to locate and reserve a room and arrange for any needed equipment.

After passing the Oral Prelim exam, you will be eligible to register for any remaining thesis credits to fulfill the required 24 thesis credits.

Submit electronic form to assign your final oral exam committee [https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp](https://onestop.umn.edu/academics/graduate-student-services-and-progress-gssp)

Write your dissertation

### On-going while writing dissertation

- Attend WIP sessions and stay connected to student groups.
- Meet frequently with your advisor.
- With guidance from your advisor, provide drafts to your committee members and obtain their feedback.
- Integrate feedback into draft
  - Allow adequate time for your committee members to provide feedback at least 2-3 weeks.
- If you are still working on your dissertation after completing the required 24 thesis credits, continue to register! Students must be registered in order to defend! Contact program coordinator for details about registration options.

**Options:**
1) Special 1 credit equivalent to FTE, PubH 8444 if you need to be full time
2) Grad 999 (no credit, no cost “place holder” to retain active student status)

- Continue to meet with your advisor to discuss career goals, professional development ideas, job market and continue to build your CV through work on faculty projects (e.g., presentations at professional meetings, writing papers, work on grants, etc.).
  - REMINDER: It is expected that students will graduate with at least 3 publications (first and supporting author roles).
- After passing your proposal defense, but some months before the final oral defense, present your Work-In-Progress with a diverse faculty audience, to obtain feedback for possible integration into your dissertation.
- DEFEND and graduate by 5th year! (Max time is 8 years)