

Clinical Research

MS Degree Program

Division of Epidemiology and Community Health

2011-2012 Student Guidebook

UNIVERSITY
OF MINNESOTA

**School of
Public Health**

Welcome to the University of Minnesota School of Public Health!

All students are responsible for knowing the rules and policies that govern their academic program. To this end, we are providing you with this guidebook which covers your specific academic program requirements. Please refer to it often.

In addition, you are responsible for knowing University of Minnesota and School of Public Health policies and procedures that pertain to all students. Links to these policies and procedures can be found by clicking on the "Current Students" link at <http://www.sph.umn.edu/current/resources/>

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 St SE, Minneapolis, MN 55455; 612.626-3500 or 800.774.8636.

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University of Minnesota Calendar 2011-2012

The official University Calendar can be found at <http://onestop.umn.edu>.

Fall Semester 2011

August	31	SPH New Student Orientation New PhD Student Reception
September	5	Labor Day holiday – University closed
	6	Classes begin
November	8	Registration for Spring Semester 2010 begins
	24-25	Thanksgiving holiday – University closed
December	14	Last day of instruction
	16-17, 19-21	Final examinations
	22	End of Fall semester

Spring Semester 2012

January	16	Martin Luther King holiday – University closed
	17	Classes begin
March	12-16	Spring break – no classes
May	4	Last day of instruction
	7-11	Final examinations
	12	End of Spring semester

1. THE SCHOOL OF PUBLIC HEALTH

1.1 About the School

The mission of the School of Public Health is to preserve and enhance the health of the public through education, research, and service programs designed to discover and transmit new knowledge aimed at the prevention of disease and disability, the improvement of health, and the planning, analysis, management, evaluation, and improvement of systems for the delivery of health services.

Our school was founded in 1944, although public health courses have been offered at the University of Minnesota since its inception. We consistently rank among the top schools of public health in the country.

Through our education, research, and community outreach, we focus on improving the health of populations. We emphasize prevention of illness and injury, and we look at health through a multi-faceted prism that includes physiology, the environment, communities, economics, and public policy.

This interdisciplinary approach allows us to collaborate with many other schools throughout the University, including the College of Veterinary Medicine and the Medical School, as well as the Humphrey Institute of Public Services, the Carlson School of Management, and the College of Agriculture. By combining our expertise, we can explore innovative, far-reaching ways of maintaining and improving the health of the people in Minnesota and throughout the country and world.

Notable accomplishments:

- Invented K Rations
- Improved the recovery of World War II survivors through the Minnesota Starvation Study (1944)
- Established the connection between diet and heart disease in the Seven Countries Study (1967)
- Established the first U.S. Ph.D. program in epidemiology (1958)
- Conducts one of the largest HIV/AIDS studies in the world, involving 120 countries
- Trains the majority of the public health workforce in the Upper Midwest
- Was the first school of public health in the country to require a course in ethics

Academic Health Center (AHC)

The School of Public Health is one of the six schools and colleges that make up the Academic Health Center at the University of Minnesota. The others include the disciplines of medicine, dentistry, nursing, pharmacy, and veterinary medicine. Strong interdisciplinary centers and programs in bioethics, cancer, genomics, infectious disease, drug design, food safety, and spirituality and healing augment the broad range of professional health education and research efforts.

1.2 School of Public Health Student Services Office

Office Hours

Monday – Friday, 7:45 AM - 4:30 PM

Location

Mayo Memorial Building, Room D305

Telephone

612.626.3500 or 800.774.8636

Fax

612.624.4498

E-Mail

sph-ssc@umn.edu

Mailing Address

Student Services Center
School of Public Health
Mayo Mail Code 819
420 Delaware Street SE
Minneapolis, MN 55455-0381

Student Services Center (SSC)

The Student Services Center is a school-wide office that assists students with all phases of their academic journey. The SSC staff works closely with the major coordinators to create a set of school-wide and major-specific services that we hope meets your needs for high-tech and high-touch delivery. You will be interacting with us directly or indirectly throughout your education here.

We coordinate many functions including:

- Applications
- Orientation
- CoursEval
- Class Scheduling
- Student Tracking
- SPH Scholarships
- Registration
- Graduation clearance
- Commencement

Career Services

Career Services, located in Mayo D305, offers a variety of resources to assist you in your efforts to locate and apply for professional positions – from internships to fellowships to full-time career positions. As a student and later as an alumnus/alumna, you are able to take advantage of the following free resources to help you achieve your career goals:

Career Services Website

The Career Services Web site at www.sph.umn.edu/career has many links to help you start your new career, including:

- Our online job posting system listing internships, graduate assistantships and fellowships, and career opportunities.
- A searchable *Alumni Networking Directory*, to help you connect with SPH alumnae all over the world.
- Links to numerous public health organizations that will help you become familiar with professional membership and career opportunities in public health.
- General career-related links and tip sheets on a variety of job-search related topics.

Career Resource Center

The Career Resource Center (located in Mayo D-305) is filled with information to help you in your job search efforts. You will find handouts, books, DVDs, and other resources to provide guidance on networking, resume writing, interviewing and negotiating, job and internship opportunities.

Our Staff

Barbara Laporte, Director of Career Services for the School of Public Health, has a Master's degree in Human Development and has been with the SPH since 2003. Mary Dwyer, Career Counselor, has a Master's degree in Human Resource Development with an emphasis in Career Development and joined the staff in 2009, primarily to serve Health Policy and Management students and alumni. Both Barbara and Mary have significant experience serving the career needs of diverse populations in academia, non-profits, and the private sector.

Individual Appointments

You may schedule individual appointments with Barb or Mary to discuss any career-related issues, from creating a top-notch resume to ideas for field experiences to interviewing to negotiating job offers. To schedule an appointment, please email Barb at blaporte@umn.edu or Mary at dwyer012@umn.edu.

Other Resources

Throughout the year, you will have the opportunity to take advantage of other career-related events. In the fall, you may choose to attend the Etiquette Dinner, participate in the Mentor Program, and attend the Field Experience Fair. Other activities will be announced via e-mail, and may include employer visits, alumnae panel discussions, and campus-wide career fairs.

You are on your way to an exciting and fulfilling career! We look forward to helping you get started!

Recruitment Services

The Recruitment Services Office seeks to make the School of Public Health a welcoming place to all prospective students and is the center for recruitment activities at the School of Public Health. Recruitment staff meets with prospective students to learn about their interests and goals, and discusses the School of Public Health's learning opportunities. Recruitment Services also coordinates preview days, information sessions, and other special events, as well as attends career fairs and recruitment venues to meet with prospective students.

Student Services Staff

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1.3 Mentor Program

Preparing for a career in public health extends well beyond the classroom. A vital part of that preparation can be learning from the experiences of others.

That is the idea behind our Public Health Mentor Program, which we co-sponsor with the Minnesota Public Health Association. Each year we match about 150 students with alumni and other professionals who share their interests.

Students learn from the professional experiences of their mentors, and mentors play a role in training future public health leaders. These matches often prove to be enriching relationships for students and professionals alike.

For more information, go to www.sph.umn.edu/alumni/mentor/index.asp.

1.4 SPH Student SPHere

Make use of the SPH Student SPHere (Commons) to relax or study with your student colleagues. All students actively registered in an SPH degree program have access to the SPH Student SPHere (Mayo A150) via their U-Card. The Student Commons has the following amenities:

- Locker room – lockers are assigned in the Student Services Center (Mayo D305). Students need to provide their own lock.
- Kitchen area with tables, chairs, microwaves, refrigerators, sink, and a telephone for free local calls.
- Lounge area with couches, chairs, and wireless internet.
- Study room with tables, chairs, computers (with internet connectivity, Microsoft Office, SAS and STATA software) and a printer.

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 let anyone 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 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 (D305 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 improper activity in progress, call 9-1-1.

Printing in the SPHere

The School of Public Health (SPH) provides \$100 worth of printing (1,000 pages) for the Fall and Spring semesters on your U Card. This value can ONLY be used in the SPHere computer lab (Mayo A-151) and is not valid in any other campus computer labs, including 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 www.gophergold.umn.edu/. If you experience any printing issues or need to request a refund, please contact the lab attendant or call the SPH Student Services Center at (612) 626-3663.

1.5 Complaints and Grievances

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

- provide comments on the annual student survey (in May)
- meet with your advisor and/or major coordinator
- raise the issue with your major chair or director of graduate studies, either individually or in a meeting set up for this kind of feedback

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 Mary Story, Associate Dean at story001@umn.edu or Mary Ellen Nerney, Assistant Dean of Education Operations at nerne002@umn.edu.

The University provides resources as well. Report incidents of bias, discrimination, or harassment to the University Office of Equal Opportunity and Affirmative Action at www.eoaffact.umn.edu/. For student issues that are not resolved through SPH channels or for which you seek external support, the Student Conflict Resolution Center will assist in resolving campus-based problems or concerns www.sos.umn.edu/.

1.6 Field Experience Contract

All students pursuing a required field experience or summer residency must complete a contract prior to beginning the experience. The online contract form provides streamlined process that is comprehensive for you, your preceptors, and your faculty advisor. Please refer to the current student Web site for this and other resources related to the field experience, www.sph.umn.edu/current/fe/index.asp.

1.7 Community Engagement Contract

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 Contract available at <http://www.ahc.umn.edu/sphcommunity>. The contract is complete once it has been approved by the student's advisor and the Senior Director of Education Operations.

To complete the Student Engagement Contract 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 contract is approved, the student will be contacted by email and provided with a registration permission number.

1.8 Online Courses

WebCT and Moodle are the two course management software systems used by the University of Minnesota that enable instructors to create and manage Web-based learning materials and activities. Students use WebCT and Moodle to access these materials and participate in learning activities via the Web.

Once you register for classes, you will be given access to an orientation specific to School of Public Health online courses. A general WebCT or Moodle tutorial is also available. Neither of these orientations are mandatory but may prove helpful to those with little or no experience with online courses.

1.9 Course Evaluations and Annual Student Survey

Course Evaluations

- Students provide very important input into the continued development of the School of Public Health's teaching program. Students will be asked to complete evaluations for all SPH courses. Evaluations are done online at the end of each term.

SPH Annual Student Survey

Students also are strongly encouraged to evaluate and comment on the school and its programs through our annual end of year SPH Student Survey. The survey covers many aspects of student experiences including field placements, career services, financing, and overall School service.

Career Survey Recent Graduates are encouraged to complete the Career Survey. The survey captures important employment information, compensation norms and contact information

1.10 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 provide 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:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University. Your program coordinator is your first point of contact for these questions
2. **Academic Advising:** general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning. Students find their faculty advisors, coordinators and career services staff helpful in answering these questions.
3. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience/internship/practicum development, placement and completion. Your faculty advisor can assist you as you select the type of field experience that would best match your goals. Career Services staff can help you to learn how to network with other students and alums to explore possible field experiences sites.
4. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication. Your faculty advisor will assist you in developing a direction for your project or dissertation.

ADVISING EXPECTATIONS FOR STUDENTS

SPH students are expected to...

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

2. THE UNIVERSITY OF MINNESOTA

2.1 Mission

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission, carried out on multiple campuses and throughout the state, is threefold:

1. **Research and Discovery**
Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
2. **Teaching and Learning**
Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and

undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

3. **Outreach and Public Service**

Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers individuals within its community.

2.2 **Twin Cities Campus**

The University of Minnesota is a world-class university, known globally as a leader in teaching, research, and public service. It is both a land-grant university, with a strong tradition of education and public service, and a major research institution, with scholars of national and international reputation. UMNTC consistently ranks among the top 20 public universities in the United States. The classic Big 10 campus, located in the heart of the Minneapolis-St. Paul metropolitan area, provides an exceptional setting for lifelong learning.

The University community is a broad mix of ethnic backgrounds, interests, and cultures. Students come from all 50 states and from more than 100 foreign countries. Many small communities of students, faculty, and staff help to create a welcoming atmosphere on campus.

UMNTC is also a thriving center for culture and the arts, featuring outstanding galleries, museums, concerts, theatre productions, and public lectures. For sports fans, the Golden Gophers offer all the spirit and excitement of Division I college athletics.

The campus in Minneapolis is located just a few minutes east of downtown. Nestled along the bluffs of the Mississippi River, buildings in Minneapolis range from the ultramodern Weisman Art Museum to the classic and stately Northrop Memorial Auditorium. A few miles to the east in St. Paul, rolling hills and quiet lawns create a more rural setting. The Minneapolis and St. Paul parts of the campus are connected by a convenient campus shuttle system.

UMNTC also provides a life beyond the campus like few other Big 10 universities can. The dynamic communities of Minneapolis and St. Paul offer something for everyone - a nationally recognized art and theatre community, a thriving entertainment industry, a host of Fortune 500 companies, four glorious seasons of outdoor recreation, exciting professional sports, shopping, and restaurants for every taste--all located close to campus.

2.3 **U of M Services**

One Stop

onestop.umn.edu

The first resource for students having a question about the University is onestop.umn.edu. Please bookmark this site. One Stop offers links to a variety of online services and information about the University including course information, grades, registration, finances, transcripts, and general services.

E-mail Accounts

www.umn.edu/initiate

Each student attending the University of Minnesota must set-up a student internet/e-mail account by going to www.umn.edu/initiate or by calling the Technology Help Line at 612.301.4357 (1-HELP).

All SPH students are required to use their University of Minnesota e-mail account. Course lists, immunizations, billing statements, financial aid updates, and other important information will be sent via the U of M student e-mail address. It is strongly recommended that students use their U of M e-mail account and do not transfer it to a personal e-mail account.

The School of Public Health relies heavily on e-mail notices to students, staff, and faculty. To keep current on upcoming events, job announcements, new course announcements, scholarships, internships, the SPH newsletter, or good opportunities, etc., students should check their e-mail regularly.

Students can retrieve e-mail messages in many locations including the SPH student commons, SPH Career Resource Center, and SPH division computer facilities. Other computer facilities are located in numerous locations on campus; see www.oit.umn.edu/computer-labs/ for a list.

Note: Students who choose to forward their University e-mail account to another e-mail account are still responsible for all the information, including all attachments, sent to their University e-mail account.

The U has expanded technological capacity to allow free lifetime access to University e-mail. This allows students to use the U of M e-mail address for personal or professional purposes even after graduation. (Imagine never having to subscribe to an e-mail service or memorize another address! In addition, imagine being able to stay in touch with your student colleagues wherever you and they may journey.)

To keep the account active, graduates must access it at least every 6 months. If left to go dormant, graduates can reactivate it through the alumni association for a fee.

Service includes full access to these features:

- myU Portal – myu.umn.edu
- Portfolio – <https://portfolio.umn.edu/portfolio/index.jsp>

myU Portal

myu.umn.edu

The myU web portal permits you to:

- Sign-in once to access all major applications
- Receive personalized information
- Create a custom news page from over 200 news channels
- Set-up secure areas to discuss, share, and collaborate.

myU can be personalized based on your role as a student in the School of Public Health and Academic Health Center (AHC). The myU portal view currently serves students, faculty, and staff in AHC collegiate units. It provides information to students in AHC affiliated colleges that is personalized to the level of specific academic program and, in some cases, to their year in the program. The School of Public Health and AHC are using myU as a method of communicating with students.

Portfolio

portfolio.umn.edu

Portfolio is a secure web site at the University of Minnesota (U of M) for entering, saving, organizing, viewing, and selectively sharing personal educational records. This is a lifelong resource for all U of M students and graduates. This software allows the user to store information about their academic history, awards, presentations, publications, professional activities, conferences, employment history, etc. The system provides easy templates to file these records and to use them in creating résumé, CV, and even online presentations. Users can create documents for others to view electronically. It is a unique and high-powered tool.

U Card

www.umn.edu/ucard

The U Card identifies you as a student on the Twin Cities campus. 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.

U Card Main Office

G22 Coffman Memorial Union
300 Washington Avenue SE
Phone 612.626.9900
Weekdays: 8:30 to 4:00pm

The U Card is your key to all sorts of campus services and facilities. Your U Card can also be used as your ATM card.

Since the U Card never expires, you should hold on to it even after you leave the University. If you ever return as a student, staff or faculty member, your card will still be valid.

Use your U Card for:

Campus ID purposes

- All your checking needs
- Making Gopher GOLD purchases
- Charging textbook purchases at the U of M Bookstores to your student account
- Checking out library materials
- Entering the recreation center, golf course, computer labs, buildings, and residence hall dining rooms
- Cashing checks at the Bursar's Office
- Art and athletic ticket discounts (available at place of purchase)
- Accessing art materials, student employment, business school services, and more

Report lost or stolen U Cards immediately. There is a \$15.00 replacement fee for lost, stolen, or damaged U Cards.

Boynton Health Services

www.bhs.umn.edu

Boynton Health Services offers comprehensive medical services for students, faculty, and staff.

Clinics

- Dental Clinic
- Eye Clinic
- Int'l Travel Clinic
- Mental Health Clinic
- Sports Medicine Clinic
- Women's Clinic

- Nursing Mothers Room

Testing Services

- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

General Care

- Pharmacy
- Physical Exams
- Primary Care
- Urgent Care

Services

- Contraceptive Services
- Immunization Services
- Massage Therapy Services
- Nutrition Services
 - Pediatric Services Immunizations

Boynton also offers a variety of programs and classes including:

- Alcohol & Other Drugs Presentations
- Birth Control Classes
- CPR/First Aid Classes
- Eating-Disorders Program
- HIV Testing and Counseling
- Smoking Cessation
- Stress Management

Mental Health Resources

Financial challenges, isolation, cultural changes, academic stress, and other pressures on graduate students can create health issues. Please seek assistance before you feel overwhelmed. Resources include:

- Boynton Health Service Mental Health Clinic www.bhs.umn.edu/services/mentalhealth.htm
- International Student and Scholar Services counseling www.iss.umn.edu/services/advising/personal.html

Your advisor or major coordinator can also help lead you to appropriate resources.

International Student and Scholar Services

www.iss.umn.edu

International Student and Scholar Services (ISSS) is the office dedicated to serving the University of Minnesota'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
 - Personal and Academic Advising
 - Immigration and Visa Regulation Advising
- Weekly Update
- Alumni and Friends
- Newsletters
- Administrative fees related to international scholars, faculty, and students
- Career Services

- Academic Opportunities for University Students
- Announcements
- Tax Return Information
- Graduation

In addition, ISSS supports the University of Minnesota's international efforts by helping departments to bring new foreign nationals to our four campuses and communities, by providing intercultural training for students, staff, and faculty, and by offering events that build links between the U.S. and international campus communities.

University Libraries

www.biomed.lib.umn.edu

The Bio-Medical Library, located in Diehl Hall, 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 (math.lib.umn.edu/), 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.

Lisa McGuire, a reference librarian which a focus on public health, has designed a great online tutorial to help you become familiar with the available resources. Go to blog.lib.umn.edu/lmcguire/publichealthliaison

Disability Services

www.ds.umn.edu/

The University's mission is to provide optimal educational opportunities for all students, including those with disabilities. The University recognizes that reasonable accommodations may be necessary for students with disabilities to have access to campus programs and facilities. In general, University policy calls for accommodations to be made on an individualized and flexible basis. Students are responsible for seeking assistance at the University and making their needs known.

One of the first places to seek assistance is Disability Services (DS). This office is provided by the University of Minnesota to promote access, which means ensuring the rights of students with disabilities (e.g., physical, learning, psychiatric, sensory or systemic) and assisting the University in meeting its obligations under federal and state statutes.

Disability Services has Academic Health Center Liaisons. The DS Academic Health Center Liaisons provide direct assistance such as

- securing documentation of disability conditions
- determining and implementing reasonable accommodations
- referral and consultation for enrolled and prospective students.

The Academic Health Center Liaisons also provide consultation with and training for faculty and staff to ensure access to their programs, facilities and services. All services are confidential and free of charge. For more information or to arrange reasonable accommodations, contact the DS Academic Health Center Liaisons in the McNamara Alumni Center, Suite 180, 612.626.1333 (voice or TTY)

Parking and Transportation

www.umn.edu/pts/

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 Busses

Campus shuttle buses run at no charge between the East and 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 www1.umn.edu/pts/bus/buspassoptions.html

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 or call 612.626.PARK (7275) for more information.

The Motorist Assistance Program offers free services (unlocking vehicles, jump-starts, changing flat tires, and referral to a service station) to all customers parked in U parking facilities. Hours are Monday through Thursday from 7 a.m. to midnight, Friday from 7 a.m. to 10 p.m. (Service is not available on weekends or official University holidays). Call 612.626.PARK for motorist assistance or any other questions.

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 Disability Services at 612.624.4037.

Event Calendars

Campus Events

events.tc.umn.edu/

School of Public Health Events

www.sph.umn.edu/news/

Academic Health Center Events

www.ahc.umn.edu/media/index.htm

Other University Resources

The Aurora Center

www.umn.edu/aurora

The Aurora Center for Advocacy and Education provides crisis intervention and advocacy services to victim/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.

Bookstore

www.bookstore.umn.edu

The University of Minnesota Bookstore, located in Coffman Union, sells texts for all Public Health courses. Course materials can also be ordered online.

Center for Teaching and Learning Services

www.umn.edu/ohr/teachlearn/

The Center for Teaching and Learning Services works to enhance the culture of teaching and learning through campus-wide workshops, courses, and facilitated discussions about teaching and learning.

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, we help students develop productive writing habits and revision strategies.

Computing Services

www.oit.umn.edu/index.php

The University's Academic and Distributed Computing Services (ADCS) website provides a wealth of information and services available to students including:

- Computer Lab Locations
- Computer Rental
- Internet Services and E-mail Accounts
- Computers and Software for Purchase
- Training
- Support and Help Services
- Resources and Useful Links
- Security

Copies/Fax Machines

www.printing.umn.edu

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

Counseling and Consulting Services

www.uccs.umn.edu/

Provides the following services to the University community:

- Career Development Center
- Consultation, Outreach, and Diversity Program
- Counseling Program
- Groups and Workshops
- Learning and Academic Skills Center
- Academic Support Groups

Dining

www.umn.edu/dining

University Dining Services offers a wide variety of dining experiences throughout the Twin Cities campus. The East Bank Campus offers several University Dining Service locations.

Expression Connection for Nursing Motherswww.bhs.umn.edu/services/expression.htm

Spaces are available on campus offering private and comfortable rooms that are designed specifically for nursing mothers to be able pump and store breast milk. This service, offered through Boynton Health Services, requires a brief orientation for users to familiarize themselves with the rooms. The orientation can be scheduled by emailing bellx024@umn.edu.

GLBT Programs Officewww.glbta.umn.edu

Through its various services, the GLBT Programs Offices assists bisexual, transgender, gay, and lesbian faculty, staff, and students in creating a supportive campus community while educating and providing resources for all members of the University of Minnesota about issues that impact the experiences of transgender, gay, lesbian, and bisexual people.

Housingwww.housing.umn.edu

The University's Office of Housing & Residential Life is the best resource for finding housing on or near campus.

Mapsonestop.umn.edu/Maps/

Find the way to any University building.

Office for University Womenwww1.umn.edu/women/

The Office for University Women serves a diverse population of women students by enhancing their learning environments through programming and campus awareness.

Office of Equal Opportunity and Affirmative Actionwww.eoaffact.umn.edu

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.

Online Writing Centerwriting.umn.edu

The Online Writing Center offers online tutoring to students taking Writing-Intensive courses at the University of Minnesota. Online tutoring is conducted via the Web, and consists of comments and feedback offered by our 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.

Policewww.umn.edu/umpolice/

The University of Minnesota Police Department website.

Post Office

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

Rec Centerwww.recsports.umn.edu

UMNTC has extensive opportunities for fitness. University Recreation Center houses 2 fitness centers, 14 handball and racquetball courts, 5 international squash courts, 2 gymnasiums, a kitchenette, steam rooms, saunas, locker rooms, family locker rooms, a pro shop, a deli, and numerous lounge spaces. All full-time students pay a student services fee that includes membership to the Rec Center.

Security Monitor Programwww1.umn.edu/police/escort.html

The Security Monitor Program offers a walking/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 University of Minnesota - Twin Cities campus. To request an escort by a trained student security monitor, please call 612.624.WALK (9255) shortly before the desired departure time and walk safe.

Student Unions and Activities Officewww.sua.umn.edu

The Student Unions and Activities Office is the University of Minnesota's center for campus-wide programs and activities, leadership opportunities, skill development, and student organization training, advising and registration.

More than 400 student groups on campus are registered with the 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.

Student Conflict Resolution Centerwww.sos.umn.edu

The Student Conflict Resolution Center assists students in resolving campus-based problems and concerns through coaching, intervention and mediation by Ombudsman and Advocacy staff.

Student Legal Service

www.umn.edu/usls/

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

3. REGISTRATION

3.1 Full-Time Status

MHA, MPH and Certificate students need to register for at least nine (9) credits in fall and spring semester to be considered full-time. MS and PhD students must register for at least six (6) credits each semester to be certified by the Office of the Registrar as full-time.

In summer MHA and MPH students must be registered for 6 credits to be considered fulltime and 3 credits to be considered halftime.

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

3.2 Registration Process

Step One

View the Class Schedule for each term on the web at onestop.umn.edu. Select courses for the term with your advisor before registering (make an appointment at the earliest convenient time).

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 major field – 4000-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

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 onestop.umn.edu.
- You can find your registration queue date and time on the web at onestop.umn.edu.
- You will need your x.500 login 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 onestop.umn.edu or go to the University’s One Stop Student Services Center in 200 Fraser 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 helpingu@umn.edu. You may also contact your Major 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 major section of this guidebook for more information.

- Some courses have variable credits. Before selecting the number of credits, students should make sure they are in agreement with the instructor as to the number of credits appropriate for the work proposed.

3.3 Grade Option Changes, Course Additions and Withdrawal

Change of Grade Option

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Adding a Course

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. Adding a course for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Change of Grading Option

Grading options cannot be changed after the second week of classes.

Course Cancellation and Withdrawal

School of Public Health students may withdraw from a course through the second week of the semester without permission. No "W" will appear on the transcript. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

After the second week, students are required to do the following:

1. The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
2. The student must send an e-mail to the SPH Student Services Center (SSC) at franc004@umn.edu. The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
3. The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student's intent.
4. The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A "W" will be placed and remain on the student transcript for the course.

After discussion with their advisor and notification to the instructor, students may withdraw up until the eighth week of the semester. There is no appeal process. For more information, contact the SPH Student Services Center at 612.626.3500.

A refund schedule is listed at onestop.umn.edu. Please refer to these dates when withdrawing from courses.

4. TUITION, FEES, BILLING, AND FINANCES

4.1 Tuition and Fees

Tuition figures based on 2010-2011. This publication was produced prior to the release of 2011-2012 tuition amounts

	Resident	Non-Resident
School of Public Health (MPH and Certificate students)		
Per credit	\$665.00	\$883.00
School of Public Health (MHA full-time students)		
Per credit	\$665.00	\$883.00
School of Public Health (MHA executive students)		
Per credit	\$1238.00	\$1238.00
Graduate School (MS and PhD students)		
1-5 credits (per credit)		
6-14 credits (flat rate)		
Each credit over 14 (per credit)		

Fees

Fee	Students Assessed	Frequency	# of Credits	Amount
SPH Technology Fee	All students	per term	1-5 credits	\$105.00
			6 or more credits	\$140.00
University Fee	All students	per term	1-9 credits (per credit)	\$65.00
			10 or more credits (flat rate)	\$650.00
University Student Services Fee*	All students	per term	6 or more credits	\$349.00
AHC Student Health Benefit Plan	See section 5.6 of this guidebook.			

*Students may be assessed other fees each semester. Please go to onestop.umn.edu for complete tuition and fee information.

4.2 Billing

Students will receive a billing statement approximately 4 weeks after a semester begins (May/Summer Session billing statements are sent mid-June. Students may view their fee statement online at onestop.umn.edu.

Students will receive electronic bills and have the option of paying their bill online with an electronic check from their checking or savings account. Students can also allow access to authorized users, such as parents, to view and pay tuition bills on their behalf. For more information on electronic billing and payment, visit onestop.umn.edu. Questions on billing and fee statements can be referred to helpingu@umn.edu.

4.3 Financial Aid and Scholarships

A variety of resources to assist students in financing their education as well as estimations of living expenses can be found at www.sph.umn.edu/prospective/financing/index.asp. Information specific to SPH Divisions and/or Majors may be found in the Division and/or degree program sections of this guidebook.

Information on financial aid can be found at onestop.umn.edu or by e-mailing helpingu@umn.edu.

Students having questions about the status of their financial aid should refer to the appropriate contact below:

Aid Type	Contact	E-mail address
Division/Major Specific Awards and Traineeships, the Dean's Scholarship	Your Major Coordinator	
Medica Scholarships, and scholarships that support specific US minority groups	SPH Student Services	Sph-ssc@umn.edu
Federal Loans, Financial Aid Package	Rockne Bergman* U of M Office of Student Finance Administration	r-berg@umn.edu

*Rockne Bergman holds walk-in office hours in Moost 2-693 on M, W, and Th from noon to 4:00 p.m.

4.4 Graduate Assistantships

Many SPH students use graduate assistantships 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 any assistantship on campus. Because many assistantships are funded by grants, the vigorous research activity of SPH faculty makes available numerous opportunities in the school.

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

For graduate assistant policies and benefits, go to www1.umn.edu/ohr/gae/

The tuition benefits are particularly attractive to students. 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. UNIVERSITY GUIDELINES AND POLICIES

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:

- Attend fall orientation and understand the information distributed.
- Understand and follow University, School of Public Health, Division, and Major rules and procedures for completion of degree requirements.
- Read e-mail messages frequently for announcements from the Major Coordinators, Major Chair/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.
- Check their student mailbox often for printed informational materials.
- Contact a Major Coordinator, Major Chair, 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 more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/definitions.html>. Students should be careful to properly attribute and cite others' work in their writing. For guidelines for correctly citing sources, go to tutorial.lib.umn.edu.

5.2 University of Minnesota Board of Regents' Policies

The policies of the Board of Regents are umbrella policies that provide the framework under which the administration is responsible for implementation of and compliance with the intent of the board policy. Students are responsible for abiding by the Board of Regents policies. The Board of Regents policies can be found at www.umn.edu/regents/policies.html.

We encourage students to read the policies and ask that they particularly become aware of the following policies reprinted here in a slightly different format:



University of Minnesota Board of Regents Policy Student Conduct Code

Adopted: July 10, 1970

Amended: December 13, 1974; March 11, 1994; June 13, 2003, December 8, 2006

Supersedes: (see end of policy)

SECTION I. SCOPE.

This policy applies to all students and student organizations at the University of Minnesota (University).

SECTION II. JURISDICTION.

The Student Conduct Code (Code) shall apply to student conduct that occurs on University premises or at University-sponsored activities. At the discretion of the president or delegate, the Code also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial University interest and either:

- (a) constitutes a criminal offense as defined by state or federal law, regardless of the existence or outcome of any criminal proceeding; or
- (b) indicates that the student may present a danger or threat to the health or safety of the student or others.

SECTION III. GUIDING PRINCIPLES.

- (a) 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.
- (b) 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.
- (c) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
- (d) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
- (e) The University is dedicated to the rational and orderly resolution of conflict.

SECTION IV. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.

Students are both members of the University community and citizens of the state. As citizens, students are responsible to the community of which they are a part, and, as students, they are responsible to the academic community of the University. By enforcing its Code, the University neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the University will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action. Determinations made or sanctions imposed under the Code will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of the criminal law defendant.

SECTION V. DISCIPLINARY OFFENSES.

Any student or student organization found to have committed or to have attempted to commit the following misconduct is subject to appropriate disciplinary action under this policy:

Subd. 1. Scholastic Dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test 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, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Subd. 2. Disruptive Classroom Conduct. Disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Subd. 3. Falsification. Falsification means willfully providing University offices or officials with false, misleading, or incomplete information; forging or altering without proper authorization official University records or documents or conspiring with or inducing others to forge or alter without proper authorization University records or documents; misusing, altering, forging, falsifying, or transferring to another person University-issued identification; or intentionally making a false report of a bomb, fire, natural disaster, or other emergency to a University official or an emergency service agency.

Subd. 4. Refusal to Identify and Comply. Refusal to identify and comply means willfully refusing to or falsely identifying one's self or willfully failing to comply with a proper order or summons when requested by an authorized University official.

Subd. 5. Attempts to Injure or Defraud. Attempts to injure or defraud means making, forging, printing, reproducing, copying, or altering any record, document, writing, or identification used or maintained by the University when done with intent to injure, defraud, or misinform.

Subd. 6. Threatening, Harassing, or Assaultive Conduct. Threatening, harassing, or assaultive conduct means engaging in conduct that endangers or threatens to endanger the health, safety, or welfare of another person, including, but not limited to, threatening, harassing, or assaultive behavior.

Subd. 7. Disorderly Conduct. Disorderly conduct means engaging in conduct that incites or threatens to incite an assault or breach of the peace; breaching the peace; obstructing or disrupting teaching, research, administrative, or public service functions; or obstructing or disrupting disciplinary procedures or authorized University activities.

Subd. 8. Illegal or Unauthorized Possession or Use of Weapons. Illegal or unauthorized possession or use of weapons means possessing or using weapons or articles or substances usable as weapons, including, but not limited to, firearms, incendiary devices, explosives, and dangerous biological or chemical agents, except in those instances when authorized by law and, where applicable, by proper University authority.

Subd. 9. Illegal or Unauthorized Possession or Use of Drugs or Alcohol. Illegal or unauthorized possession or use of drugs or alcohol means possessing or using drugs or alcohol illegally or, where applicable, without proper University authorization.

Subd. 10. Unauthorized Use of University Facilities and Services. Unauthorized use of University facilities and services means wrongfully using University properties or facilities; misusing, altering, or damaging fire-fighting equipment, safety devices, or other emergency equipment or interfering with the performance of those specifically charged to carry out emergency services; or acting to obtain fraudulently-through deceit, unauthorized procedures, bad checks, or misrepresentation-goods, quarters, services, or funds from University departments or student organizations or individuals acting in their behalf.

Subd. 11. Theft, Property Damage, and Vandalism. Theft, property damage, and vandalism include theft or embezzlement of, damage to, destruction of, unauthorized possession of, or wrongful sale or gift of property.

Subd. 12. Unauthorized Access. Unauthorized access means accessing without authorization University property, facilities, services, or information systems, or obtaining or providing to another person the means of such unauthorized access, including, but not limited to, using or providing without authorization keys, access cards, or access codes.

Subd. 13. Disruptive Behavior. Disruptive behavior means willfully disrupting University events; participating in a campus demonstration that disrupts the normal operations of the University and infringes on the rights of other individuals; leading or inciting others to disrupt scheduled or normal activities of the University; engaging in intentional obstruction that interferes with freedom of movement, either pedestrian or vehicular, on campus; using sound amplification equipment on campus without authorization; or making or causing noise, regardless of the means, that disturbs authorized University activities or functions.

Subd. 14. Hazing. Hazing means any act taken on University property or in connection with any University-related group or activity that endangers the mental or physical health or safety of an individual (including, without limitation, an act intended to cause personal degradation or humiliation), or that destroys or removes public or private property, for the purpose of initiation in, admission to, affiliation with, or as a condition for continued membership in a group or organization.

Subd. 15. Rioting. Rioting means engaging in, or inciting others to engage in, harmful or destructive behavior in the context of an assembly of persons disturbing the peace on campus, in areas proximate to campus, or in any location when the riot occurs in connection with, or in response to, a University-sponsored event. Rioting includes, but is not limited to, such conduct as using or threatening violence to others, damaging or destroying property, impeding or impairing fire or other emergency services, or refusing the direction of an authorized person.

Subd. 16. Violation of University Rules. Violation of University rules means engaging in conduct that violates University, collegiate, or departmental regulations that have been posted or publicized, including provisions contained in University contracts with students.

Subd. 17. Violation of Federal or State Laws. Violation of federal or state laws means engaging in conduct that violates a federal or state law, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson.

Subd. 18. Persistent Violations. Persistent violations means engaging in repeated conduct or action in violation of this Code.

SECTION VI. SANCTIONS.

The following sanctions may be imposed upon students or student organizations found to have violated the Code:

Subd. 1. Warning. A warning means the issuance of an oral or written warning or reprimand.

Subd. 2. Probation. Probation means special status with conditions imposed for a defined period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation during the probationary period.

Subd. 3. Required Compliance. Required compliance means satisfying University requirements, work assignments, community service, or other discretionary assignments.

Subd. 4. Confiscation. Confiscation means confiscation of goods used or possessed in violation of University regulations or confiscation of falsified identification or identification wrongly used.

Subd. 5. Restitution. Restitution means making compensation for loss, injury, or damage.

Subd. 6. Restriction of Privileges. Restriction of privileges means the denial or restriction of specified privileges, including, but not limited to, access to an official transcript for a defined period of time.

Subd. 7. University Housing Suspension. University housing suspension means separation of the student from University Housing for a defined period of time.

Subd. 8. University Housing Expulsion. University housing expulsion means permanent separation of the student from University housing.

Subd. 9. Suspension. Suspension means separation of the student from the University for a defined period of time, after which the student is eligible to return to the University. Suspension may include conditions for readmission.

Subd. 10. Expulsion. Expulsion means the permanent separation of the student from the University.

Subd. 11. Withholding of Diploma or Degree. Withholding of diploma or degree means the withholding of diploma or degree otherwise earned for a defined period of time or until the completion of assigned sanctions.

Subd. 12. Revocation of Admission or Degree. Revocation of admission or degree means revoking a student's admission to the University or revoking a degree already awarded by the University.

SECTION VII. INTERIM SUSPENSION.

The president or delegate may impose an immediate suspension on a student or student organization pending a hearing before the appropriate disciplinary committee (1) to ensure the safety and well-being of members of the University community or to preserve University property, (2) to ensure the student's own physical or emotional safety and well-being, or (3) if the student or student organization poses an ongoing threat of disrupting or interfering with the operations of the University. During the interim suspension, the student or student organization may be denied access to all University activities or privileges for which the student or student organization might otherwise be eligible, including access to University housing or property. The student or student organization has a right to a prompt hearing before the president or delegate on the questions of identification and whether the interim suspension should remain in effect until the full hearing is completed.

SECTION VIII. HEARING AND APPEALS OF STUDENT DISCIPLINE.

Any student or student organization charged with violation of the Code shall have the opportunity to receive a fair hearing and access to a campus-wide appeal. To safeguard the rights of students and student organizations, the president or delegate shall ensure that each campus has an appeals procedure to govern alleged violations of this policy. The appeals procedure shall provide both substantive and procedural fairness for the student or student organization alleged to have violated the Code and shall provide for resolution of cases within a reasonable period of time.

The appeals procedure must describe:

- (a) grounds for an appeal;
- (b) procedures for filing an appeal; and
- (c) the nature of an appellate review.

SECTION IX. DELEGATION OF AUTHORITY.

The president or delegate shall implement this policy, including publishing and distributing the Code and the procedures governing the student disciplinary process at the University.

SUPERSEDES: Existing disciplinary appeals policies in contradiction and specifically repeals the appeals policies dated February 1979.



University of Minnesota Board of Regents Policy Sexual Harassment

Adopted: December 11, 1998

SECTION I. DEFINITION.

Subd. 1. Sexual Harassment. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program;
- (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program.

Subd. 2. Member of the University Community. "Member of the University community" or "University member" means any University of Minnesota faculty member, student, or staff member, or other individual engaged in any University activity or program.

SECTION II. POLICY.

Subd. 1. Prohibition. Sexual harassment by or toward a member of the University community is prohibited.

Subd. 2. Responsibility to Report. Department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers must take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer.

Subd. 3. Administrative Responsibility. Each campus must adopt procedures for investigating and resolving complaints of sexual harassment in coordination with the director of equal opportunity and affirmative action.

Subd. 4. Disciplinary Action. A violation of this policy may lead to disciplinary action up to and including termination of employment or academic dismissal.

5.3 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 of Student Conduct and Academic Integrity (OSCAI, www1.umn.edu/oscai/).

The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test 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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. 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: <http://writing.umn.edu/tww/plagiarism/definitions.html>.

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 <http://tutorial.lib.umn.edu/> and click on "Citing Sources."

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.

5.4 University Senate Uniform Grading & Transcript Policy

Note: The following is an abbreviated version of the University Senate Uniform Grading and Transcript Policy that can be found at www.umn.edu/usenate/usen/policies.html.

General Provisions

1. There are two distinct grading systems on each campus of the University of Minnesota, A-B-C-D-F (with pluses and minuses), and S-N. The S-N system is a self-contained alternative to the A-F system and the two may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading system under which they have registered for a course.
2. Interpretation by the Committee on Educational Policy: The policy does not require any instructor to use pluses and minuses.
3. Each college, campus, and program shall determine to what extent and under what conditions each of these two systems may be available to its students and to its faculty, consistent with the provisions of this policy. Any college, campus, or program may specify what courses or proportion of courses taken by its students or its prospective students must be on one or the other grading system. No campus, college, or program is required to offer a course on the S-N grading system. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.
4. When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).
5. The University's official transcript, the chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes; mailed copies will include the official seal of the University imprinted on them. Students may obtain an unofficial transcript of their own academic work at their request, except when they have a transcript hold on their record.

Permanent Grades for Academic Work

1. There are five permanent grades given for a single course for which credit shall be awarded, which will be entered on a student's official transcript. A-B-C-D-F grades including pluses and minuses, as follows, and carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A-	3.67	
B+	3.33	
B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements.
B-	2.67	
C+	2.33	
C	2.00	Represents achievement that meets the course requirements in every respect.
C-	1.67	
D+	1.33	

D	1.00	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
S		Represents achievement that is satisfactory, which is equivalent to a C- or better.

2. There are two permanent grades given for a single course for which no credit shall be awarded and which will be entered on a student's official transcript.

F	0.00	Represents failure and signifies that the 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. The F carries zero grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course shall count in the grade point average.
N		Represents no credit and signifies that the 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. The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Students who enroll for a course on the A-F grading system shall receive an F if such grade is warranted; students who enroll for a course on the S-N system shall receive an N if such grade is warranted.

3. In connection with all symbols of achievement, and especially for the S, instructors shall define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each (subject to the provision in this policy that the amount and quality of work required for an S may not be less than that required for a C-). [In any class, instructors have the right to set the level of performance required for an S at any level. They may not set it at less than a C-.]
4. Every student shall have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which shall be the ratio of grade points earned divided by the number of credits attempted with grades of A-F (including pluses and minuses). Both the periodic and cumulative grade point average will appear on each student's record.

All special grade point averages calculated at the request of a college or unit, if approved by the appropriate chancellor, provost, or vice president, will be accommodated by the Office of the Registrar in such a manner that they do not appear on the student's official transcript or any unofficial transcript which might be issued.

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://www.sph.umn.edu/current/resources/grades.asp>

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 reevaluation 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.

*See *section 3.3* for the School of Public Health withdrawal process.

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.

Other Provisions

Bracketing (repeating) Courses

An MPH or Certificate student may repeat a course once. When a student repeats a course, (a) both grades for the course shall appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course shall count in the student's grade point average. All such courses falling under this provision must be approved by the college*.

MS and PhD students are not allowed to repeat a course.

*In the case of the School of Public Health, this approval must come from the Dean and, in some cases, the Program Director. Students should see their Major Coordinator 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.

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 onestop.umn.edu 24 hours after they are posted by the course instructor.

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 using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grade as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

Note: Responses will remain anonymous and will not be released to the course instructor until after final grades have been submitted. This is School of Public Health procedure - not a University-wide policy - and therefore applies to Public Health courses only.

5.5 Health Insurance

All Academic Health Center students (this includes all SPH students, including those in MS and PhD programs) will be enrolled and charged automatically for the Academic Health Center (AHC) Student Health Benefit Plan. For more information, go to www.shb.umn.edu/twincities/ahc-students/ahc-student-health-benefit-plan.htm.

Benefits

The Academic Health Center Student Health Benefit Plan (AHC-SHBP) offers the following benefits (all AHC students are eligible):

- Full access to the Blue Cross and Blue Shield pharmacies
- No maximum on pharmaceuticals
- Coverage for all immunizations
- Early access to immunization services (July 1) for those registered for fall 2010 (incoming students)
- Ongoing health care coverage will be offered to students after graduating, through the University of Minnesota Conversion Plan

Waiver

All admitted AHC students will be required to participate in the plan if they are not covered by an employer sponsored group health insurance program.

If they want to waive the insurance, they must prove they have other coverage by producing a certificate of credible coverage obtained from their managed care organization, insurance company, or duly authorized agent verifying insurance coverage. They must submit the certificate of credible coverage to the Student Health Benefits Office at Boynton by the enrollment deadline published by the Office of the Registrar. This request must be submitted in person or by fax.

This waiver will be valid for two years. Should students lose coverage during the period they have been waived, they may enroll in the plan within 30 days by providing proof of involuntary loss of coverage from the insurance company.

Students enrolled in the Graduate Assistant Health Benefit Plan will be automatically waived from the AHC-SHBP.

5.6 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. Research Participants have many rights that guarantee their safety and their privacy.

Often School of Public Health students work as Teaching Assistants and Research Assistants [that may require exposure] to private information. Please be [aware] of privacy laws, complete required privacy trainings, and act with the highest honor towards all private information.

For further information, go to privacy.ahc.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.

In addition:

- U of MN 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.

HIPPA (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 Academic Health Center (AHC), including School of Public Health students, must complete the University's online HIPAA Privacy training.

Login to www.ahc.umn.edu/privacy/training/home.html, click on myU.umn.edu and select **my Worklife** link to complete the training.

5.7 Immunizations

According to OSHA regulations, CDC guidelines, and University of Minnesota policy, Academic Health Center (AHC) students are required to have a health clearance as a condition of enrollment.

More details and the downloadable *Student Immunization Record* form are available from Boynton Health Service at www.bhs.umn.edu/immunization-requirements.htm - ahc-student.

5.8 Criminal Background Checks

Students should be aware that certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. Students placed in such facilities may be asked by the institution to submit paperwork, or the institution may require that they have this check facilitated by the School of Public Health or Division. The School is prepared to assist students with this process. Facilities that are covered by this law are hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, and board/lodging establishments providing health supervision services. Client contact must be direct and unsupervised (outside the hearing or vision of a supervisor at the facility). In the unlikely event that this situation arises, students should call the School of Public Health Student Services Center at 612.626.3500 or go to D305 Mayo for assistance.

5.9 Use of Human Subjects in Research

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.

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. Learn more about the IRB here:
<http://www.research.umn.edu/irb/>

The committee is most concerned with the researcher's interface with subjects rather than the background rationale for the project. Specifically, this refers to the recruitment process, the interviewer's experience and expertise, how subjects are informed about the study and expectations for their participation, and how subjects are debriefed after their participation so that subjects can make an informed decision about participation.

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.

What research must be reviewed by the IRB?

If you and/or your faculty advisor are even a little uncertain about whether your project needs IRB approval, email or call the IRB. IRB staff members are trained to help you and your advisor determine if you must submit an IRB application. Contact your faculty advisor or the Executive Director of the IRB at 612-626-4851 if you do not receive a helpful response. Again, you may not be able to use any data collected if you conduct research that should have been reviewed by the IRB.

IRB Contact Information

(612) 626-5654

irb@umn.edu

<http://www.research.umn.edu/irb/>

Any research involving human subjects must be reviewed by the IRB. This means that if you are conducting research (which is a systematic investigation designed to contribute to generalizable knowledge) with human subjects (which are living individuals about whom you collect information) your research is subject to IRB approval. In short, if your research project involves living people you should at least contact the IRB or submit an application.

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. However, there are many grey areas, so students proposing such work are strongly encouraged to contact the IRB to determine whether their project requires approval.

Additional guidelines for students involved in international fieldwork

If you plan to use data collected as part of your international field experience for your master's project, you are strongly encouraged to contact the IRB before your field 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.**

How do I apply for IRB approval?

If, after contacting the IRB or speaking with your faculty advisor, your project needs to be reviewed, the next step is to browse and study the IRB website.

Before submitting your application, **you must complete online training** in the protection of human research subjects. To do this, follow the TRAINING tab on the IRB website to the CITI training. For most public health students, the CITI social science module is suggested. There is no charge for the training but it takes up to four hours to complete. You will need your UMN X.500 username and password.

Your research may be exempt from IRB review. However, only the IRB can determine this, so you must submit an **Exempt Research Application** to the IRB to have your exemption approved. There are four categories of research that are exempt from IRB review. Exempt public health research typically involves exemption #2 (e.g., low risk anonymous surveys or observation of public behavior when no personal identifiers are recorded) or #4 (e.g., use of existing anonymous data from a professor's study). For more information on these categories and copies of the appropriate Exempt Research Applications, click the IRB REVIEW PROCESS tab on the IRB website and then click on EXEMPT CATEGORIES.

If your research is subject to IRB review and is not exempt, you must fill out a regular IRB application form, which can be found on the IRB website under the FORMS tab. Most public health studies should fill out the **Social Science form**. The Medical form is typically for experimental drug studies or similar types of research. Call or write the IRB if you are unsure of which form to fill out. Also, there are several appendices on the IRB website that you may be required to include with your application. One appendix is surely needed: **Appendix J**, which is for student research. Your advisor will help you fill this out.

The IRB forms may be submitted by email to the IRB (see Contact Information, above). **Be sure to "cc" your advisor** if she/he did not actually sign the documents: the IRB accepts the "cc" as a digital signature.

What does the IRB look for?

When reviewing your application, the IRB will look for the following things:

1. You have completed (CITI) training
2. Your advisor has completed Appendix J and is "cc'd" on the submission email or has signed the documents
3. Risks to subjects are minimized
4. Risks to subjects are reasonable in relation to anticipated benefits
5. Selection of subjects is equitable and fair
6. Informed consent is sought from each prospective participant
7. Adequate preparation is taken to protect the privacy and confidentiality of subjects
8. Adequate provisions are made for the ongoing monitoring of the subjects' welfare

Some tips

- **Call or email the IRB if you have *any* questions. They are paid to help you and have seen thousands of studies, many just like yours!**
- Students should work closely with their faculty advisors when completing IRB forms.
- If you are collecting primary data, you will need a copy of the questions you intend to ask subjects, a protocol for collecting data, a consent form with all the elements (see website), and a plan to encrypt identifiable data. If you will be using participant recruitment materials (letters, advertisements, etc.), you must also include them along with your application.
- The IRB looks very closely at research involving children, prisoners, incapacitated persons, the elderly, deception, and higher risk interventions.
- If you're hoping to work with children, plan on getting informed consent from parents.
- All research entails some risk to subjects, even if merely boredom. It's best to overestimate the risks your study poses to subjects and to underestimate its benefits.
- Write short, pithy answers to each question on the IRB form.
- The length of time it takes for the IRB to review and approve your application is highly correlated with the completeness and quality of your application. Incomplete or vague answers often result in "deferrals" which can greatly lengthen the time to approval.

- This page on the IRB website offers specific guidance for student researchers:
<http://www.research.umn.edu/IRB/guidance/student-researchers.html>

5.10 International Student Requirements

Note: International student requirements may change over time. For up-to-date information go to www.issss.umn.edu.

Document Check and Orientation

All new international students must visit the University of Minnesota International Student & Scholar Services office (ISSS) shortly after arrival in Minnesota. See www.issss.umn.edu for directions, office hours, and services. 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 also tracks entries into and departures from the U.S. Every school, college, and university that admits students or scholars on F, J, or M visas is mandated to implement SEVIS.

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 www.issss.umn.edu.

Academic Status

International students must maintain full-time status. MPH students must register for at least 9 credits each semester (6 credits for MS and PhD students). Under special conditions, students may apply for an exemption from 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** notify **BOTH** the DHS Bureau of Citizenship & Immigration Services (BCIS) and the University of Minnesota **within 10 days** of a change of address. For more information go to www.issss.umn.edu/INSGen/address.html.

6. GROUPS, ASSOCIATIONS, AND SOCIETIES

6.1 Student Groups

School of Public Health Student Senate

www.sph.umn.edu/current/studentssenat/index.asp

The Student Senate is comprised of graduate students of the University of Minnesota, School of Public Health. The Senate serves two main functions:

- The Student Senate is an official organization of the University of Minnesota, School of Public Health, representing the SPH graduate students in several university committees.
- The Student Senate also acts as the public health student association of the University of Minnesota, organizing activities and events among the graduate students in the school. They participate in volunteer activities around the Twin Cities, organize social events, and address student needs and concerns to the School and the divisions.

The SPH Student Senate welcomes input from all students from the school and invite you to join the Senate and help us serve the needs of the SPH students. Contact us at sphss@umn.edu.

The student senate officers for the 2009-2010 academic year are:

Office	Name	Email Address
President	Meghan Mason	maso0299@umn.edu
Vice-President		
VP for Committees and Divisions	Samuel Lee	leex4900@umn.edu
Secretary	Laura Perdue	perdu011@umn.edu
Treasurer	Deepa Mekala-McGriff	meeka0006@umn.edu

Graduate and Professional Student Assembly

www.gapsa.umn.edu

The Graduate and Professional Student Assembly serves many functions on this campus, chief among them ensuring that the University, in all of its offices, programs, schools and departments, works in the interests of excellence in the graduate and professional experience. GAPSAs and its coordinate councils advocate on your behalf to make the University of Minnesota the premier institution for graduate and professional education in the nation, and try to make sure students have a smooth, supported, even fun time getting their degree

Council of Graduate Students (COGS)

www.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 & direction on all matters pertaining to the Graduate School experience, including Graduate Assistant issues.

Center for Health Interdisciplinary Programs (CHIP)

www.chip.umn.edu

The Center for Health Interdisciplinary Programs or CHIP is a department of the Office of Education in the Academic Health Center Senior Vice President's Office. The CHIP Student Center serves AHC students in the schools of dentistry, dental hygiene, health care administration, medical technology, medicine, mortuary science, nursing, occupational therapy, pharmacy, physical therapy, public health, and veterinary medicine.

CHIP exists to foster interdisciplinary relationships and teamwork between Academic Health Center students. CHIP provides educational, leadership, and service opportunities for students.

Minnesota International Student Association

www.tc.umn.edu/~misa/

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 about 3000 international students on this campus, whose length of stay varies from 3 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

www.sua.umn.edu/groups/

More than 400 student groups on campus are 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.

6.2 Public Health Related Associations and Agencies

Minnesota Public Health Association (MPHA)

www.mpha.net/

Founded in 1907, the Minnesota Public Health Association 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.

American Public Health Association

www.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 of Public Health

www.asph.org

The Association of Schools of Public Health (ASPH) 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.

Center for Cross-Cultural Health

www.crosshealth.com

The Center for Cross-Cultural Health is actively involved in the education and training of health and human service providers and organizations in the State of Minnesota and beyond. The Center is also a research and information resource. Through information sharing, training and research, the Center works to develop culturally competent individuals, organizations, systems, and societies.

Centers for Disease Control and Prevention

www.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.

National Institutes of Health

www.nih.gov

Begun as 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.

American College of Healthcare Executives

www.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.

6.3 Alumni Societies

School of Public Health Alumni Society

www.alumni.umn.edu
www.sph.umn.edu/alumni/

The School of Public Health Alumni Society has approximately 870 members. All graduates, students, and friends of the school are eligible for active membership in the society.

The society is responsible for a wide variety of successful initiatives, including:

- Spring Annual Meeting, cosponsored by the Minnesota Public Health Association.
- Student mentor program, designed to enable students to receive professional and personal guidance from alumni in their field of interest.
- Awards and student scholarships.
- Career Center, which provides support for a job bank and résumé database for students and alumni.
- Assistance with the newsletter *Advances*.

With every new member, the School of Public Health Alumni Society is able to offer more programs and services in support of the school and its students. Each membership makes a difference!

MHA Alumni Association

www.mhaalum.org/

The Alumni Association of the University of Minnesota MHA Program was established in 1948 to facilitate ongoing support of the Healthcare Administration program and to continue fellowship among alumni. There are over 1,600 members. The Association supports MHA students through scholarships, and by providing learning opportunities.

7. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH

7.1 Welcome

Epidemiology and Community Health is one of four Divisions that make up the School of Public Health at the University of Minnesota. The Division of Epidemiology and Community Health is home to six majors in the School of Public Health:

- Clinical Research MS
- Community Health Education MPH
- Epidemiology MPH
- Epidemiology PhD

- Maternal and Child Health MPH
- Public Health Nutrition MPH

The Division Head is Bernard Harlow, PhD.

The Major Coordinators are here to assist students in the Division. Students are invited to contact any one of them with questions or concerns.

Shelley Cooksey

Andrea Kish

Kathryn Schwartz

E-Mail..... epichstu@umn.edu

Phone 612-626-8802

Fax..... 612-624-0315

Campus Mail.... WBOB, #300, Delivery Code 7525

US Mail 1300 South Second Street, Suite 300, Minneapolis, MN 55454

7.2 The West Bank Office Building (WBOB)

The offices are located in the West Bank Office Building (WBOB) at 1300 South 2nd Street in Minneapolis. Students can find directions to WBOB at www.sph.umn.edu/epi/about/directions.asp.

Epi Shuttle

Students can travel back and forth between the East Bank campus and WBOB by using the Epi Shuttle. The shuttle route starts on the hour and half- hour at WBOB and travels East Bank and leaves for the return trip to WBOB at quarter past, and quarter to, the hour. The schedule will be emailed to students, staff and faculty. The shuttle does not run in the summer.

Parking Options for WBOB

- Park on the East Bank and use the EpiCH shuttle.
- Affordable ramp parking (approximately \$5 day) is available across from Guthrie Theatre located just blocks from WBOB.
- Meter parking is available on South 2nd St for \$.50 - \$.75 per hour with a limit of 8 hours. These meters are enforced from 8:00 a.m. until 10:00 p.m.
- Parking is also available in the public parking lot attached to WBOB at \$3 per hour or portion thereof. This lot is also available after hours, on weekends, and holidays free of charge. Students who will be in WBOB after dark are encouraged to move their car to this lot for security purposes.

Student Mailboxes

Students who have RA and/or TA positions will have mailboxes located near the receptionist on the third floor. Students who do not have RA or TA positions will be able to receive mail in the folders located next to Shelley Cooksey's cubicle (398E). Students who work on campus and have trouble getting to WBOB should email epichstu@umn.edu for alternative ways to get their mail. Student mail can be sent to a campus mail address, but cannot be sent via regular U.S. Mail. Most information is distributed via e-mail using your U of M student e-mail account.

Forms

We have PDF versions of forms at www.sph.umn.edu/epi/index.asp under the tab Student Resource for each major. All forms needed for student degree programs are also available on the wall rack outside of cubicle 398B on the third floor of WBOB. Microsoft Word documents of all the forms are also available upon request. Contact the Major Coordinators at epichstu@umn.edu to obtain the Word documents via e-mail.

Evening and Weekend Access

Division graduate students who do not have a paid appointment in the Division can have access to the student computer lab and student mailboxes after work hours and on weekends. Students obtain access by filling out a form to have their UCard programmed for access to the third and fourth floors of WBOB. Students are given the option to sign up for building access at Orientation. After orientation, contact a Major Coordinator for information.

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

Computer Lab

The Division computer lab in WBOB includes four PC's available for student use. The computer lab is located in cubicle 397F, at the north end of WBOB. The general policy for use of these computers is that they are for Division graduate students for work pertaining to their degree program. All four of the computers have SAS and two of them have STATA. Printers are available.

Copier and Fax Access

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

7.3 Division Communication with Students

The Division communicates information to students in the following ways:

- **E-mail:** Students should read their e-mail daily or at a minimum twice a week. We cannot stress enough how important e-mail has become. Communication between the Major Coordinators and students regarding changes in programmatic requirements or announcements, as well as advisor, faculty, and student-to-student contacts is usually through e-mail. Further, the University of Minnesota has expanded technological capacity to allow access to your account for up to five years after your graduate. To keep the account active, you must access it at least every six months. If you let it go dormant, you can reactivate it through the Alumni Association for a fee.
- **My U Portal:** This is a form of communication and information exchange within the University. Students are expected to check their portal regularly. Access to the portal is available at <https://www.myu.umn.edu/>.
- **Weekly SPHere:** A weekly electronic publication for students. This publication contains important deadline reminders as well as updates on students and faculty research and activities.
- **Division Newsletter:** The Division administrative staff produces a more extensive monthly newsletter titled EpiCHNews. EpiCHNews is available on the Epi web site at www.sph.umn.edu/epi/news/news.asp
- **Student Mailbox:** All students have access to a mail folder where print materials are distributed; see *section 1.2* for mailbox locations in WBOB.
- **Bulletin Boards:** There is a student bulletin board to the right of the reception desk on the third floor of WBOB.
- **School/University News:** The School of Public Health distributes a monthly electronic newsletter. The University of Minnesota student newspaper is called The Daily and is available campus-wide.

7.4 Seminars

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

Division faculty members and other scientific staff are asked to present at least one seminar every two years. Each year, the seminar brings in about 10 scientists from outside the Division.

Weekly notices are posted in the Division's third floor reception area as well as sent out electronically. Most seminars are held 10:00-11:00 a.m., Fridays, in Room 364 of WBOB. Seminars by visiting scientists may be at other times.

Students having questions or comments about the seminar series should contact David Jacobs, Seminar Director, at 612-624-4196. Students can also check the EpiCH Web site for seminar information by going to www.sph.umn.edu/epi/news/seminars.asp.

7.5 Academic Credit for Independent or Directed Coursework

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

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

It is very unusual for students to take more than four credits total of independent or directed coursework (over and above any credits earned for the field experience or master's project/thesis requirement). Students are expected to fulfill the majority of their elective credits through regularly-scheduled courses.

Examples of Independent and Directed Coursework

1. Students interested in a theory, an evaluation method, or a skill not covered in depth in a specific course could arrange for an independent study course with a faculty member knowledgeable in that area and/or willing to work with the student.
2. The student wants to attend a conference, workshop, or mini-course, but there is no academic credit involved. The student must find a faculty member willing to work with the student to develop academic work over and above the actual event to fulfill some elective credits. This must be arranged ahead of time, not after the event has occurred.

Additional comments

Arranging an independent/directed course depends upon the student putting together an academically rigorous proposal and finding a faculty member to serve as an instructor. The faculty instructor does not have to be the student's academic advisor or master's project advisor. The instructor must be a member of the major associated with the course number; see below.

The student should also receive prior approval from their academic advisor to count the independent/directed work as an elective course.

Choosing Course Numbers

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

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

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

Procedures

1. Student meets with the faculty member to discuss the requirements for the independent/directed course.
2. Student fills out an *Independent/Directed Study Contract* form outlining the requirements for the course and has the form signed by their academic advisor and Independent/Directed Study instructor. This information is vital to receive proper credit for this course (i.e., a grade). The instructor needs to agree to work with the student and both need to agree on the requirements. The form can be downloaded from the web at www.sph.umn.edu/current/resources/.
3. Student gives the completed/signed *Independent/Directed Study Contract* to a Major Coordinator. She then enters in electronic permission enabling students to register for the course.
4. At the end of the semester, the instructor assigns a final grade. The grade will then be entered on the official transcript. It is the student's responsibility to make sure that all requirements are completed so a grade can be submitted.

7.6 Division Resources and Policies

Incomplete Grades

For MPH students, all required courses (with the exception of field experience, internship, or master's project/thesis credits) must be completed during the term of registration. Students must complete all course requirements by the end of the registered term so that faculty can submit a grade by the appropriate due date. A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an incomplete grade requires a written contract between the instructor and student specifying a deadline by which the student will complete the course requirements. The student must contact a Major Coordinator to receive the required contract. In no event may the written agreement allow a period of longer than one year to complete the course requirements. If the instructor submits an "I" without a written contract a hold will be placed on the student record, barring the student from registering. If the requirements of the contract are not met by the contract deadline, a hold will be placed on the student's record unless a new deadline has been renegotiated. Field experience, internship, and master's projects that are not completed by the end of the term of graduation will receive a grade of "K" indicating "work in progress."

PhD Students only: The symbol "I" may be assigned by an instructor to indicate "incomplete," in accordance with the provisions announced in class at the beginning of the semester, when in the instructor's opinion there is a reasonable expectation that the student can successfully complete the work of the course. An "I" remains on the transcript until the instructor replaces it with a final A-F or S-N grade. Course instructors are encouraged to establish a time limit for the removal of incomplete grades.

Six Credit Minimum Exemption

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

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

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

Sitting in on a Class

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

Support for Student Travel

The current Division policy is as follows:

1. The Division will provide up to \$800 per student in a 12 month period [a maximum of \$3,200 available for all students during the fiscal year] for travel to a scientific meeting under the following conditions:
 - The student is currently enrolled in the Epi PhD/MS/MPH, CHE MPH, MCH MPH, PubH Nutr MPH, or Clinical Research MS program, will be enrolled at the time of the scientific meeting, and must be the presenter of the paper or poster.
 - The meeting is at a national or international level and has scientific relevance to the student's field of study.
 - There are no other sources of support specifically allocated for such travel. For example, whenever a training grant provides funds for travel for its fellows, those fellows will not be eligible for travel support under this policy. However, students whose work was supported by a research grant with no funds specifically for student travel will be eligible for travel support under this policy. Principal Investigators are encouraged to provide support for student travel from their grants since their grants benefit as well as the students.

2. All requests for travel support must be in writing. The request should be addressed to the Chair of the Division Training Committee and given to a Major Coordinator, who will process the request. The request should include:
 - The dates, location and purpose of the meeting and describe the student's role.
 - A copy of the abstract and letter of acceptance must be attached to the request. In addition, a letter from a member of the Division's faculty indicating that he/she is familiar with the student's work, judges it to be of good quality, and supports the student's request.
 - The request must be made in advance of the scientific meeting. Since the DTC only meets once per month, it is suggested that complete requests be submitted at least six weeks prior to the scientific meeting.
 - A summary of the travel expenses (cost of air fare, hotel price, registration fees, etc).
3. Allocations under this policy will of course be subject to the availability of funds for this purpose.

Payment for TA English Program

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

SAS Access

Students can purchase the SAS program for a fee if it is necessary for them to complete research. Additional information on ordering the software is available at www.oit.umn.edu/utools/all-software/sas-125200.html. Please note that all 4 of the computers in the student computer lab (397F WBOB) have SAS.

One computer (the one furthest to the East) has the SAS Learning Edition 4.1 (an easy to use personal learning tool). The book, The Little SAS Book for Enterprise Guide 4.1 is a guide to a point-and-click interface that is part of the Learning Edition. Using Enterprise, you generate SAS code without writing it. It is available for checkout from Laurie Zurbey, in cube 398C.

For additional help with SAS, you can schedule an appointment with Judy Baxter, an experienced SAS programmer. Judy is available a few days a month and sends out a monthly schedule of the exact days via email to all current students with instructions on how to schedule an appointment. You may contact Judy at baxte003@umn.edu.

J.B. Hawley Student Research Award

The Division has established the J.B. Hawley Student Research Award, a small grant mechanism to support research projects. This is a wonderful opportunity for students and post-doctoral fellows to obtain funds for their research, gain experience in grant proposal writing, and receive faculty feedback on their ideas. During the academic year, we will have two separate award categories. The standard award is open to all students and post-doctoral fellows; the doctoral award is only open to doctoral students in Epidemiology. We anticipate two rounds of requests for proposals (one per semester). The chair of the Research Awards Committee will distribute detailed e-mail solicitations for applications.

STANDARD AWARD

Who May Apply?

Students currently enrolled in degree programs in Epidemiology, Community Health Education, Maternal and Child Health, Clinical Research, or Public Health Nutrition or post-doctoral fellows in Epidemiology. Proposed projects do not have to be thesis or masters projects, and may be for any research that involves the applicant (e.g., evaluation of a program for a field experience). Those who have received previous funding from a Hawley Award will not be eligible for further support until they have submitted the required one-page report for their prior award (see below).

How Much?

\$3,500 maximum, including fringe benefits when applicable. PhD students may request a maximum of \$7,500 to support thesis research.

How Can It Be Used?

The award may be used to support research activities including supplies and equipment. It cannot be used for stipends or salary support for the applicant.

Please note that before making any expenditure with the award (i.e., ordering, purchasing, hiring, or contracting for services) the applicant must meet with accounting personnel in the Division to ensure that procedures are followed.

How Long?

Normally projects are funded for one year.

DOCTORAL AWARD

Who May Apply?

Students currently enrolled in the doctoral program in Epidemiology. Proposed projects do not have to be thesis projects, and may be for any research that involves the applicant. Those who have received previous funding from a Hawley award will not be eligible for further support until they have submitted the required one-page report for their prior award (see below).

How Much?

\$7,500 maximum, including fringe benefits when applicable.

How Can It Be Used?

The award may be used to support research activities including supplies and equipment. It cannot be used for stipends or salary support for the applicant.

Please note that before making any expenditure with the award (i.e., ordering, purchasing, hiring, or contracting for services) the applicant must meet with accounting personnel in the Division to ensure that procedures are followed.

How Long?

Normally projects are funded for one year.

What is the Format for the Proposal?

1. Cover Letter
Please indicate in the letter whether the project will help support a master's project, master's thesis, PhD thesis, or field experience.
2. Face Page (1 page)
 - a. Title
 - b. Investigator information, including name, address, telephone, and e-mail address
 - c. Your degree program
 - d. Collaborating investigators (faculty, staff, students), if any
3. Research Proposal (4 pages maximum; font: 12-point Times or larger)
 - a. Background and Significance (1 page maximum):
Describe the background and justification for the study and state the research questions/hypotheses.
 - b. Research Methods (2 pages maximum):
Describe the study design and detailed methods. Be sure to include information on each of the following issues (and others, as appropriate):
 - Study population
 - Sample selection and recruitment
 - Measurements
 - Data analysis plan (required for both quantitative and qualitative research)
 - Timeline
 - Sample size (justified by formal statistical calculations or other means)
 - c. Human Subjects (no page limit):
All proposals must address protection of human subjects and have the project approved by the University of Minnesota's Institutional Review Board (IRB) prior to receiving funds. However, a project will be reviewed by the Research Awards Committee prior to receiving final IRB approval.

d. References (no page limit):

Citations for articles referenced in the background and significance and research methods portions of the proposal should be listed after the Human Subjects section of the proposal.

4. Detailed Budget (2 page maximum):

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

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

5. Letter of Endorsement from Faculty Advisor (1 page):

A primary or adjunct faculty member in the Division of Epidemiology and Community Health must provide a brief letter to accompany the proposal, specifically endorsing the applicant's request. First, applicants must discuss their proposals with the faculty advisor, who must review the proposal before it is submitted. Then, the faculty advisor's letter of funding endorsement must state that the faculty member has read and provided input on the proposal. The faculty member must also indicate his opinion of the quality and importance of the research.

6. Appendices, if needed (no page limit)

Submission

Submit your proposal to the Aaron Folsom, Chair of the Research Awards Committee, Division of Epidemiology and Community Health, Suite 300, 1300 South Second Street, Minneapolis, MN 55454-1015

Review Process

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

If you have questions regarding preparation of a proposal, please contact the Chair of the Research Awards Committee. Information regarding the status of human subjects (IRB) applications must be provided to the Committee. Award funds will not be released until Division of Epidemiology and Community Health accounts administration has received notification of Human Subjects Committee approval.

Final Report

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

Other Division Awards and Scholarships

The Division of Epidemiology and Community Health also has several other awards that are granted most years:

- The **Colleen Berney Scholarship** is given to an incoming first-year student in the Maternal and Child Health major who has demonstrated a strong academic background and an interest in child welfare. The scholarship consists of a \$2,000 award.
- The **Henry Blackburn Award** recognizes the writing and presentation of scholarly work among students in the Master's programs within the Division. The recipient of the award will receive a certificate and a check for \$1,000.
- The **Lester Breslow Award** is awarded to a public health student(s) pursuing a graduate degree in the Division of Epidemiology and Community Health who has demonstrated academic excellence in the area of health promotion and disease prevention. The recipient of the award will receive a plaque and a check for \$1,000.

- The **Betty J. Hallstrom Award** is awarded to a graduating nurse in the Maternal and Child Health major who had demonstrated research competence by completing a project in an MCH area and has displayed innovative and creative planning for MCH care. The recipient of the award will receive a certificate and check.
- The **Marguerite J. Queneau Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students who portray the characteristics of Marguerite Queneau, a nationally and internationally accomplished nutritionist.
- The **Ruth Stief Award** recognizes a current Public Health Nutrition student for her/his leadership qualities, academic excellence and potential for an exemplary career in public health. The recipient of the award will receive a certificate and a \$500 check.
- The **Ruth Stief Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students.
- The **Henry Taylor Scholarship** is awarded to help support the expenses of students who are attending the American Heart Association Council on Epidemiology. Students presenting papers at this conference are encouraged to apply for this financial support. One student will be selected to receive a \$800 stipend to attend this meeting.
- The **Robert ten Bensel Scholarship** is awarded to a full-time incoming Maternal and Child Health student that has demonstrated leadership, human equity, and social justice in MCH.

Research Grants

An up-to-date listing of current and pending grants is available upon request, or at www.sph.umn.edu/epi/research/index.asp.

Division of Epidemiology and Community Health Student Support Policies

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

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

Approved 7/1/03, revised 06/08

Doctoral students matriculating prior to Fall 2003 should see a Major Coordinator to discuss their student support policy.

Master's Student Support Policy

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

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

Post-baccalaureate professional students in doctoral-level programs (e.g. dental, medical, law, veterinary students) who have completed two years of their professional studies will be paid at the rate of those who have completed a

master's degree. Those who have not completed the first two years will be paid at the rate of those whose highest degree is a bachelor's degree. This policy is effective beginning Spring semester, 2004. Adopted 12/17/03.

Requesting Letters of Support – 10 Tips for Students

The following tips may help you get a positive—and productive—response when you request a letter of support from a faculty member for a fellowship, an internship, a scholarship, graduate school admission, or a professional position.

1. FIRST CONTACT: E-MAIL IS OK. Make the e-mail brief. Mention the opportunity for which you are applying, the deadline, what you are requesting, and what you are willing to send for further information (e.g., CV, bullet points, a draft letter). If there is a chance the faculty member will not remember you, mention where you have met.

2. THINK AHEAD. Many faculty members in EpiCH have 10 or more advisees, so they may not be able to respond immediately to student requests. If they receive a request with short notice, they may not be able to respond positively, so contact them well ahead of deadlines so they can schedule your request.

Deadlines: Clearly convey the deadline for the materials you are requesting. It is also fine to re-contact the faculty member a week before the deadline as a gentle reminder. Such contact should include, in addition to the reminder about the deadline, your reiteration that you are happy to provide additional information about yourself, or the opportunity and details about where and how to submit the reference (in case the original contact information was misplaced).

3. REQUEST LETTERS FROM PEOPLE WHO KNOW YOU. A letter from someone who does not know you well may not be a strong letter, as the lack of familiarity is usually reflected in the text. Many requests for references also require individuals to specifically indicate how well they know an applicant. Reviewers may not give much weight to a referral from someone who does not know the applicant well—and they may wonder *why* the applicant did not select someone who knows her/him well. For example, they could think that either the applicant does not know anyone well OR everyone who knows the applicant well would write a lousy letter—both imagined scenarios are bad.

Try to gauge if the person can write a “good” letter for you. A strategy is to ask this question directly: don't ask “will you write a letter for me?” Instead, ask “will you write a supportive letter for me?” A hard life lesson is that some faculty members may be unable to strongly recommend you, and it is best to find that out—and respect it—before you agree that the person will write a letter. Most faculty members will reveal any hesitation they have and it is important to listen to it and accept it. A tentative, or a poor, letter can have a strong negative impact on an application.

4. IF YOU CONTACT SOMEONE WHO DOES NOT KNOW YOU WELL, BE PROFESSIONAL. An exception to item #3 is when you *have* to ask Chairs or Division Heads for letters of support because their support is required by the applicant organization. If you don't know such people well, and must request a favor, use his/her last, rather than first, name (i.e., Dr. Smith instead of Judy) when you make your first approach. In EpiCH, you will likely be told to use his/her first name, but your professionalism will be noted and appreciated.

5. DON'T ASSUME THAT FACULTY MEMBERS KNOW ANYTHING ABOUT THE APPLICANT ORGANIZATION. There are hundreds of fellowships, scholarships, etc. for which faculty members are asked to write letters. Faculty members have little or no connection with many organizations beyond writing letters for students. They often receive what, to them, are garbled messages, with acronyms instead of full organization names, and find them incomprehensible. Don't rely on acronyms or assume any knowledge about the opportunity for which you are applying, even if it is at the SPH or UMN.

To inform faculty members, it is fine to e-mail them URLs and PDFs about the applicant organization, but also include a 1-page synthesis of relevant information. You are asking the faculty member to volunteer time: don't ask him/her to also go to a website and/or open multi-page PDFs. Those materials can be optional—your one-pager should be all your letter writer needs, along with your CV and some guidance about the text of the letter.

6. DON'T ASSUME FACULTY MEMBERS KNOW YOU WELL ENOUGH TO WRITE A GREAT LETTER OR THAT THEY HAVE TIME FOR A 1-HOUR INTERVIEW TO PREPARE FOR THE LETTER. A great strategy is to offer to provide bullet points about your qualities, eligibility, and interest in the opportunity that can be used by the faculty member to frame the letter. You may even offer to write a draft letter. You are in the **best** position to draft a successful letter and it is not uncommon to provide such help for letters of reference.

7. MAKE SURE FACULTY MEMBERS HAVE CONTACT INFORMATION. Clearly indicate where the letter or rating sheet should be sent! One of the most common—and frustrating—mistakes made by students is to omit this information, resulting in unnecessary contacts, delays, and poor impressions.

8. MAKE SURE YOU ARE ELIGIBLE FOR THE OPPORTUNITY AND THAT YOU INTEND TO APPLY BEFORE YOU ASK FOR A LETTER. Unfortunately, it is common for faculty members to write letters, only to be told by students that they found out they were ineligible or decided not to apply after all.

9. MAKE SURE THE MATERIALS YOU PROVIDE DO NOT HAVE TYPOS AND GRAMMATICAL ERRORS. The written word is influential: we often base our impressions about someone’s intellectual qualities on the quality of his/her writing. While this may not be fair, it is what academics (and others) do. You are asking for a laudatory letter of reference, so make sure that your CV, 1-pager, bullet points/draft letter, are clearly and properly written.

10. THANK THE FACULTY MEMBER FOR WRITING THE LETTER AND FOLLOW-UP. It is surprisingly common for students to not thank a faculty member after an application is complete and even less common for students to let faculty members know if they received the scholarships, fellowships, internships, jobs, etc. for which they applied. Faculty members commit time to letters of reference because they want students to succeed—they are rewarded with thanks and updates.

Division of Epidemiology and Community Health Websites

EpiCH website.....	www.sph.umn.edu/epi/index.asp
EpiCH Student Guidebook and Forms (Under Student Resources)	www.sph.umn.edu/epi/index.asp
EpiCH course grid (Under Student Resources)	www.sph.umn.edu/epi/index.asp
Course syllabi.....	www.sph.umn.edu/programs/syllabi/index.asp
Job Tip Sheet	www.sph.umn.edu/programs/assets/jobtipsheet.pdf
EpiCH faculty information.....	www.sph.umn.edu/facstaff/ourfaculty/f_prog.asp?pid=4&dg=Epidemiology
EpiCH seminar	www.sph.umn.edu/epi/news/seminars.asp
EpiCH telephone directory	http://www.sph.umn.edu/epi/people.asp

7.7 Division Advising Information

Team approach to Advising at the Master’s level

At the master’s level students are advised by a team which includes their academic advisor, their major coordinator, and the Program Director for their major. The role of the academic advisor is to advise students on things like their career goals and objectives, provide advice for securing a field experience, and help students with their initial master’s project planning. The role of the Major Coordinator is to assist students with course planning, petitions, and to provide general procedural advice. The Program Director will meet with students as a group to discuss issues related to the entire major and is also available to assist students with any issues they might be having with the program.

Guidelines for Faculty/Student Interactions

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

- **A faculty member asking you to drive them somewhere, including the airport, home, or main campus.** Such a request does not fall under a student’s duties. A situation when this may be acceptable is when the student has the same destination.
- **A faculty member asking you to work extra hours or late hours.** Students should be expected to work the hours for which they are paid. Students may volunteer to work extra hours to gain more experience (e.g. grant writing), gain authorship on a paper or help meet a deadline – but should not be expected to work these extra hours.
- **Your advisor asking you to housesit, take care of your children or pets, or help you move.** While some students may not mind house sitting, taking care of children or pets, or helping someone move, others may only

agree to do these jobs because they feel obligated or worry that saying no will somehow affect their relationships with faculty members. To avoid problematic situations, a faculty member may post a flyer requesting a sitter or mover for pay without the faculty member's name attached to the request – ensuring that respondents really want the job.

Faculty members who are uncertain about the appropriateness of requests they have for students should consult with the DTC Chair. Students should talk with their Program Director, DGS, or Major Coordinator if they have concerns about the appropriateness of requests from faculty members.

The University of Minnesota's Board of Regents policy on Nepotism and Consensual Relationships (including student and faculty relationships) can be found at www1.umn.edu/regents/policies/humanresources/Nepotism&Personal.html.

Confidentiality

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

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

Guidelines for Changing Advisors

Master's Students

At the master's level, students may change academic advisors if they have serious personality or other conflicts with their assigned advisor. In that case, they should discuss their reasons and their preferences for a different advisor with the program chair. The program chair will then consult with both faculty members (new and old advisors) to obtain agreement before approving the change. The program chair will notify the Division Major Coordinators of the change.

PhD Students

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

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

Student Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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

Defining Advising

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

5. **Administrative Advising:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.
6. **Academic Advising:** general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.
7. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience/internship/practicum development, placement and completion.
8. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

Advising Expectations for Students

SPH students are expected to...

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

Faculty Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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

Defining Advising

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

1. **Administrative Advising:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.
2. **Academic Advising:** general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.
3. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience /internship/practicum development, placement and completion.
4. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

Advising Expectations for Faculty

Faculty advisors are expected to...

- Refer advisee to Major Coordinator for course planning/scheduling, policy and procedural information
- Review program objectives and educational documents at least on an annual basis, (i.e. Student Guidebook, etc.), or when directed by major coordinator or Program Director/DGS
- Actively contribute to a welcoming and supportive SPH climate
- Initiate meetings with advisee at least once per semester; regularly communicate with students on program progress

- Respond to student inquiries in a timely manner (ideally within 5 – 7 business days)
- Provide reasonable office hours and/or appointments and be generally available to student inquiries; communicate with students about extended absences or travel
- Serve as a model and example of respectful behavior
- Provide referrals to school and university resources when appropriate (e.g. Student Mental Health Services)

7.8 Division Courses 2011-2012

Number	Title	Credits	Offered	Instructor(s)
6000	Topics: Obesity & Eating Disorders	3.0	Spring	French/Sherwood
6010	Pub Hlth Approaches to HIV/AIDS	3.0	Fall	Horvath
6020	Fundamentals of Social and Behavioral Science	3.0	Fall	Lando
6020	Fundamentals of Social and Behavioral Science (web course)	3.0	Fall/Spring /Summer	Multiple Instructors
6034	Program Evaluation For Public Health Practice	3.0	Spring	Harwood
6035	Applied Research Methods	3.0	Fall	Hennrikus
6040	Dying and Death in Contemporary Society	2.0	Spring	TBD
6045	Skills for Policy Development	1.0	Spring	Toomey
6049	Legislative Advocacy Skills for Public Health	3.0	Spring	Forster/Toomey
6050	Community Health Theory and Practice I	3.0	Fall	Brady/Sherwood
6051	Community Health Theory and Practice II	3.0	Spring	Toomey
6055	Social Inequalities in Health	3.0	Spring	Jones-Webb
6060	Motivational Interviewing	1.0	May '11	Patterson
6066	Building Communities, Increasing Health: Preparing for Community Health Work	2.0	Fall	Axtell
6074	Mass Communication and Public Health	3.0	Spring	TBD
6078	Public Health Policy as a Prevention Strategy	2.0	Fall	Forster
6080	Seminar: Policy/Politics/Ethics of PubH Decision Making	2.0	Spring	Humphrey
6085	Global Pandemic: Tobacco and Alcohol	2.0	Spring	Jones-Webb/Lando
6301	Fundamentals of Clinical Research	3.0	Fall	Luepker/Lakshimnarayan
6303	Clinical Research Project Seminar	2.0	Spring	Luepker/Thomas
6305	CR: Introductory Seminar for Health Professionals	2.0	Spring	Lakshimnarayan
6320	Fundamentals of Epidemiology (web course)	3.0	Summer	Anderson
6320	Fundamentals of Epidemiology	3.0	Fall/Spring	Lazovich
6320	Fundamentals of Epidemiology (web course)	3.0	Fall/Spring	Punyko
6325	SAS Programming for Data Management	1.0	Fall/Spring	Oakes
6341	Epidemiologic Methods I	3.0	Fall	Kulasingam/Spector
6342	Epidemiologic Methods II	3.0	Spring	Pankow/Munoz-Zanzi
6343	Epidemiologic Methods III	4.0	Fall	Schreiner
6344	Epidemiologic Methods IV	2.0	Spring	Steffen
6348	Writing Research Grants	2.0	Fall	Luepker/Pereira
6355	Pathophysiology of Human Disease	4.0	Fall	Oberg/Crow
6363	Community Trials	3.0	Spring	Oakes/Hannan
6370	Social Epidemiology	2.0	Spring	Oakes
6380	Ecology of Infectious Disease	3.0	Fall	Singer
6381	Genetics in Public Health	2.0	Fall	Demerath
6385	Epidemiology and Control of Infectious Diseases	2.0	Spring	Lifson
6386	Public Health Aspects of Cardiovascular Disease	2.0	Fall	Folsom

6387	Cancer Epidemiology	2.0	Spring	Anderson
6389	Nutritional Epidemiology	2.0	Fall	Harnack
6390	Topics: Epidemiologic Methods III Lab	1.0	Fall	Schreiner/Pankow
6390	Topics: Epidemiology of Global Health	2.0	Fall	Lifson
6601	Born a Girl: Global Women's Health	1.0	May ('11)	Hellerstedt
6606	Children's Health: Issues, Programs & Policies	2.0	Spring	Oberg
6617	Practical Methods – Secondary Data Analysis	3.0	Fall	Oakes
6627	Sexuality Education: Criteria, Curricula, & Controversy	1.0	Fall/Spring	Bretl/Turnham
6630	Foundations of Maternal and Child Health Leadership	3.0	Fall	Oberg
6634	Advocacy and Children's Rights	2.0	Spring	Oberg
6655	Principles and Programs in MCH (web course)	2.0	Summer	Bonilla
6673	Grant Writing for Public Health	1.0	Spring	Hennrikus
6675	Women's Health	2.0	Fall	Hellerstedt
6901	Public Health Nutrition: Principles & Programs	2.0	Fall	Stang
6902	Maternal, Infant and Preschool Nutrition	2.0	Fall	Stang
6903	Child and Adolescent Nutrition (web course)	2.0	Summer '11	Stang
6903	Child and Adolescent Nutrition	2.0	Fall	Stang
6904	Nutrition and Aging	2.0	Summer '11	Steffen
6905	Nutrition for Public Hlth Promotion & Disease Prev.	2.0	Fall	Miles
6906	Global Nutrition	2.0	Spring	Himes
6910	Critical Review of Research in Public Health Nutrition	1.0	Spring	Pereira
6914	Community Nutrition Intervention	3.0	Spring	Neumark-Sztainer
6915	Nutrition Assessment	2.0	Fall	Himes/Harnack/Cusick
6933	Nutrition and Chronic Diseases	2.0	Spring	Robien
6995	Community Nutrition Practicum	8.0	Summer	Miles
6996	Clinical Nutrition Practicum	9.0	Summer	Miles
8341	Advanced Epi Methods Concepts	3.0	Fall	Alonso/Oakes
8342	Advanced Epi Methods Applications	3.0	Spring	Erickson/Alonso

8. CLINICAL RESEARCH MS DEGREE PROGRAM

8.1 Fall 2011 Program Curriculum

38 semester credits minimum

Course	Notes	Title	Offered	Credits
PubH 6301		Fundamentals of Clinical Research	Fall	3
PubH 6303	A	Clinical Research Project Seminar (will be S/N only starting Spring 2012)	Spring	2
PubH 6341		Epidemiologic Methods I	Fall	3
PubH 6342		Epidemiologic Methods II [6341, 6450 are prerequisites]	Spring	3
PubH 6450		Biostatistics I	Fall	4
PubH 6451		Biostatistics II [6450 is prerequisite]	Spring	4
PubH 7420		Clinical Trials: Design, Implementation and Analysis [6450 and 6451 are prerequisites; 6451 can be taken concurrently]	Spring	3
PubH 6348		Writing Research Grants (S/N only Fall 2011; A/F only starting Fall 2012; take Dr. Luepker's section)	Fall	2
PubH 6742	B	Ethics in Public Health: Research and Policy	Fall/Spring	1
Electives		Electives: see sample electives below	Any Term	3
PubH 8777	C	Thesis Credits: Master's	Any Term	10

Note A: PubH 6303 is designed for 2nd year CR MS students who are prepared to present their thesis work to colleagues and faculty. It is intended to provide an external review of that work. Do not register until your thesis work is sufficiently ready; contact the instructor if you are unsure if you should register. Grant reviews of clinical research for the Clinical and Translational Research Institute are part of regular exercises.

Note B: In addition to PubH 6742, students must complete Parts 1 and 2 of the University of Minnesota Responsible Conduct of Research course. At this time, Part 1 is only in-person, but Part 2 is available online. Information on when these sessions are scheduled is available at www.research.umn.edu/first/ (this training is validated by ORTTA).

Students must also complete the "Protecting Human Subjects" online training available at www.research.umn.edu/first/. Under "What's Inside," click on "Additional Courses" and then "Protecting Human Subjects." Contact A. Kish if you have trouble accessing these sites.

Note C: Students must have their thesis examining committee formed and approved, and a proposal for their thesis approved, by their thesis advisor and the Director of Graduate Studies (DGS) prior to registering for thesis credits. Once approval is given, the student can take all the thesis credits in one term or spread them out, as financial needs warrant. See *section 8.5* for further information.

Sample Electives

The potential electives are many and are found in the schools of the Academic Health Center. Students may also choose to do independent work for academic credit under PubH 8392 or 8393; see *section 7.5*.

Recommended Electives

PubH 6343 Epidemiologic Methods III (Prerequisites: PubH 6342, 6451; Fall 1:25 – 3:20 M/W or T/Th)
PubH 7470 Statistics for Translational and Clinical Research (Spring 11:15 – 12:30 T/Th)

Public Health

PubH 6336 Advanced Seminar in Infectious Disease Epidemiology
PubH 6380 Ecology of Infectious Disease
PubH 6381 Genetics in Public Health
PubH 6385 Epidemiology and Control of Infectious Diseases
PubH 6386 Public Health Aspects of Cardiovascular Disease
PubH 6387 Cancer Epidemiology
PubH 6389 Nutritional Epidemiology
PubH 6390 Topics: Epidemiology of Global Health

- PubH 6470 SAS Procedures and Data Analysis
- PubH 7407 Analysis of Categorical Data
- PubH 7430 Statistical Methods for Correlated Data
- PubH 7435 Latent Variable Measurement Models & Path Analysis (not offered 2011-12)
- PubH 7440 Introduction to Bayesian Analysis
- PubH 7445 Statistics for Human Genetics and Molecular Biology
- PubH 7450 Survival Analysis

Note: *PubH 6305 is not an appropriate elective for CR MS student because the content is too basic.*

Nursing

- Nurs 5925 Grantwriting and Critique
- Nurs 5995 Research Dissemination
- Nurs 6102 Family Health Care Theory for Nursing
- Nurs 7202 Moral and Ethical Positions and Actions in Nursing
- Nurs 8152 Scholarship in Health Care Ethics
- Nurs 8172 Theory and Theory Development for Research
- Nurs 8173 Principles and Methods of Implementing Research
- Nurs 8175 Quantitative Research Design and Methods
- Nurs 8181 Protection of Research Subjects
- Nurs 8185 Qualitative Analysis for Healthcare Research

Dentistry/Oral Biology*

- Dent 8090 Evidence-based Clinical Pediatric Dentistry
- Dent 8100 Topics in Advanced Periodontology: Literature Review
- Dent 8121 Current Literature in TMJ and Craniofacial Pain
- Geri 7100 Oral Health Services for Older Adults Seminar
- OBio 8021 Oral Microbiology
- OBio 8022 Oral Neuroscience (upon request)

**Please contact the course director for times courses are taught*

Experimental and Clinical Pharmacology*

- ECP 5620 Drug Metabolism and Disposition
- ECP 8100 ECP Seminar
- ECP 8220 Experimental and Clinical Pharmacology
- EPC 8900 Advanced Topics
- EPC 8992 Readings in ECP

**Please contact Professor Brundage prior to electing one of these courses, as they are not offered every year.*

Veterinary Medicine

- VMed 5080 Problems in Veterinary Epidemiology and Public Health
- VMed 5165 Surveillance of Foodborne Diseases and Food Safety Hazards (cross-listed with 6181)
- VMed 8090 Epidemiology of Zoonoses and Diseases Common to Animals and Humans

Table 1. Summary of competency areas/skills that guide the Clinical Research curriculum and courses that address these competency areas.

Clinical Research Competencies		
Competency Area Skills	How Acquired	How Measured
Ability to conceptualize and design clinical research of high quality and scientific integrity	PubH 6301, 6303, 6341, 6348, 7420, 8777	<ul style="list-style-type: none"> • Formal exams • Demonstrated knowledge • Faculty evaluation of written assignments • Presentation of student projects in the classroom setting • Advisors evaluation of research project
Ability to plan and manage clinical research studies	PubH 6342, 6780	<ul style="list-style-type: none"> • Formal exams • Graded exercises include those on planning and management of clinical studies • MS thesis: student must demonstrate that he/she is able to develop, implement and analyze a clinical research study and present it in a public setting
Ability to perform data collection, management, analysis and interpretation of clinical research findings and to report them at professional meeting and in the peer-reviewed literature	PubH 6342, 6780, 6450, 6451	<ul style="list-style-type: none"> • Formal exams • Graded exercises include those on planning and management of clinical studies • MS thesis: student must demonstrate that he/she is able to develop, implement and analyze a clinical study and present it in a public setting
Thorough understanding of human subjects' protection and the responsible conduct of research	PubH 6742, 6301, 6348 <ul style="list-style-type: none"> • Responsible Conduct of Research: The students are designed to attend a one-half day course in this area and complete a web-based program 	<ul style="list-style-type: none"> • Examinations, which include questions on the ethics associated with research in human beings • Students write application to the IRB for a human study, to be evaluated by faculty and IRB
Ability to write competitive research grants and obtain research funding for the projects	PubH 6348, 6303	<ul style="list-style-type: none"> • Written applications and public presentations graded; feedback and constructive suggestions for improvement provided to each student
Ability to work with multidisciplinary teams to accomplish clinical research projects	<ul style="list-style-type: none"> • The clinical research program involves students from different clinical disciplines: medicine, dentistry, nursing pharmacy, chiropractic, naturopathy and others. These are brought together in this class and lectures come from the many disciplines represented by the Academic Health Center. 	<ul style="list-style-type: none"> • Outcome will only be determined when students enter their research positions. (Before that, we have only the ability to answer content questions in this area and get a sense of the students' appreciation of multidisciplinary work.)

8.2 Sample Standard Schedules 2011-2012

Full-Time In 1.5 Years

Fall Semester Year One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (see "Part-Time in Two Years" schedule below for class times)	3
PubH 6341	Epidemiologic Methods I (either section fits schedule)	3
PubH 6450	Biostatistics I (Lecture and one lab required; all 6 lab times work in class schedule but you may not get your 1 st choice of lab time so plan accordingly)	4
	Elective(s) (can take any term; total 3 cr required)	3

Spring Semester Year One

PubH 6303	Clinical Research Project Seminar	2
PubH 6342	Epidemiologic Methods II (PubH 6341, 6450 are prerequisites)	3
PubH 6451	Biostatistics II (PubH 6450 is prerequisite)	4
PubH 7420	Clinical Trials (PubH 6450 is prerequisite; PubH 6451 must be taken previously or concurrently)	3

Fall Semester Year Two

PubH 6348	Writing Research Grants (R. Luepker section)	2
PubH 6742	Ethics in PubH: Research and Policy (can take other terms, in-class or online)	1
PubH 8777	Thesis Credits: Master's [Thesis credits can be taken other terms; you have to have your committee formed and your proposal approved by your committee and the DGS before registering.]	10

Part-Time In Two Years

Fall Semester Year One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (Th 10:10 – 1:10)	3
PubH 6341	Epidemiologic Methods I (T/Th; one section is 3:35 – 4:50, the other is 4:15 – 5:30)	3
PubH 6450	Biostatistics I (Lecture and one lab required; lecture is T/Th 1:25 – 3:20. Six lab time options; you may not get your 1 st choice of lab so please plan accordingly)	4

Spring Semester Year One

PubH 6342	Epidemiologic Methods II (PubH 6341, 6450 are prerequisites) (T/Th 4:00 – 5:15)	3
PubH 6451	Biostatistics II (PubH 6450 is prerequisite) (M/W 10:10 – 12:05)	4

Fall Semester Year Two

PubH 6348	Writing Research Grants (M 3:35 – 5:30; R. Luepker section)	2
PubH 6742	Ethics in Public Health: Research and Policy (online or take another term in-class or online)	1
	Elective(s) (can take any term; total 3 cr required)	3

Spring Semester Year Two

PubH 6303	Clinical Research Project Seminar (M 2:30 – 4:25)	2
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PubH 7420	Clinical Trials (T/Th 9:45 – 11) (PubH 6450 is prerequisite; PubH 6451 must be taken previously or concurrently)	3
PubH 8777	Thesis Credits: Master's [Thesis credits can be taken other terms; you have to have your committee formed and your proposal approved by your committee and the DGS before registering.]	10

Part-Time In Three Years

Fall Semester Year One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (see "Part-Time in Two Years" for class times)	3
PubH 6450	Biostatistics I (Lecture and one lab required; all 6 lab times work in class schedule but you may not get your 1 st choice of lab time so plan accordingly)	4

Spring Semester Year One

PubH 6451	Biostatistics II (PubH 6450 is prerequisite. If you can't take PubH 6450 in Fall, then take now and take PubH 6451 in Spring, Year Two)	4
PubH 6742	Ethics in Public Health: Research and Policy (can take other terms, in-class or online)	1

Fall Semester Year Two

PubH 6341	Epidemiologic Methods I (either section fits schedule)	3
	Elective(s) (can take any term; total 3 cr required)	3

Spring Semester Year Two

PubH 6342	Epidemiologic Methods II (PubH 6341, 6450 are prerequisites)	3
PubH 7420	Clinical Trials (PubH 6450 is prerequisite; PubH 6451 must be taken previously or concurrently)	3

Fall Semester Year Three

Course	Title	Credits
PubH 6348	Writing Research Grants (R. Luepker section)	2

Spring Semester Year Three

PubH 6303	Clinical Research Project Seminar	2
PubH 8777	Thesis Credits: Master's [Thesis credits can be taken other terms; you have to have your committee formed and your proposal approved by your committee and the DGS before registering.]	10

8.3 Program Requirements, Resources and Policies

Grade Point

The CR MS program requires a **cumulative GPA of at least 3.00** for graduation. Regular meetings with advisors and reviews by the Director of Graduate Studies and a Major Coordinator will evaluate student progress.

S-N Credits

Clinical Research MS students are Graduate School students. Graduate School students can take up to one-third of course credits (not thesis credits) for a grade of S-N (satisfactory/non-satisfactory). Note that the one-third limit does include courses that are available only S-N. For most CR MS students who take 28 course credits, a maximum of nine credits are allowed S-N.

Transfer Credits (Bringing in courses taken prior to matriculation)

Master's of Science degree students are required by the Graduate School to complete at least 60 percent of coursework for their official degree programs (excluding thesis credits) as registered University of Minnesota Graduate School students. The total number of course credits—not including thesis credits—for Clinical Research MS students is 28 semester credits. Therefore, Clinical Research students can transfer in a maximum of 11 credits; see Andrea Kish for details on the process to transfer in a course.

Time Frame

All requirements for the MS degree must be completed, and the degree awarded, within seven years. The seven-year period begins with the earliest coursework included on the student's official degree program form, including any transfer work.

The Clinical Research MS major is flexible, allowing part-time status and up to four years to complete degree work. Some students may choose to complete the degree full-time, in approximately 18 months or less, especially if they have already earned a few credits transferable to the degree program. With no prior coursework, it will likely take 18 months to two years to complete the degree. However, since many students have simultaneous clinical duties—for those students completing the program in two to four years is reasonable.

Thesis/Oral Examination

Students are required to complete a thesis and oral examination. See *sections 8.5 through 8.7* for detailed information.

Official Program Form For Degree completion

Students are required to submit a *Graduate School Degree Program Transmittal Form*. Students list all coursework, completed and proposed, that will be offered in fulfillment of degree requirements, including any transfer work. They also list their thesis committee members. Please see the "Checklist" in *section 8.8* for details on completing the Clinical Research MS degree. Andrea Kish, Major Coordinator, will help you complete the form. Students must turn in the form **at least one term prior** to scheduling the oral defense. Turning in the form later than one term prior to the defense may delay the oral defense date.

Residency

All Graduate School students are required to register in the Graduate School *every fall and spring term* to maintain their active status. Active status is required for students to be able to register for courses, take exams, submit official forms, file for graduation, or otherwise participate in the University community as a Graduate School student. Students who do not register for a fall or spring term must fill out a *Change of Status/Readmission Application* form. These forms are available in the Graduate School Admissions office at 316 Johnston Hall; 612.625.3490; and online at www.grad.umn.edu/current_students/forms/. The form needs to be completed and a readmission fee paid.

Readmitted students will be required to register the term for which they are readmitted and every subsequent fall and spring term until they graduate. Summer registration is not required to maintain active status.

The Graduate School has a new website dedicated to information for special registration categories (e.g. Grad 999, thesis credits, advanced status, etc.). This new page can be accessed at:

http://www.grad.umn.edu/current_students/registration/special-categories.html

Graduate School Active Status

Grad 999 is a free, zero-credit, non-graded registration mechanism for Graduate School students who must register solely to meet the Graduate School's registration requirement. Remember: Grad 999 only meets the Graduate School's registration requirement. It does not meet registration requirements established by departments/agencies within or outside the University (which include, but are not restricted to, registration required to hold an assistantship, maintain legal visa status, obtain financial aid, or defer loans). Students can find the Grad 999 class number (for registration) under the Graduate School listing in the online class schedule.

Thesis Credits

Prior to registering for thesis credits, students must (1) have their thesis examining committee formed and approved, and (2) get the approval for their thesis proposal from their thesis advisor and the Director of Graduate Studies (DGS). Students should consider how to spread out the registration of the 10 credits to best suit their financial needs.

Students can register for all ten at once or spread them out over two or more terms. If a department, fellowship, or business is paying for tuition, students may want to figure out the most economical way to register for the credits.

Note that as long as they keep their active status by registering for Grad 999 in Fall and Spring terms, students do not have to be registered for thesis credits or course credits in the term in which they hold their oral defense.

Students who plan to work on their thesis over a longer period--more than one year--should remember the Graduate School has specific residency requirements; see *Residency* in this section.

Informational Notice

The Academic Health Center (AHC) Office of the Vice President for Research (OVPR) distributes a brief newsletter focusing on Clinical Research issues via e-mail each month. **Research News Online** is an online newsletter providing information about news, policies, procedures, funding opportunities, and events of interest to our University of Minnesota research community. It is sent by the Office of the Vice President for Research (OVPR) twice a month to faculty, staff, and other interested parties. To subscribe, send an e-mail to resnews@umn.edu. To submit an article, see the **Research News Online** submission guidelines. Comments and questions may be sent to resnews@umn.edu. The newsletter is at the RSO web site at www.research.umn.edu/communications/publications/rno/

Responsible conduct of research and scholarship, and professional ethics

The following Graduate School site (http://www.grad.umn.edu/ethics/ethics_brochure.html) introduces graduate students to these very important concepts; to institutional expectations regarding intellectual honesty and integrity; and to the Graduate School's commitment to provide educational opportunities and resources for students to learn about these topics.

8.4 Faculty

Additional faculty can be added as the program needs grow and specific skills are required. Please note that all academic and thesis advisors must be Clinical Research faculty and all members of the thesis examining committee must have graduate education responsibilities at the University. Please see Andrea Kish to verify potential committee members.

CR Faculty/Home Department	Email	Research Interests
Jasjit Ahluwalia, MD, MPH, MS Office of Clinical Research	jahluwal@umn.edu	Pharmacotherapy and behavior change for chronic disease, including nicotine addiction, obesity, nutrition and physical activity
Linda Bearinger, PhD, MS, RN School of Nursing	beari001@umn.edu	Health promotion and youth development with vulnerable adolescents, focused on sexual behavior, substance abuse and violence involvement; youth development for American Indian children and adolescents
Michelle Biros, MD, MS Department of Emergency Medicine Hennepin County Medical Center	biros001@umn.edu	Research interests focusing on emergency medicine and research ethics
Gregory Beilman, MD, FACS Surgical Critical Care; Surgery	beilm001@umn.edu	Tissue energetics in hemorrhagic and septic shock; new monitoring strategies in the ICU; Novel treatments of sepsis; outcomes in ICU and surgical infections
Donna Bliss, PhD, RN, FAAN Nursing	bliss@umn.edu	Effects of dietary fiber therapies on fecal incontinence; nutrition support - dietary fiber, tube feeding and diarrhea; prevention of perineal dermatitis associated with incontinence
Hanna Bloomfield, MD, MPH General Internal Medicine; VA Medical Center	bloom013@umn.edu	Health services and outcomes research, chronic disease, cardiovascular disease prevention and clinical trials
Paul Bohjanen, MD, PhD Microbiology Department	bohja001@umn.edu	T Lymphocyte mRNA Stability. Research focuses on the role of mRNA decay in regulating T lymphocyte activation and function.
Linda Burns, MD Hematology, Oncology, Transplantation; Medicine	burns019@umn.edu	Clinical trials research; hematopoietic stem cell transplantation; hematologic malignancies; immunotherapy
Linda F, Carson, MD Obstetrics & Gynecology; Medicine	carso001@umn.edu	Clinical interests are vulvar cancer, cervical cancer, endometrial cancer and ovarian cancer; premalignant and malignant conditions of the lower genital tract, gestational trophoblastic disease, and nutrition and cancer.

Jay N. Cohn, MD Cardiovascular Division, Rasmussen Center for Cardiovascular Disease Prevention	cohnx001@umn.edu	Congestive heart failure diagnosis and treatment, hypertension, early detection of CV disease, arterial compliance
Allan Collins, MD Renal Diseases and Hypertension; Medicine; Director, Chronic Disease Research Group, Minneapolis Medical Research Foundation	acollins@cdrg.org	Observational studies using large registry databases for kidney disease patients; causes and consequences of anemia and other complications of end-stage renal disease
Tracie Collins, MD, MPH Medicine/General Internal Medicine; Medicine	tcc@umn.edu	Epidemiology, process of care, and outcomes for patients with peripheral arterial disease (PAD). Long-term goals are 1) to improve outcomes for patients with PAD, 2) to eliminate racial disparities in outcomes, and 3) improve self-management behavior among patients with PAD and other chronic diseases.
Levi S. Downs, Jr., MS, MD, FACOG Obstetrics, Gynecology, & Women's Health; Medical School	Downs008@umn.edu	Research interests include HPV induced carcinogenesis, molecular therapeutics for cervical cancer and gynecologic oncology clinical trials
Daniel Duprez, MD, PhD Cardiology; Medicine	dupre007@umn.edu	Clinical trials cardiology, primary and secondary prevention, arterial stiffness, lipid disorders, arterial hypertension, peripheral vascular disease, cardiovascular risk scores. New techniques for early detection of cardiovascular disease
Susan Duval, PhD Division of Epidemiology and Community Health; Public Health	duval002@umn.edu	Cardiovascular and diabetes epidemiology, biostatistical methods, meta-analysis, publication bias, statistical consulting
Maurice Dysken, MD Psychiatry; GRECC Program, VA Medical Center	maurice.dysken@med.va.gov	Clinical trials with Alzheimer patients for treatment of cognitive impairment and/or behavioral problems: delirium assessment and prevention
Lynn Eberly PhD Biostatistics – School of Public Health	lynn@biosat.umn.edu	Area of expertise is methods for and applications to correlated data. My statistical research has expanded into the area of methods for imaging data (NMR spectroscopy, MRI, MEG, etc.)
Kristine Ensrud, MD, MPH Epidemiology/Medicine; VA Medical Center	ensru001@umn.edu	Epidemiology of chronic diseases with focus in osteoporosis prevention and treatment, management of menopausal symptom, sleep disorders
Robert N. Foley, MD, MSc, FRCPI, FRCPC Director of Scientific Affairs, Chronic Research Group, Hennepin County Medical Center	foley034@umn.edu	Chronic kidney disease
Patricia Fontaine, MD, MS Family Practice/Community Health; Medical School	fonta002@umn.edu	Cervical cancer screening. Perinatal and newborn care, including pain management for labor. Practice-based research networks.
Richard Grimm, MD, PhD Berman Center; Hennepin County Medical Center	grimm001@umn.edu	Clinical trials on hypertension, lipids, CV risk; women's Health and complementary and alternative medicine
Pankaj Gupta, MD Division of Hematology/Oncology; VA Medical Center	gupta013@umn.edu	Treatment of myelodysplastic syndromes and gastro-intestinal malignancies. Examining the role of heparan sulfate proteoglycans (HSPG) and glycosaminoglycans (GAGS) in stem cell biology
Elizabeth Habermann, PhD, MPH Basic and Translational Research: Surgery	ebh@umn.edu	Trends in cancer treatment, managed care enrollment, and cancer treatment outcomes.
Dorothy Hatsukami, PhD Psychiatry; Medical School	hatsu001@umn.edu	Behavioral pharmacology and treatment of nicotine addiction; toxicity of tobacco products
Charles Herzog, MD Hennepin County Medical Center: Medicine	herzo003@umn.edu	International expert in assessing cardiovascular disease among individuals with chronic kidney disease
John Himes, PhD Epidemiology and Community Health: School of Public Health	himes001@umn.edu	Child growth and nutrition; Anthropometric assessment of nutritional status; Dietary assessment; Obesity and body composition

Alan T. Hirsch, MD Vascular Medicine and Cardiology; Epidemiology and Community Health; School of Public Health; Medical School; and Minneapolis Heart Institute Foundation	hirsc005@umn.edu	Epidemiology of peripheral arterial disease (PAD); clinical trials of PAD pharmacotherapies, endovascular interventions, and tobacco cessation interventions to improve non-coronary vascular outcomes; clinical trials of lipid and hypertension cardiovascular risk reduction interventions; evaluation of quality-of-life in vascular diseases; health economics of PAD.
Hassan Ibrahim, MD, MS Renal Diseases and Hypertension; Medicine	ibrah007@umn.edu	Clinical research in progressive renal disease, diabetic nephropathy and chronic renal transplant rejection
Areef Ishani, MD, MS VA Medical Center, Renal Division	Isha0012@umn.edu	The prevention of chronic kidney disease and complications associated with kidney disease. Is involved in a number of epidemiological studies to define the epidemiology of complications associated with chronic kidney disease such as osteoporosis and progressive loss of bone mineral density.
Ajay Israni, MD, MS Renal Division, Department of Medicine	israni001@umn.edu	Molecular epidemiology and renal transplantation, outcomes in renal transplantation and end-stage renal disease
Mike T. John, DDS, MPH, PhD Diagnostic/Biological Sciences; School of Dentistry	johnx055@umn.edu	Investigation of the etiology, diagnosis and classification of temporomandibular disorders and the assessment of outcomes of common oral treatments using the concept oral health-related quality of life
James R. Johnson, MD VA Medical Center, Infectious Disease Section	johns007@umn.edu	Molecular pathogenesis of urinary tract infections, with an emphasis on the virulence properties, ecology, and phylogenetic aspects of uropathogenic E. coli; molecular epidemiology of antibiotic resistance in E. coli; virulence factors and molecular epidemiology of enterococci, including VRE.
Anne Joseph, MD, MPH General Internal Medicine Medicine	amjoesph@umn.edu	Primary research interests are in tobacco control. Conducted research focused on reducing harm from tobacco use, with an emphasis on randomized controlled clinical trials and health services research. Her work has focused on smoking cessation and smoking reduction interventions for special populations of smokers that experience unique barriers to delivery of tobacco treatment.
Robert A. Kratzke, MD Division of Hematology/Oncology/Transplant	kratz003@umn.edu	Research has centered around molecular abnormalities in lung cancer and mesothelioma, focusing primarily on cell cycle regulator genes and their loss of function in cancer.
Mary Jo Kreitzer, PhD, RN, FAAN Center for Spirituality and Healing; School of Nursing	kreit003@umn.edu	Optimal healing environments; complementary therapies and healing practices; mindfulness-based stress reduction
Kamakshi Lakshminarayan, MD, PhD Epidemiology and Community Health	laksh004@umn.edu	Stroke epidemiology; quality of stroke care and long term stroke outcomes; interventions to improve stroke outcomes; stroke genetics
Kelvin Lim, MD Department of Psychiatry	kolim@umn.edu	Brain imaging
John Look, DDS, MPH, PhD Diagnostic and Biological Sciences	lookj@umn.edu	Temporomandibular joint disorders
Russell Luepker, MD, MS Epidemiology and Community Health; Public Health; Cardiology Division, Department of Medicine	luepker@epi.umn.edu	Cardiovascular disease epidemiology and clinical trials
Robert D. Madoff, MD Colon/Rectal Surgery	madof001@umn.edu	Anal intraepithelial neoplasia, fecal incontinence, benign colorectal disease, colorectal cancer
Philip McGlave, MD Medicine	mcgla001@umn.edu	Experimental therapy for malignant and non-malignant hematologic disorders including stem cell transplantation, immunotherapy, and gene transfer.

Anders F. Mellgren, MD, PhD, FACS, FASCRS Colon/Rectal Surgery	mellgren@umn.edu	Principle area of research interest has been in the study of approaches and outcomes from colorectal surgery. We regularly conduct both physician and industry sponsored research studies regarding pelvic floor conditions, fecal incontinence, constipation, surgical device usage, wound care, colon cancer prevention, optimal evaluation and treatment of colon and rectal cancer, treatment of anorectal conditions, inflammatory bowel disease and outcomes.
Bryan S. Michalowicz, DDS, MS Department of Developmental and Surgical Sciences School of Dentistry	micha002@umn.edu	Current research interests include studying associations between oral health and general health and the use of antimicrobial agents in the treatment of periodontitis.
Jeffrey S. Miller, MD Division of Hematology, Oncology and Transplantation; Medicine	mille011@umn.edu	How undifferentiated stem cells develop into functioning NK cell lymphocytes; How to manipulate NK cells to treat or prevent cancer relapse. A major emphasis is on natural killer (NK) cell development. Pre-clinical and clinical studies to develop effective anti-tumor immunotherapies.
James R. Miner, MD, FACEP Department of Emergency Medicine Hennepin County Medical Center	miner015@umn.edu	Emergency medicine setting including diagnosis, therapy and clinical trials.
Antoinette Moran, MD Endocrinology; Pediatrics	moran001@umn.edu	Diabetes mellitus/cystic fibrosis
James Neaton, PhD Biostatistics; Public Health	jim@ccbr.umn.edu	Randomized clinical trials - HIV treatment, hypertension, and heart failure trials
Joseph Neglia, MD, MPH Pediatrics, Division of Hematology/Oncology/Bone Marrow Transplantation	jneglia@umn.edu	Long-term effects of cancer therapy. Occurrence of second malignancies following childhood cancer.
Dennis E. Niewoehner, MD VA Medical Center	niewo001@umn.edu	Principal academic effort in recent years has involved the initiation, design, and execution of clinical trials that evaluate preventative and treatment measures for chronic obstructive pulmonary disease (COPD), as increasingly important public health problem.
Paul Orchard, MD Medical Director, Inherited Metabolic and Storage Disease Bone Marrow Transplantation Program	orcha001@umn.edu	Hematopoietic Cell Transplantation of Genetic Disorders; Osteopetrosis; Gene Therapy; Development of Alternative Cellular Therapy
Jose V. Pardo, MD, PhD Cognitive Neuroimaging Unit Veterans Administration Medical Center	jvpardo@umn.edu	Cognitive neuroscience of higher cognitive functions and mental disorders; Neuroimaging of brain physiology; Application of high performance computing to biomedicine; Application of brain imaging to psychiatry and neurosurgery
Bruce Peterson, MD Hematology, Oncology, Transplantation; Medicine	peter001@umn.edu	Clinical research/Hematologic malignancies
Anna Petryk, MD Department of Pediatrics	petry005@umn.edu	Mammalian development and the molecular mechanisms underlying tissue differentiation and organogenesis. Endocrine late effects in long term survivors of cancer and/or bone marrow transplantation,
Melissa Polusny, PhD, LP Mental/Behavioral Health Veterans Administration Medical Center	melissa.polusny@va.gov	Main research focus has been on the mental health of the National Guard, veterans and their families
Adnan Qureshi, MD Department of Neurology	qureshi@umn.edu	Acute treatment of hypertension in stroke; Endovascular treatment of ischemic stroke; Treatment of intracerebral hemorrhage
Mark Reding, MD Medicine	redin002@umn.edu	Research efforts focus on the immune response to factor VIII, the cellular mechanisms involved in the synthesis of factor VIII inhibitors, and the immunologic consequences of gene therapy.

Julie Ross, PhD Division of Pediatric Epidemiology & Clinical Research; Department of Pediatrics	rossx014@umn.edu	Molecular epidemiology and etiology of malignancies in both children and adults, particularly in the area of leukemia
David Rothenberger, MD Department of Surgery; Colon/Rectal Surgery	rothe002@umn.edu	Rectal cancer; Familial Colorectal cancer; Clinical research in a managed care environment
Daniel Saltzman, MD, PhD, FACS, FAAP Pediatric Surgery	saltz002@umn.edu	Surgical procedures and treatment of pediatric malignancies. Biologic Delivery Systems for Interleukin-IL2 for Unresectable Hepatic Metastases
Eric Schiffman, DDS, MS School of Dentistry	schif001@umn.edu	Study of temporomandibular disorders (TMD), especially randomized clinical trials to assess treatment efficacy and diagnostic tests for TMD.
S. Charles Schulz, MD Department of Psychiatry	scs@umn.edu	Schizophrenia, borderline personality disorder, psychiatric illnesses in adolescents, brain imaging
Sarah Schwarzenberg, MD Division of Pediatric Gastroenterology, Hepatology & Nutrition	schwa005@umn.edu	Gastrointestinal, nutritional, and liver disease in cystic fibrosis. Pediatric obesity
Elizabeth Seaquist, MD Endocrinology and Diabetes; Medicine	seaqu001@umn.edu	Diabetes and diabetes complications
Julia Steinberger, MD, MS Pediatrics, Division of Cardiology	stein005@umn.edu	Metabolic syndrome in youth
Marie E. Steiner, MD Pediatrics	stein083@umn.edu	Coagulation disturbances in the critically ill pediatric patient.
William Thomas, PhD Biostatistics; Public Health	will@biostat.umn.edu	Clinical trials
Carolyn Torkelson, MD, MS Family Medicine and Community Health	tork0004@umn.edu	Complementary/alternative medicine, women's health, nutrition, probiotics
Todd Tuttle, MD Surgery, Oncology	tutt1006@umn.edu	Clinical trials evaluating therapies for breast cancer, melanoma, and gastrointestinal malignancies
Michael Verneris, MD Division of Hematology-Oncology and Blood and Marrow Transplantation	verneris@umn.edu	Immunology, transplantation biology and therapy, and translational research. Areas of specific interest include NK cell development and activating and inhibitory NK receptors.
Beth A. Virnig, PhD, MPH Division of Health Services Research and Policy; Public Health	virni001@umn.edu	Access and quality of end-of-life care, cancer care and differences in care between the Medicare Fee-for service and managed care systems.
Daniel Weisdorf, MD Hematology, Oncology, Transplantation; Medicine	weisd001@umn.edu	Clinical bone marrow transplantation and management of hematologic malignancy
Timothy Wilt, MD, MPH, FACP Chronic Disease Outcomes Research VA Medical Center	wiltx001@umn.edu	Evidence-based chronic disease prevention and management; prevention, detection, treatment and outcomes of prostate diseases; chronic disease epidemiology and health outcomes research; randomized controlled trials; preparing, maintaining and disseminating systematic reviews
Douglas Yee, MD Hematology, Oncology, Transplantation; Medicine	yeeex006@umn.edu	Breast cancer: on insulin growth factors (IGF) in breast cancer, including their signaling pathways and receptors
Bevan Yueh, MD, MPH Department of Otolaryngology	byueh@umn.edu	Head and neck cancer survivorship and treatment effectiveness

8.5 Thesis

The thesis project for students in the Clinical Research MS program is in the form of a written product that is orally defended. It demonstrates the student's ability to do quantitative research utilizing data collected by the student or obtained from another source. The thesis must demonstrate the student's familiarity with the design and conduct of clinical research. The thesis may include materials that the student has published while enrolled in the Clinical Research program, provided the research was conducted under the direction of the Clinical Research Master's faculty

member and approved by the student's advisor for incorporation into the thesis. Publication in the peer-reviewed research literature is considered the best demonstration of quality in a student's research.

The thesis must reflect work on the design, implementation, and analysis of a research project. It is recognized that the time period of training may not permit the development and completion of a research project from start to finish, however the thesis project must minimally include a detailed protocol for a study and either the collection and summary of preliminary/pilot data or the analysis of a data set in support of the research project. The protocol must include a literature review, a clear statement of objectives, a discussion of sample size considerations, a data collection plan (including forms design), and an analysis plan. The thesis must demonstrate the student's knowledge in how to carry out the research project. Students who have never done quantitative analysis outside of normal coursework are strongly encouraged to do a project that includes quantitative analysis. Examples of quantitative analysis projects – in addition to a detailed protocol – include collection, analysis, and interpretation of data collected by the student, or secondary analysis and interpretation of data collected by a research project, or data from a public access source.

Human Subjects Information

All students at the University of Minnesota who conduct any research using human subjects are required to submit their research proposal to the University of Minnesota Institutional Review Board for approval prior to conducting their study.

Forming a Thesis Examining Committee

How many members must you have? The thesis committee consists of three faculty members; all three must be a member holding graduate education responsibilities at the University of Minnesota in order to serve on the committee.

What does "holding graduate education responsibilities" mean? Faculty members "holding graduate education responsibilities" is a separate category from other faculty ranks (such as assistant, associate and full professor), and faculty in this category are affiliated with a graduate-level degree program. Not all faculty, including many Medical School clinical faculty, are necessarily in this category. However, there are new rules allowing exceptions to these rules. Please discuss possible committee members with Andrea Kish prior to forming the committee.

How do you check to see if a faculty member is in the right category? To check on a specific faculty member, students should check with Andrea Kish, Major Coordinator.

Does my thesis advisor have to be a member of the Clinical Research MS faculty? Yes, the thesis advisor must be a member of the Clinical Research MS faculty, and should assist the student in forming the thesis examining committee. They are one of the three members. If they are not a member, talk to Andrea Kish about the process of getting them to be a member of the Clinical Research faculty.

Who can be a second member? A second member must also be a Clinical Research MS faculty; talk to Andrea if they are not. However, there may be exceptions allowed; talk to Andrea Kish about possible exceptions.

What about the third member, what are the requirements for that spot? The third member must hold graduate education responsibilities with another degree program other than Clinical Research. Examples include Biostatistics, Epidemiology, Lab Medicine, Nursing, Pharmacology, Veterinary Medicine, Dentistry, etc. Andrea can help you with this so please contact her when you are starting to consider your committee.

Are there any exceptions to the rule about the third member? Yes, someone can serve as the third member if they hold graduate education responsibilities for both Clinical Research and a second field, as long as the faculty person is serving as an expert in the other field for the purpose of the thesis committee. For example, Drs. Will Thomas and James Neaton have served as the third member of several CR MS thesis committees--they are members for both Biostatistics and Clinical Research. For the committees, they served primarily as experts in biostatistics.

I have someone who is not a faculty member at the University of Minnesota; can they be on the committee? It depends. There are some circumstances in which they will be able to be on a committee. Please talk to Andrea to discuss these situations. However, if it turns out they cannot and if they are integral to your research, they can attend your final oral defense, including the closed-door session with your committee, as long as your thesis committee approves this. They would not be listed on any forms nor sign any paperwork. Please also note that if someone is critical to your thesis research but ends up not being an official member, they can be appropriately credited on your manuscript.

Can I get someone added to the Clinical Research MS faculty? The answer is possibly.

If you wish to work with a faculty member either as a thesis advisor or a second committee member, they may be able to be added. There are three criteria:

1. S/he must be a University of Minnesota faculty member;
2. S/he must have a strong background in this field;
3. S/he must be interested in joining the CR MS faculty in order to serve on your committee.

If these three criteria fit, please talk to Andrea Kish, Major Coordinator.

When can I register for thesis credits? Before registering for thesis credits, (A) the thesis advisor must approve a student's thesis committee and proposal, and (B) the thesis advisor and DGS must also approve the student's thesis proposal. The program strongly recommends that other committee members also approve the scope of the project before it begins. This provides an opportunity for all committee members to have input on the thesis at its genesis, and minimizes any last-minute work needed to satisfy all committee members as the thesis nears completion.

Costs Associated with the Thesis

Students are responsible for costs associated with completing their master's thesis. These costs are sometimes offset in part by the organization with which the student is working. Funds may also be available from programs associated with the Clinical Research MS or available from the Division of Epidemiology and Community Health by applying for the J. B. Hawley Student Research Award; see *section 7.6* for further information.

There are also Division of Epidemiology and Community Health resources available for statistical computing. In *section 7.6*, see subsection titled "SAS Access." It gives information about how to purchase the SAS program; offers a suggestion for a helpful guide; and explains how you can make an appointment with an expert SAS programmer at no cost. In addition, the Division will provide MS students working on research projects free access to the Division's research computers. This policy is addressed to those students who need computer access for faculty-sponsored research that is part of their Master's thesis. The following rules apply:

- A sponsoring faculty member should initiate access for the student and specify the time period that access is needed.
- Access beyond the initial time period is renewable at the request of the faculty member and subject to approval by the Computer Resources committee.
- To be courteous, the student should run only one job at a time.
- The computer may not be used for other coursework.
- This access is limited to the main research computers and does not necessarily include exclusive use of a PC or Mac (the student is assumed to need access to the specialized analysis software only available on the Epi main system).
- Any problems should be reported to the faculty sponsor, not the computer support staff.

Other departments in the Academic Health Center associated with the Clinical Research MS may also have computer support for students.

8.6 Published Work and the Thesis

The Graduate School stipulates that a master's thesis may include materials that an individual has published while a University of Minnesota graduate student. The following information indicates that an acceptable alternative to the traditional dissertation format is to publish a paper on a related theme and combine these with a summary paper reviewing the studies to form the basis of the dissertation. Several issues are involved, including the basic structure of this alternative format, the number of papers, authorship, acceptable journals and the role of the committee.

Clinical Research Program Model

At least one first-authored manuscript suitable for a peer-reviewed journal must be combined with a summary paper. The manuscript does not have to be published nor accepted for publication (although it is deemed desirable for the manuscript to be submitted for publication), but rather judged by the thesis examining committee to be ready to submit to a peer-reviewed journal. Individuals seeking this alternative approach to the traditional thesis should present their program plan to their committee members, and they will decide the number of manuscripts and authorship necessary to satisfy requirements. Please note that all students in the CR MS program must have approval for their thesis proposal from the DGS and their thesis advisor prior to embarking on their thesis work.

Graduate School Requirements

The thesis may include materials that have published while a University of Minnesota graduate student. A letter authorizing use of this material must be obtained from the publisher. [Note: only required if material has been

published, not if it's in the submitted or accepted stage.] A copy of this letter must be included as the last page of your thesis.

If all or part of your thesis is initially in a form appropriate for submission to a professional journal, the following apply:

1. The research must have been carried out under the direction of the faculty and approved by the student's advisor for incorporation into the thesis.
2. Advisor(s) must notify the Graduate School in writing of the intention to publish a part of the material (the Graduate School's approval is not required).
3. The student must be listed as the sole author of the thesis. Editorial or substantive contributions with general significance made by others should be acknowledged in the preliminary materials; more specific contribution should be acknowledged by footnotes where appropriate.
4. Students whose manuscripts include more than the student's research must make their contribution clear in the thesis.
5. A suitable introduction is required, as well as transition sections that might not ordinarily be included in the published manuscript.
6. Where appropriate, a comprehensive literature review, not usually permitted by journals, should be part of the submitted thesis.
7. Appendices should be added to the manuscript as necessary to provide the comprehensiveness not ordinarily permitted by scholarly journals.
8. Use of reprints of the manuscripts or the published articles themselves is acceptable if they are satisfactorily (and legally) reproduced and conform to all the formatting specifications described in this document.

Traditional Master's Thesis Format

The alternative published work format is the one almost always selected by Clinical Research MS students; students who complete their MS thesis in a more traditional format must follow the format requirements as specified by the Graduate School. These guidelines can be found on the web at www.grad.umn.edu/current_students/forms/masters.html under *Preparation of the Thesis/Project* or by contacting Andrea Kish, Major Coordinator.

Note: The Graduate School stipulates that, "Theses must be normally written in English or in the language of instruction."

8.7 Oral Examination

The following are guidelines for the oral examination for the Clinical Research Major.

Material Covered

The oral examination is comprehensive and covers the following:

- Master's Thesis
- Course materials and seminars (including both major field and related fields)
- Application of knowledge to practical use.

Committee

The thesis examining committee is governed by both Graduate School rules and additional policies specific to the Clinical Research major. See the detailed information in *section 8.5*.

Required Two-Week Notification Interval

Please remember faculty must be given sufficient time to read the thesis and decide whether it is ready for defense. Thus, students must notify their advisor and other members of the committee at least two weeks in advance that the thesis will be delivered on a specific date. It is also required that all members of the committee must have at least two weeks to read the thesis after it is delivered.

Format of Oral Examination

The final oral examination for the masters' degree will include a 30-minute public presentation followed by a closed examination (approximately 1.5 hours), attended only by the student and the thesis oral examining committee. The chair of the student's examining committee, who is the thesis advisor, coordinates final examinations. All committee members must be present at the examination; the absence of any member results in an invalid examination. Note: some CR MS students are required or expected to give a half-hour or one hour seminar on their thesis results as part of their fellowship or as part of other professional obligations. If this fits your situation, please talk with A. Kish to see if (and how) your oral examination can be part of this professional presentation.

Date, Time, and Location

The student must coordinate a date and time (approximately two hours) for the exam, and must arrange for a conference room to meet in, and any audio-visual (AV) equipment needed. The program does not cover the cost for any special AV equipment required. The student is also required to contact Andrea Kish, Major Coordinator, at least two weeks prior to the oral exam and provide the following information:

1. Name of the student;
2. Day, Date, time and location of the 30-minute presentation;
3. Title of the talk and an abstract.

This is necessary so that the 30-minute public presentation can be announced via email to all students and Clinical Research MS faculty.

Grading

A majority vote of the committee, all members present and voting, is required to pass the examination. The results of the examination are reported to the Graduate School on the final examination report form. A student who fails the examination may be terminated from the graduate program or may be allowed, on unanimous recommendation of the examining committee, to retake the examination, provided the re-examination is conducted by the original examining committee.

Required Paperwork

The *Degree Program Form* must be completed and turned in at least one complete semester prior to the thesis oral examination. Students should also make sure they've completed and turned in the *Application for Degree* form.

At least six weeks prior to the final oral exam (if not earlier), students should get the Graduation Packet from the Graduate School as it contains forms necessary to proceed in scheduling their thesis oral exam, as well as instructions for the preparation of the thesis, including format specifications. Please see the Checklist for Completing Degree for the website and the office if you choose to pick it up in person.

The student must notify Andrea Kish, Major Coordinator of the oral exam date at least **two weeks** prior to the scheduled time, and email her the required announcement information.

Finally, two copies of the thesis must be submitted to the Graduate School. One additional unbound, unstapled copy of the thesis must be provided to Andrea Kish.

8.8 Checklist for Completing Degree

Step and Deadline	Check when complete
1. Register for coursework before late fee kicks in. Deadline: First day of each term. Note: Some courses, or sections of a course, may fill up quickly so you are encouraged to register for your courses as soon as you are able to register. The registration "queue" is available at www.onestop.umn.edu .	<input type="checkbox"/>
2. If you took any CR MS coursework prior to matriculating, see Andrea Kish, Major Coordinator, to transfer any coursework into the Clinical Research MS program. Deadline: End of October – year one.	<input type="checkbox"/>

<p>3. Set up an appointment with your advisor to discuss potential thesis advisors. There is an extensive list of CR MS faculty and their research interests in <i>section 8.4</i>. Also, Andrea Kish keeps all faculty member CV's. Students can make an appointment to review them to find a potential advisor. A list of Clinical Research MS faculty members can be found at www.grad.umn.edu/faculty_rosters/.</p> <p>Deadline:</p> <p>If completing the program in 18 months – October of year one. If completing the program in 24 months – April of year one. If completing the program in 36 months – December of year two. If less than 18 months or longer than 36 months – arrange with DGS and Andrea Kish.</p>	<input type="checkbox"/>
<p>4. Develop a thesis proposal with your thesis advisor, discuss the format of the thesis, and form a thesis-examining committee. A. Kish can assist with questions about forming a committee.</p> <p>Deadline:</p> <p>If completing the program in 18 months – October of year one. If completing the program in 24 months – April of year one. If completing the program in 36 months – December of year two. If less than 18 months or longer than 36 months – arrange with DGS and Andrea Kish.</p>	<input type="checkbox"/>
5. Complete the following:	
<p>Establish your thesis examining committee.</p>	<input type="checkbox"/>
<p>Have your thesis proposal reviewed by the committee, either in a meeting, or, more efficiently, by getting comments from individual members and then reviewing all comments with your thesis advisor.</p>	<input type="checkbox"/>
<p>Check to see if you will need human subjects approval from the University of Minnesota Institutional Review Board (and this will almost certainly be the case) and/or a criminal background check.</p>	<input type="checkbox"/>
<p>Submit your proposal to the DGS for approval to proceed. Deadline: Prior to embarking on your thesis research</p>	<input type="checkbox"/>
<p>6. Register for thesis credits. Deadline: Once you have completed all the steps in #5 above.</p>	<input type="checkbox"/>
<p>7. Contact Andrea Kish to make an appointment with her to complete the Graduate School Degree Program form. Note that the form must be submitted to the Graduate School at least one term prior to scheduling the oral exam. A delay in completing and submitting the form may cause a delay in scheduling the final oral defense.</p> <p>Upon Graduate School approval of the form, they will send a personalized email with a scanned copy of the form and a link to an online checklist that outlines remaining requirements. Their checklist website: http://www.grad.umn.edu/current_students/checklists.html</p> <p>Deadline:</p> <p>If completing the program in 18 months – January of year one. If completing the program in 24 months – August of year two. If completing the program in 36 months – March of year two. If less than 18 months or longer than 36 months – arrange with DGS and Andrea Kish.</p>	<input type="checkbox"/>
<p>8. Get the Graduate School Graduation Packet--it contains important forms that allow you to proceed with your thesis oral examination. Once the Graduate School approves your Degree Program plan form it allows you to request the packet. You can either pick up a packet in person at the Graduate School (Johnston Hall) or you can request one via the web at http://www.grad.umn.edu/current_students/forms/grad_packet/masters/confirm.html. Or you can go in person to 316 Johnston Hall and take your student ID card.</p> <p>Complete everything in the packet per the Graduate School's deadlines. This includes the Application for Degree and Reviewer's Report forms; see #10 below.</p> <p>Deadline: No later than 6 weeks prior to the final oral thesis examination.</p>	<input type="checkbox"/>

<p>9. Schedule your oral defense with your committee; depending on how busy they are, this can take some work and advance notice. After the time and day are set, find a room in which to hold the defense. A conference room in the West Bank Office Building can be used if available (find out by calling the Division of Epidemiology and Community Health receptionist at 612-624-1818). You may find it more convenient to have it in a room near your department. Remember, the first half-hour of the defense is public, so the room must be large enough for an audience. Students need to arrange for any equipment; see Andrea Kish regarding how to order it if you do not have equipment easily available through your department.</p> <p>Deadline: It is recommended that the student plan ahead one to two months to arrange for a specific time and date.</p>	<input type="checkbox"/>
<p>10. A) Submit the Application for Degree form to 200 Fraser Hall.</p> <p>Deadline: On or before the first working day of the month the student wishes to graduate.</p> <p>B) Get the Reviewer's Report Form (in your Graduation Packet), have it signed by your committee members and submit to the Graduate School (316 Johnston Hall).</p> <p>Deadline: About a week before the Final Oral exam date. Then the Graduate School will issue a Final Examination Report form.</p>	<input type="checkbox"/>
<p>11. Email Andrea Kish with the exact day, time, and location when you have scheduled your oral examination with your committee. Also, please email her the title of the talk and a <u>brief</u> abstract of your presentation.</p> <p>Deadline: Either at the time the date/time/location is finalized with the committee (preferred) or no later than two weeks prior to the defense. The first half-hour of your final oral defense is public and it is required that this public presentation be announced to all Clinical Research MS students and faculty.</p>	<input type="checkbox"/>
<p>12. Notify your committee that they will be receiving your final thesis draft.</p> <p>Deadline: At least two weeks prior to the date the thesis is sent. The Graduate School requires that faculty must (a) be given two week's notice before receiving the final draft and (b) have at least two weeks to read the thesis and decide whether it is ready for defense. This process requires students to notify the committee a month ahead of the date set for their oral thesis exam.</p> <p>After the committee has read the thesis and unanimously agreed that it is ready for the defense, they must sign off on the <i>Master's Thesis/Project Reviewers' Report</i> form (in the Graduation Packet), which you must return to 316 Johnston Hall to obtain the <i>Examination Report</i> form. You must have the <i>Examination Report</i> form with you at your examination. Your committee will indicate their vote on the form and you should return it to 316 Johnston along with two copies of your thesis. You also submit a check for \$10 made payable to the University of Minnesota to cover binding costs.</p>	<input type="checkbox"/>
<p>13. Complete all academic requirements including:</p> <p>Deadline: By the last working day of the month you want to graduate.</p>	
<p>Coursework</p>	<input type="checkbox"/>
<p>Any independent credits</p>	<input type="checkbox"/>
<p>Finish any incompletes</p>	<input type="checkbox"/>
<p>Hold your thesis oral exam</p>	<input type="checkbox"/>
<p>Make any changes, edits, etc. to your thesis as requested by the committee</p>	<input type="checkbox"/>
<p>Turn in one unbound, unstapled copy of your final thesis, after it has been approved by your thesis committee following the defense</p>	<input type="checkbox"/>
<p>Note: The Graduate School clears students for graduation only once per month.</p>	