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.

Many Graduate School processes are in transition. Please stay in touch with your Program Coordinator as some paper processes will convert to electronic processes.

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 Office of Admissions and Student Resources, School of Public Health, MMC 819 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455; 612.626-3500 or 800.774.8636.
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The official University Calendar can be found at [http://onestop.umn.edu](http://onestop.umn.edu).

### Fall Semester 2013

<table>
<thead>
<tr>
<th>Month</th>
<th>Date(s)</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August</td>
<td>28, 29</td>
<td>SPH New Student Orientation, New PhD Student Reception</td>
</tr>
<tr>
<td>August</td>
<td>28</td>
<td>SPH New Student Orientation</td>
</tr>
<tr>
<td>September</td>
<td>2</td>
<td>Labor Day holiday – University closed</td>
</tr>
<tr>
<td>September</td>
<td>3</td>
<td>Classes begin</td>
</tr>
<tr>
<td>November</td>
<td>12</td>
<td>Registration for Spring Semester 2014 begins</td>
</tr>
<tr>
<td>November</td>
<td>28-29</td>
<td>Thanksgiving holiday – University closed</td>
</tr>
<tr>
<td>December</td>
<td>11</td>
<td>Last day of instruction</td>
</tr>
<tr>
<td>December</td>
<td>13-14, 16-19</td>
<td>Final examinations</td>
</tr>
<tr>
<td>December</td>
<td>19</td>
<td>End of Fall semester</td>
</tr>
<tr>
<td>December</td>
<td>23-25</td>
<td>University Closed</td>
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<tr>
<td>December</td>
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<td>Grades due</td>
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### Spring Semester 2014

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<tr>
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<th>Event</th>
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<tbody>
<tr>
<td>January</td>
<td>20</td>
<td>Martin Luther King holiday – University closed</td>
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<tr>
<td>January</td>
<td>21</td>
<td>Classes begin</td>
</tr>
<tr>
<td>March</td>
<td>17-21</td>
<td>Spring break – no classes</td>
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<tr>
<td>May</td>
<td>9</td>
<td>Last day of instruction</td>
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<tr>
<td>May</td>
<td>12-17</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May</td>
<td>17</td>
<td>End of Spring semester</td>
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### May Intersession 2014

**Public Health Institute: May 27th to June 13th 2014**
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, the School of Dentistry, the College of Pharmacy, the Medical School, the H. Humphrey School of Public Affairs, the Carlson School of Management, School of Social Work, and Law School. 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 Office of Admissions and Student Resources

**Office Hours (Fall and Spring Terms)**
Monday – Friday, 7:45 AM - 4:30 PM

**Office Hours (Summer)**
Monday – Friday, 7:45 AM – 4:30 PM
Closed every day from 12:00 PM – 1:00 PM

**Location**
Mayo Memorial Building, Room A395

**Telephone**
612.626.3500 or 800.774.8636

**Fax**
612.624.4498

**Email**
sph-oasr@umn.edu

**Mailing Address**
Office of Admissions and Student Resources
School of Public Health
Mayo Mail Code 819
420 Delaware Street SE
Minneapolis, MN 55455-0381
Office of Admissions and Student Resources (OASR)

The Office of Admissions and Student Resources is a school-wide office that assists students with all phases of their academic journey. The OASR staff works closely with the program coordinators to create a set of school-wide and program-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.

Our Mission

The Office of Admissions and Student Resources (OASR) is dedicated to serving a diverse community of future and current SPH students by enhancing the student experience, supporting the achievement of educational and career goals, and empowering future public health leaders.

We coordinate many functions including:

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

Career Services

Career Services offers a variety of resources to assist you in your efforts to locate and apply for professional positions – from field experiences (internships) to fellowships to full-time career positions. Our mission is to provide professional, comprehensive, lifelong career services and resources to SPH students, post-docs, and alumni. Our goal is to facilitate the career development process to ensure confidence in conducting a competitive job search and helping to maximize each individual’s career potential. As a student and later as an alumnus/alumna, you are able to take advantage of the following resources to help you achieve your career goals.

Career Services Website

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

- **Jobs / Internships**: Our online job posting system listing internships, graduate assistantships and fellowships, and full-time career opportunities (http://www.sph.umn.edu/careers/listings/).
- **Field Experiences**: This module, which is password-protected, is where students can start a new field experience learning agreement, complete a field experience scholarship application, search the database of past field experience sites, and access additional resources (http://www.sph.umn.edu/current/fe/).
- **Alumni Networking Database**: A searchable Alumni Networking Directory, to help you connect with SPH alumnae all over the world (http://www.sph.umn.edu/alumni/dir/).
- **Career Tips**: General career-related links and tip sheets on a variety of job-search related topics (http://www.sph.umn.edu/careers/tipsheets/).
- **Blog**: Our Career Services Blog hosts several career-related posts for students and alumni (http://www.sph.umn.edu/careers-blog/).

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. Darren Kaltved, Assistant Director, has a Master of Education degree and joined the staff in 2011. Both Barbara and Darren have significant experience serving the career needs of diverse populations in academia, non-profits, government and the private sector. To learn more about our staff, please visit: About Barb (http://www.sph.umn.edu/careers-blog/about-barb/) and About Darren (http://www.sph.umn.edu/careers-blog/about-darren/).
Individual Appointments
You may schedule individual appointments with Barb or Darren 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 Darren at dkaltved@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 the SPHere News, 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!

DIVERSITY INITIATIVES AND PROGRAMS
The OASR seeks to promote a diverse and inclusive graduate community and is a central point of contact for diversity related issues. Throughout the year, OASR holds focus groups with current students, works with the Student Senate Diversity Committee, and provides leadership for “Diversity Matters,” a programming series that focuses on embracing inclusiveness and improving the climate for all members of the SPH community.

For more information contact, Sherlonda Clarke, Coordinator for Diversity Initiatives and Programs

STUDENT LEADERSHIP DEVELOPMENT
The OASR provides guidance and acts as resource for students and SPH student organizations, including the Student Senate and the Student Ambassadors. We are dedicated to providing students with opportunities to increase leadership skills, promote student learning, and foster personal growth. We see it as our responsibility to act as a connective hub and offer support to students and student groups who have a desire to be successful in planning and executing programming that enhances out-of-classroom experiences that promote personal development and leadership training.

For more information contact, Maggie Aftahi, Director of Admissions and Student Leadership Development

OASR Staff

<table>
<thead>
<tr>
<th>Career Services</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Darren Kaltved  Assistant Director, Career Services</td>
<td>612-626-4448</td>
<td><a href="mailto:dkaltved@umn.edu">dkaltved@umn.edu</a></td>
</tr>
<tr>
<td>Barb Laporte  Director, Career Services</td>
<td>612-626-5443</td>
<td><a href="mailto:blaporte@umn.edu">blaporte@umn.edu</a></td>
</tr>
</tbody>
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<thead>
<tr>
<th>Recruitment Services</th>
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<tbody>
<tr>
<td>Maggie Aftahi  Director of Admissions and Student Leadership Dev.</td>
<td>612-624-0601</td>
<td><a href="mailto:med@umn.edu">med@umn.edu</a></td>
</tr>
<tr>
<td>Sherlonda Clarke  Coordinator for Diversity Initiatives and Programs</td>
<td>612-624-9970</td>
<td><a href="mailto:sdclarke@umn.edu">sdclarke@umn.edu</a></td>
</tr>
<tr>
<td>Guy Piotrowski  Coordinator for Applications and Admissions</td>
<td>612-624-1991</td>
<td><a href="mailto:piotr005@umn.edu">piotr005@umn.edu</a></td>
</tr>
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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 – Free lockers are assigned in the Office of Admissions and Student Resources (Mayo A395). Students need to renew their locker each year and 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 allow anyone to enter behind you that you do not know to be an 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 OASR (A395 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 to be used in the SPHere computer lab (Mayo A-151) and is not valid in any other campus computer lab, 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](http://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 Office of Admissions and Student Resources at (612) 626-3500.

### 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 program coordinator.
- Raise the issue with your program director or director of graduate studies, either individually or in a meeting set up for this kind of feedback.

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, Senior Associate Dean at [story001@umn.edu](mailto:story001@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](http://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](http://www.sos.umn.edu).

### 1.6 Field Experience Learning Agreement

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

### 1.7 Minors and Interdisciplinary Concentration Areas

**Minors**

SPH students pursuing an MHA, MPH, MS, PhD are eligible to declare a minor in other areas. For a listing of graduate level minors click on [http://www.catalogs.umn.edu/gradmajorsalpha.html](http://www.catalogs.umn.edu/gradmajorsalpha.html).

**Interdisciplinary Concentration Areas**

SPH Master of Public Health students have the option to add an interdisciplinary concentration area to their program of study. The concentrations are Global Health (GHIC), Public Health Policy (PHPIC), and Health Disparities (HDIC). For more information and link to the required forms go to [http://www.sph.umn.edu/programs/ic/](http://www.sph.umn.edu/programs/ic/).

### 1.8 Community Engagement Agreement

Many students in the School of Public Health volunteer in the community. Liability insurance is available through the University provided that the student registers for PUBH 0020 (a zero credit class), and has the approval of their academic faculty advisor. Registration for PUBH 0020 will be officially documented on the student’s transcript; however, the zero credit course has no tuition, no fees, no credits, and no grades. It is important to understand that a zero credit registration for a community engagement activity is not a substitute for a required course or field experience.

Prior to registration, students are required to provide information about the experience by completing the Community Engagement Agreement available at [http://www.ahc.umn.edu/sphcommunity](http://www.ahc.umn.edu/sphcommunity). The agreement is complete once it has been approved by the student’s advisor and the Student Data Coordinator.

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

- Name of the organization
1.9 Online Courses

Moodle is the course management software system used by the University of Minnesota that enables instructors to create and manage Web-based learning materials and activities. Students use Moodle to access these materials and participate in learning activities via the web.

Once you register for online classes, you will be sent a welcome email. Generally, you will not have access to course sites until the first day of class. A general Moodle tutorial is available at http://www.oit.umn.edu/moodle/. This tutorial is not mandatory but may prove helpful to those with little or no experience with online courses.

1.10 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.

1.11 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 program 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 program 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

2.3.1 First Steps

One Stop

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.

Email Accounts

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

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

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

Students can retrieve email 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 email account to another email account are still responsible for all the information, including all attachments, sent to their University email account.

The U has expanded technological capacity to allow free lifetime access to University email. This allows students to use the U of M email address for personal or professional purposes even after graduation.
(Imagine never having to subscribe to an email 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 myU Portal – myu.umn.edu.

**U Card**

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 through TCF Bank.

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:

- Access to the SPHere and lockers
- 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
- 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 $25.00 replacement fee for lost, stolen, or damaged U Cards. The fee can be paid by cash or check at all U Card Office locations. Debit, check or credit cards are not accepted.

**LinkedIn**

LinkedIn (http://www.linkedin.com), the world’s largest professional network on the Internet, helps you make better use of your professional network through the exchange of knowledge, ideas, and opportunities with a broader network of professionals. Your professional network of trusted contacts gives you an advantage in your career, and is one of your most valuable assets in any job search. According to the National Association of Colleges and Employers over 85% of recruiters use LinkedIn or Google to search candidates, and 46% use LinkedIn to research new hires. LinkedIn includes executives and employees from all Fortune 500 companies, all Fortune 100 companies (including 82 of the 100 who use it for hiring purposes), and over 200 million total companies.

The School of Public Health encourages ALL students to use LinkedIn as an invaluable career and networking resource. Not only will this benefit and enhance your experience now, but will serve as a life-long resource in advancing your career. To help you get started, check out our LinkedIn Guide (http://www.sph.umn.edu/careers/tipsheets/linkedin/). To learn more about connecting with the School of Public Health through LinkedIn and social media, please visit: http://www.sph.umn.edu/socialmedia.

**Parking and Transportation**

The University’s Parking and Transportation website has a wealth of information concerning getting to and around campus. Parking is extremely limited on campus and we encourage students to bus, bike, or walk if possible.
Campus Shuttle Buses
Campus shuttle buses run at no charge between the East 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](http://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, [http://www1.umn.edu/pts/](http://www1.umn.edu/pts/), 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.

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

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

Maps
Find the way to any University building.

Digital Signage
The School of Public Health had three different digital sign’s that provide information specific to the School of Public Health students. These can be found on the 3rd floor of the Mayo building – right near the Dean’s office Mayo A302, the student SPHere Mayo A150, and the 3rd floor (Lobby level) of the WOB building.

2.3.2 Health and Well Being
Boynton Health Services
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

Services
- Contraceptive Services
- Immunization Services
- Massage Therapy Services
- Nutrition Services
- Pediatric Services
- Immunizations
- Nursing Mothers Room

Testing Services
- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

General Care
- Pharmacy
- Physical Exams
- Primary Care/Urgent Care
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](http://www.bhs.umn.edu/services/mentalhealth.htm).
- Your advisor or program coordinator can also help lead you to appropriate resources.

**The Aurora Center**
[www.umn.edu/aurora](http://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.

**Nursing Mothers’ Room**
[www.bhs.umn.edu/services/expression.htm](http://www.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. For addition information or questions please email Barry Standorf at bstandorf@bhs.umn.edu

**Rec Center**
[www.recsports.umn.edu](http://www.recsports.umn.edu)

The University Recreation and Wellness Center opened its doors in 1993, and is commonly referred to by students as the Rec Center. An expansion to the original building is slated to open in 2013. Located on the University of Minnesota’s East Bank Campus, the facility serves between 3,000 and 5,000 patrons on an average weekday during the academic year. The Department of Recreational Sports also offers opportunities for the following:

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

**Dining**
[www.umn.edu/dining](http://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.

### 2.3.3 Diversity

**Diversity and Inclusiveness**

The University of Minnesota (University) is committed to the principles to achieve excellence through equity and diversity. It is believed that a diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society. Equal education access is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous society. The University will provide equal access to and opportunity in its programs, facilities,
and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. The University will also establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values equity and diversity and is free from racism, sexism, ageism, homophobia, and other forms of prejudice, intolerance, or harassment.

The global, population-based nature of public health demands that the School of Public Health (SPH) seek and train students of all racial, ethnic, economic and educational backgrounds. We believe such diversity enriches the learning experience and helps build excellence in public health leadership. The SPH is dedicated to providing our students with a supportive and welcoming academic experience in and out of the classroom. Our Diversity Matters series and Taste Diversity ([http://www.advances.umn.edu/2012/04/taste-diversity/](http://www.advances.umn.edu/2012/04/taste-diversity/)) programs are designed to highlight diverse issues that impact public health professionals.

We also strive to create a community that is actively engaging in the areas of diversity and inclusiveness of its students, faculty, staff and programs to create an excellent educational environment. The SPH defines inclusiveness as all-embracing of the fullness of humanity. Our goal is to celebrate the differences and to help foster unity within the SPH community. This sense of inclusiveness recognizes that diversity is not limited to a select number of categorical elements of a person but encompasses all attributes.

The U of MN SPH Coordinator for Diversity Initiatives and Programs, Sherlonda Clarke, works with students, staff, faculty, and community members to enhance diversity within the SPH. Her office is located in A395-3 Mayo Memorial Building or you can contact her at sdclarke@umn.edu or at 612-624-9970.

For more information please visit:

- University policy library - [http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf)
- Office for Equity and Diversity - [https://diversity.umn.edu/eoaa/home](https://diversity.umn.edu/eoaa/home)
- SPH website on Diversity in Minnesota - [http://www.sph.umn.edu/prospective/diversity/](http://www.sph.umn.edu/prospective/diversity/)

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

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

Disability Services (DS) promotes access and equity for students with disabilities (e.g., physical, learning, psychiatric, sensory or systemic) and assists the University in achieving its mission to provide optimal educational opportunities for all students as well as obligations under federal and state statutes. Students are responsible for contacting Disability Services for more information or to arrange accommodations.

**Diversity in Graduate Education**
Location: 333 Johnston Hall, 101 Pleasant Street SE (East Bank)
Phone: (612) 625-6858

The Office for Diversity in Graduate Education (ODGE) coordinates and leads the University’s initiatives in the recruitment, funding, retention and graduation of a diverse graduate and professional student body. Additionally, ODGE works closely with The Graduate School and other units connected to diversity and multiculturalism.

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

Through its various services, the Gay, Lesbian, Bisexual, Transgender, Ally (GLBTA) Programs Office is dedicated to improving campus climate for all University constituents by developing and supporting more inclusive understandings of gender and sexuality. GLBTA Programs Office seeks to build and bridge communities that welcome and affirm people to be their whole selves, honoring their multiple identities and life experiences.
International Student and Scholar Services
http://www.isss.umn.edu/
Location: 109 Hubert H. Humphrey School, 301 19th Avenue S (West Bank)
Phone: (612) 626-7100

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

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

Multicultural Center for Academic Excellence
https://diversity.umn.edu/multicultural/
Location: 140 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 624-6386

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

Office of Equity and Diversity
https://diversity.umn.edu/
Location: 432 Morrill Hall, 100 Church Street SE (East Bank)
Phone: (612) 624-0594

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

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

Office of Equal Opportunity and Affirmative Action
https://diversity.umn.edu/eoaa/
Location: 274 McNamara Alumni Center, 200 Oak Street SE (East Bank)
Phone: (612) 624-9547

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

Student Conflict Resolution Center
http://www.sos.umn.edu/
Location: 254 Appleby Hall, 128 Pleasant St. SE (East Bank)
Phone: (612) 624-7272

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

Women's Center
https://diversity.umn.edu/women/
Location: 64 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 625-9837
The Women’s Center advances equity for women students, staff, faculty and alumnae across identities. The Women’s Center increases connections for women’s success, cultivates socially responsible leaders and advocates for organizational culture change toward excellence for all.

2.3.4 Academic

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 (https://www.lib.umn.edu/math), located in Vincent Hall, contains materials in the area of mathematics and statistics.

Information on other University libraries and collections can be found at www.lib.umn.edu.

The Outreach Librarian for the School of Public Health is Anne Beschnett, her office hours are between Monday and Friday, 8-4:30. Please email her or call to set up an appointment: besch015@umn.edu or 612-625-9603.

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
http://writing.umn.edu/
The Center for Writing provides free writing instruction for all University of Minnesota students at all stages of the writing process. In collaborative consultations, we help students develop productive writing habits and revision strategies. This may be through appointments or online.

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.

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 Email Accounts
Computers and Software for Purchase
Training
Support and Help Services
Resources and Useful Links
Security

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.
University Counseling and Consulting Services

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 Group

2.3.5 Campus Safety

Police
The University of Minnesota has a full service police department in the event of an emergency dial 911.

Security Monitor Program
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.

TXT-U Emergency Notification
TXT-U is the University of Minnesota’s emergency notification text messaging system. Students, faculty, and staff can stay informed about critical campus safety information by registering to receive TXT-U messages.

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

2.3.6 Social

Student Unions and Activities Office
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.

Campus Events
Website for events hosted by the University of Minnesota.

School of Public Health Events
Website for events specific to the School of Public Health.

Academic Health Center Events
Website for events specific to the Academic Health Center.

2.3.6 Additional Resources

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

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

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

3.1 **Full-Time Status**

All SPH students need to register for at least six (6) credits in fall and spring semester to be considered full-time. In summer 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 three or six 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](http://onestop.umn.edu). Select courses for the term with your advisor before registering (make an appointment at the earliest convenient time). Check for holds e.g. immunizations, transcript, etc.

**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](http://onestop.umn.edu).
- You can find your registration queue date and time on the web at [onestop.umn.edu](http://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](http://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 Program Coordinator or the School of Public Health Office of Admissions and Student Resources 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. Stricter policies may be enforced by individual majors/programs.
- 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, Withdrawal & Evaluations, etc.

Change of Grade Option
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. After that, grading options cannot be changed. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu. For more information about grading policies, see section 5.4 University Senate Uniform Grading and Transcript Policy.

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

Registration Exception Form
Students are required to submit a Request a Registration Exception Form to change their registration (e.g., add, drop, change your grade basis) after a deadline or to register for more than 18 credits http://onestop.umn.edu/special_for/graduate_students.html. The form must be submitted to your program coordinator and advisor for review and approval.

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

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-oasr@umn.edu for further information.

Repeat and Bracket Course Policy
An officially admitted SPH student (MHA, MPH, MS, PhD, and Certificate Programs) may repeat a public health course only once.

SPH students have the option to bracket a particular course (with the same course number) one time. Bracketing is a practice where one grade is omitted from GPA calculations, while continuing to appear on the transcript.

Only courses with the same catalog number may be bracketed.

A University of Minnesota course may not be bracketed with a course taken at another institution.

How bracketing works: When an SPH student repeats an SPH course, both grades for the course will appear on the official transcript and will be counted towards the GPA calculation. The student is responsible for submitting a written request that a repeated course be "bracketed" (only once per course). If a student registers for a course a third or greater number of times (either in violation of this policy or by approved exception), all non-bracketed grades will be factored into GPA calculations. It is important to note that student school loans may not cover the tuition cost of repeating a course.

Exceptions: Exceptions to this policy must be submitted to the student’s academic advising team and discussed with the course instructor. Example: Requesting to repeat a course (more than two times) is at the discretion of the academic advising team and may be approved due to extraordinary circumstances such as documented illness or hospitalization, death in family, etc..

Higher standards of achievement and stricter repeat policies may be enforced by individual majors/programs. This may include restrictions on repeating core courses that are also core to a major, and/or requiring that students earn better than a B- in particular courses in order to meet major/program requirements. Documentation of such policies can be found in the student guidebooks.

Students can discuss with their advising team and/or consult the Educational Policy Manual at http://docs.sph.umn.edu/InsideSPH/SPH/policies/EdPolicies-10-11.pdf for alternative core course options.
Other Transcript symbols

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.

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

Course Credit Transfer Policy
A student may seek transfer of no more than 40% of their total graduate or professional program credits taken at the University of Minnesota or at another college or university prior to the SPH program matriculation. Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Program Director and the Senior Associate Dean for Academic Affairs. No course credits older than 5 years from the date of the student's matriculation will be accepted for transfer. A grade of “B-” or better is required for each course requested for transfer credit.

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

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

Students must:
1. Meet with their academic advisor to discuss the petitioning process. If the petition is acceptable to the advisor, the student will complete and sign the Academic Policy Petition form, and attach an official transcript on which the final grade has been posted.
2. Submit the Academic Policy Petition form to the Program Coordinator for processing. The Academic Policy Petition form can be found at http://www.sph.umn.edu/current/resources/. The Program Coordinator will forward the petition to the Program Director for approval and signature and then to the Office of Admissions and Student Resources for the Senior Associate Dean for Academic Affairs for final evaluation and/or approval.

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

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: http://www.sph.umn.edu/current/resources/grades/. 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.

4. **TUITION, FEES, BILLING, AND FINANCES**

4.1 **Tuition and Fees**

Please go to [http://onestop.umn.edu/](http://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](http://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](http://onestop.umn.edu). Questions on billing and fee statements can be referred to helpingu@umn.edu.

**Third Party Billing** [http://onestop.umn.edu/finances/pay/third_party_billing/index.html](http://onestop.umn.edu/finances/pay/third_party_billing/index.html)

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

Sponsor's payments are subject to the same federal reporting requirements as other financial aid. Some sponsorships don't require a billing invoice and are administered by the University through One Stop Student Services. Whether you are a student or a sponsor, you will find answers in the frequently asked questions (FAQ) about how the third party billing processes these payments at the links on the left. In addition, you can view current tuition and fee information.

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

4.3 **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](http://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](http://onestop.umn.edu) or by -mailing helpingu@umn.edu.

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

<table>
<thead>
<tr>
<th>Aid Type</th>
<th>Contact</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division/Major Specific Awards and Traineeships, the Dean's Scholarship</td>
<td>Your Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>Medica Scholarships, and scholarships that support specific US minority groups</td>
<td>SPH Student Services</td>
<td><a href="mailto:sph-oasr@umn.edu">sph-oasr@umn.edu</a></td>
</tr>
<tr>
<td>Federal Loans, Financial Aid Package</td>
<td>Kris Wright</td>
<td><a href="mailto:wrigh084@umn.edu">wrigh084@umn.edu</a></td>
</tr>
<tr>
<td></td>
<td>Julie Selander</td>
<td><a href="mailto:goode021@umn.edu">goode021@umn.edu</a></td>
</tr>
<tr>
<td></td>
<td>Elizabeth Holm</td>
<td><a href="mailto:holmx029@umn.edu">holmx029@umn.edu</a></td>
</tr>
</tbody>
</table>
Loan Deferment

A temporary postponement of loan payments available only under certain conditions; some loans do not accrue interest in deferment, such as subsidized loans http://policy.umn.edu/forms/fa/fa830.pdf. Students requesting a loan deferment can get their form signed by One Stop Student Services http://onestop.umn.edu/contact_us/index.html.

Financial Aid Exit Counseling

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

You are required to complete exit counseling when you:

- are about to graduate.
- leave the University (even if it is just temporary).
- drop your registration below half-time enrollment.
- transfer to another school.
- leave for a National Student Exchange (NSE) experience.

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

For more information about student loan exit counseling, contact Student Account Assistance:
http://onestop.umn.edu/contact_us/student_account_assistance.html

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 Program rules and procedures for completion of degree requirements.
- Read email messages frequently for announcements from the Program Coordinators, Program Directors, Office of Admissions and Student Resources, 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 Program Coordinator, Program Directors if they are not getting reasonable assistance from their academic and/or master’s project/thesis advisor.
- Initiate and maintain contact each semester with their academic advisor to review progress toward the completion of their degree.
- Complete the degree in a timely fashion.

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

1. **Respect others**
   Students are expected to behave in a respectful and professional manner with other students, faculty, and staff in the classroom and on campus.

2. **Honor privacy**
   Every student’s course grades are private and are not to be shown to anyone else. This also applies to the grades of students in courses for which you are a Teaching Assistant.

3. **Present your work honestly**
   Plagiarism is defined as the presentation of another’s writing or ideas as your own. For a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/preventing/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.

   **The Senior Associate Dean for Academic and Student Affairs is responsible for managing all School of Public Health issues and investigations of academic misconduct.**

### 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:

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**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; October 11, 2012

**Supersedes:** (see end of policy)

**SECTION I. 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 II. SCOPE.
This policy applies to all students and student organizations at the University of Minnesota (University), whether or not the University is in session.

SECTION III. DEFINITIONS.
Subd. 1. Academic Environment. Academic environment shall mean any setting where a student is engaged in work toward academic credit, satisfaction of program-based requirements, or related activities including but not limited to online courses, learning abroad, and field trips.

Subd. 2. Campus. Campus shall mean all University premises, including all land, buildings, facilities, and other property owned, possessed, leased, used, or controlled by the University, and adjacent streets and sidewalks.

Subd. 3. Plagiarism. Plagiarism shall mean representing the words, creative work, or ideas of another person as one’s own without providing proper documentation of source. Examples include, but are not limited to:

• Copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;

• Representing the words, ideas, or data of another person as one’s own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;

• Producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;

• Paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author’s; and

• Borrowing various words, ideas, phrases, or data from original sources and blending them with one’s own without acknowledging the sources.

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

Subd. 4. Student. Student shall mean any person taking courses at the University or enrolled in a University program; any person participating as a student in University activities prior to the start of classes; any student who is not enrolled or registered for a particular term but has a continuing relationship with the University; any student who withdraws, transfers, or graduates after an alleged violation of the Student Conduct Code; and any already graduated student when the conduct at issue implicates the student’s University degree.

Subd. 5. Student Organization. Student organization shall mean any organization of students that is or has been registered as a University student organization under applicable University policies or procedures.

Subd. 6. University-Sponsored Activities. University-sponsored activities shall mean any program or event sponsored by the University, including but not limited to those sponsored by student organizations, or athletics.

SECTION IV. JURISDICTION.
Subd. 1. The Student Conduct Code shall apply to student conduct that occurs on campus or at University-sponsored activities.

Subd. 2. The Student Conduct Code shall apply to student conduct that directly relates to the University’s education, services, programs, or rules, including but not limited to scholastic dishonesty, hazing, violation of University rules, and falsification, whether the conduct occurs on campus or off campus.

Subd. 3. At the discretion of the president or delegate, the Student Conduct 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 local, state, or federal law or ordinance, 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 V. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.

Students are both members of the University community and of the state. Students are responsible to the community of which they are a part, and 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 VI. DISCIPLINARY OFFENSES.

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

Subd. 1. Scholastic Dishonesty. Scholastic dishonesty means plagiarism; 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, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Subd. 2. Disruption of the Academic Environment. Disruption of the academic environment means engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach and/or a student’s ability to learn.

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, by law enforcement personnel, or by emergency medical staff responding to an emergency.

Subd. 5. Attempt to Injure or Defraud. Attempt 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. Harm to Person. Harm to person means engaging in conduct that endangers or threatens to endanger the physical and/or mental health, safety, or welfare of another person, including, but not limited to, threatening, stalking, harassing, intimidating, or assaulting behavior.

Subd. 7. Bullying. Bullying means aggressive behavior directed at another person, either in person or through electronic means, that causes stress or harm and that is repeated over time, including but not limited to assaulting, defaming, terrorizing, making obscene gestures, or invading privacy.

Subd. 8. Sexual Assault. Sexual assault means actual, attempted or threatened sexual contact with another person without that person’s consent. Sexual assault is a criminal act that can be prosecuted under Minnesota state law, as well as under the Student Conduct Code and employee discipline procedures.

Subd. 9. 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. 10. 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. 11. 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. 12. Providing Alcohol to Minors. Providing alcohol to minors means directly or indirectly providing alcohol to anyone under the legal drinking age.

Subd. 13. Unauthorized Use of University Facilities or Services. Unauthorized use of University facilities or 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 on their behalf.

Subd. 14. Theft, Property Damage, or Vandalism. Theft, property damage, or vandalism means theft or embezzlement of, damage to, destruction of, unauthorized possession of, or wrongful sale or gift of property.

Subd. 15. 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. 16. 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. 17. Hazing. Hazing means any act taken on University property or in connection with any University-related group or activity that endangers the physical and/or mental 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. 18. 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. 19. 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. 20. Violation of Local, State, or Federal Laws or Ordinances. Violation of local, state, or federal laws or ordinances means engaging in conduct that violates a local, state, or federal law, or ordinance, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson.

Subd. 21. Persistent Violations. Persistent violations means engaging in repeated conduct or action in violation of this Code.

SECTION VII. SANCTIONS.

Student and student organizations found responsible for disciplinary offenses under the Student Conduct Code are subject to sanctions. Factors to consider in determining appropriate sanctions include: the nature of the offense, the severity of the offense, the culpability of the student or student organization, the impact on other students or members of the University community, and the opportunity for student development. Separation from the University through suspension or expulsion is a serious sanction that may be appropriate for: repeated violations of the Code, for serious scholastic dishonesty, and for misconduct that constitutes a threat to community safety or well-being (including, but not limited to harm to person and sexual assault), or significantly disrupts the rights of others or the operations of the University. The following sanctions may be imposed upon students or student organizations found to have violated the Code:

Subd. 1. Academic Sanction. An academic sanction means a sanction affecting the course or academic work of the student for violation of Section VI, Disciplinary Offenses, Subdivision 1, Scholastic Dishonesty.

Subd. 2. Warning. A warning means the issuance of an oral or written warning or reprimand.
Subd. 3. 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. 4. Required Compliance. Required compliance means satisfying University requirements, work assignments, community service, or other discretionary assignments.

Subd. 5. Confiscation. Confiscation means confiscation of goods used or possessed in violation of University regulations or confiscation of falsified identification or identification wrongly used.

Subd. 6. Restitution. Restitution means making compensation for loss, injury, or damage.

Subd. 7. 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. 8. University Housing Suspension. University housing suspension means separation of the student from University Housing for a defined period of time.

Subd. 9. University Housing Expulsion. University housing expulsion means permanent separation of the student from University Housing.

Subd. 10. 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. 11. Expulsion. Expulsion means the permanent separation of the student from the University.

Subd. 12. 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. 13. 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 VIII. 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 IX. 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 X. 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.

1 Portions used with permission from New York Institute of Technology and University of Texas, San Antonio.

Supersedes: Existing disciplinary appeals policies in contradiction and specifically repeals the appeals policies dated February 9, 1979.
University of Minnesota Board of Regents Policy
Sexual Harassment

Adopted: May 11, 2012
Supersedes: (see end of policy)

SECTION I. SCOPE.

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

SECTION II. DEFINITIONS.

(a) Sexual Harassment. Sexual harassment shall mean 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 work or academic environment in any University activity or program.

(b) Retaliation. Retaliation shall mean any form of intimidation, reprisal or harassment against an individual because the individual has made a report of sexual harassment or has participated in an investigation of sexual harassment by or of a University community member including:

(1) Firing, refusing to hire, or refusing to promote the individual;

(2) Departing from any customary employment or academic practice regarding the individual;

(3) Transferring or assigning the individual to a lesser position in terms of wages, hours, job classification, job security, employment or academic status; (4) Informing another student, staff or faculty member who does not have a need to know that the individual has made a complaint or participated in an investigation of a complaint of sexual harassment;

(5) Impeding the individual's academic advancement in any University activity or program.

(c) Member of the University Community. Member of the University community shall mean any University faculty member, student, staff member, visitor or other individual engaged in any University activity or program.

SECTION III. GUIDING PRINCIPLES.

The following principles shall guide the commitment of the University for the prevention and awareness of and response to sexual harassment:

(a) Consistent with its academic mission and standards, the University is committed to achieving excellence by working to create an educational, employment and residential living environment that are free from sexual harassment.

(b) The University is committed to preventing and eliminating sexual harassment of faculty, staff and students through education and by encouraging all members of the University community to report any concerns or complaints about sexual harassment.

(c) As a community of faculty, staff and students engaged in research, scholarship, artistic activity, teaching and learning or activities that support them the University seeks to foster an environment that is equitable, humane and responsible and where all members are treated with dignity and respect.

SECTION IV. IMPLEMENTATION.

The University shall:

(a) Prohibit sexual harassment or retaliation.

(b) Ensure that department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers 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.
(c) Adopt procedures on each campus for investigating and resolving complaints of sexual harassment in coordination with the director of equal opportunity and affirmative action.

(d) Address violations of this policy through disciplinary or other corrective action up to and including termination of employment or academic dismissal.

SECTION V. MONITORING.

The president or delegate shall address complaints of sexual harassment consistent with this policy and law and remedy any discriminatory or harassing practice that deviate from this policy.

SUPERSEDES: SEXUAL HARASSMENT DATED SEPTEMBER 11, 1998

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 “Plagiarism shall mean representing the words, creative work, or ideas of another person as one’s own without providing proper documentation of source. Examples include, but are not limited to:

• Copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;

• Representing the words, ideas, or data of another person as one’s own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;

• Producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;

• Paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author’s; and

• Borrowing various words, ideas, phrases, or data from original sources and blending them with one’s own without acknowledging the sources.

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

Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://www.oscai.umn.edu/

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.

All issues relating to academic misconduct are referred to the SPH Senior Associate Dean for Academic and Student Affairs.

5.4 University Senate Uniform Grading & Transcript Policy

A. Establishment and Use of University Grading Systems

1. There are two distinct grading systems on each campus of the University, A-B-C-D-F (with pluses and minuses as permitted by this policy) 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. This policy does not require any instructor to use pluses and minuses.
2. There are, in addition, registration symbols identified and described in this policy that carry neither grade nor credit.
3. No campus, college, or program is required to offer a course on the S-N grading system.
4. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.
5. 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).
6. Except as provided in this policy in Sections A (7) and F (12), no college may use any grading systems other than the ones established by this policy.
7. The Law School and the Medical School are exempt from the provisions of this policy, but will report their grading systems, and any changes therein, to the Faculty Senate. Any other units that believe that the national norms of their profession require a different grading system may make application to the Senate Committee on Educational Policy for an exemption from this policy. The Faculty Senate must approve all such exemptions.
8. The No Grade (NG) grading basis is used for certain graduate-level registrations as determined by the Graduate School.

B. Permanent Grades for Academic Work for Credit

1. The list below identifies the possible permanent grades that can be given for any course for which credit is to be awarded. These grades will be entered on a student's official transcript and, for an A, B, C, or D with permitted pluses and minuses, carry the indicated grade points. (Except for the Law School, the University does not award A+ grades, nor are D- grades permitted). The S grade will not carry grade points but the credits will count toward the student's degree program if allowed by the college, campus, or program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better.</td>
</tr>
</tbody>
</table>

2. These definitions apply to grades awarded to students who are not enrolled in graduate, post-baccalaureate, and professional programs, but the grade points are the same no matter the level or course of enrollment.
3. Instructors are permitted to hold graduate and undergraduate students who are in the same class to different standards of academic performance and accomplishment. The syllabus must make clear what the different standards will be for the different groups of students who may be enrolled in the class.
4. These are the general University standards. In connection with all symbols of achievement instructors will define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each.
C. Permanent Grades for Academic Work for which No Credit is Given

1. There are two permanent grades given for a course for which no credit is to be awarded. These grades will be entered on a student's official transcript.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>&quot;F&quot; 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 (see Section D). The F carries 0 grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course will count in the grade point average.</td>
</tr>
<tr>
<td>N</td>
<td>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 (see Section C). 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.</td>
</tr>
</tbody>
</table>

2. 

a. Scholastic dishonesty. Scholastic dishonesty in any portion of the academic work for a course will be grounds for awarding a grade of F or N for the entire course, at the discretion of the instructor. This provision allows instructors to award an F or an N to a student when scholastic dishonesty is discovered; it does not require an instructor to do so. Students who enroll for a course on the A-F grading system will receive an F if such grade is warranted; students who enroll for a course on the S-N system will receive an N if such grade is warranted. (See Board of Regents Policy: Student Conduct Code for a definition of scholastic dishonesty.)

b. If the instructor determines that a grade of F or N for the course should be awarded to a student because of scholastic dishonesty, the student cannot withdraw to avoid the F or N. If the student withdrew from the course before the scholastic dishonesty was discovered or before the instructor concluded that there was scholastic dishonesty, and the instructor (or the appropriate hearing body if the student requests a hearing) determines that the student should receive the F or the N, the student will be re-registered for the course and the F and N grade will be entered on the transcripts.

D. Incompletes

School of Public Health Policy:

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 requires the student to initiate a written contract between the instructor and student specifying the time and manner in which the student will complete the course requirements. The contracts must be initiated and complete by the student by the last day of instruction (http://www.onestop.umn.edu/calendars) and signed by the student and the instructor.

In no event may any such written contract allow a period of longer than one year to complete the course requirements. The Incomplete is to remain on the transcript until changed by the instructor or department. In the event a student graduates without completing a course, the grade will remain an “Incomplete.” The transcript cannot be changed or updated once the degree has been posted. SPH grade management tools can be found online at http://secure.ahc.umn.edu/publichealth/sphgrades/.

OTHER TRANSCRIPT SYMBOLS

1. Auditing a course.
   a. There will be a symbol V, visitor, indicating registration as an auditor or visitor, which will carry no credit and no grade.
b. Students auditing a course are required to pay full tuition but do not take exams and are not required to do homework. An auditor is entered on the class roster (grade report), is counted as filling a seat in a controlled entry course, and is counted in an instructor's student contact hours.

c. Students may not sit in on a course without registering for it.

d. A student will be allowed to take a previously audited class for a grade.

2. **Withdrawing from a course.** School of Public Health students may withdraw from a course through the second week of the fall or spring semesters without permission. No “W” will appear on the transcript. 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 Office of Admissions and Student Resources (OASR). 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 e-mail the OASR acknowledging the student is canceling the course. All parties must be notified of the student’s intent.
   4. The OASR will complete the process by withdrawing the student from the course after receiving all e-mails (student, advisor, and instructor). A “W” will be placed and remain on the student’s transcript for the course. After discussion with their advisor and notification to the instructor, students may withdraw up until the eighth week.

3. **Continuation course.** There will 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 will submit a grade for each X when the student has completed the sequence.

4. **Course in progress.** There will 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.

F. **Other Provisions**

1. **Zero-credit courses.** Courses that carry zero credits do not count in either term or cumulative grade point averages. Such courses carry normal tuition and fee charges.

2. All grades for academic work are based on the quality of the work submitted, not on hours of effort. Instructors have the responsibility and authority to determine how final grades are assigned, including, in classes where they use numeric scores, the method that will be used to translate numeric scores into letter grades. (Examples: the instructor may decide that 90% equals an A, 80% a B, and so on, or the instructor may decide that the top 10% of the scores will receive an A, the next 20% a B, and so on.)

3. **Counting credits toward a University degree.**
   a. A course that carries University credit toward a degree in one department or college must carry University credit in all other departments and colleges (except insofar as those credits exceed the limit on skills credits established in the policy Credit Requirements for an Undergraduate (baccalaureate) Degree).
   b. A department or college has discretion to decide whether a course completed in another unit will count towards the specific college or department/program/major requirements.

4. When a student graduates, no further changes to his or her transcript will be made (to that portion of the transcript related to the program from which the student graduated) except as expressly allowed under the provisions of this policy.

5. **Releasing transcripts.** 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.

6. **Grade point average.** Every student will have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which will 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 term and cumulative grade point average will appear on each student’s record.

7. **Final grade due date.** Final grades will be submitted to the Registrar no later than three business days after the last day of the final examination period. This policy may be modified from time to time but existing transcripts will not be modified when there are changes in policy. Changes to the grading and transcript policy will be reflected on the legend on the back of the official transcript.
8. **Compiling and reporting grading data.**
   a. Data on the mean grade point average by designator and course level, on the percentage of A’s awarded by course level, and on overall collegiate grade point averages will be prepared for grades awarded each Fall Semester. Data should be reported for all undergraduate students. Cells in the tables with fewer than 10 grades should be suppressed, in order to protect the privacy of students, but the numbers should be included in the totals.
   b. The Office of Institutional Research will produce the required tables and provide them to the chair of the Senate Committee on Educational Policy and to the Office of the Senior Vice President for Academic Affairs and Provost.

**Alternative grading systems.**

   c. Only the Senate Committee on Educational Policy will have the authority to grant to individual colleges or campuses permission to use alternative grading methods outside the provisions of this official University system, for a specified period (but no longer than five years), and only for the purpose of experimenting with a new grading system for possible system-wide adoption. Such permission may be granted if the proposal does not interfere significantly with the registration options of students from other colleges, campuses, and programs. Such alternative systems will be reported for information to the University Senate as soon as permitted and, after the specified period, will be re-evaluated, either to be discontinued, or with University Senate approval on recommendation from the Senate Committee on Educational policy, made part of the system-wide policy. Except for the provisions of this section 6, no college or program may use any grading system except for the one contained in this policy.
   d. Because alternative grading systems, once used, must be maintained by the University forever afterward (to preserve the integrity of the transcripts), the Senate Committee on Educational Policy will rarely grant permission for alternative grading systems. It will consider doing so only when (1) those who propose it can make a persuasive case that the alternative is a more accurate and effective way to measure and record student academic performance, and (2) there is strong reason to believe that the proposal will be useful to all colleges and campuses of the University (except the Law School and Medical School).

### 5.5 Health Insurance

The University requires all students to have health care coverage to ensure they have access to medical care and can maintain good health, which is essential for academic success.

The charge for the University-sponsored Student Health Benefit Plan will be added to your tuition bill. However, if you can demonstrate that you have health insurance coverage from another source as allowed under Minnesota law, you may apply for a waiver of coverage, [http://www.shb.umn.edu/waiver/index.htm](http://www.shb.umn.edu/waiver/index.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.

**Long Term Care Disability Insurance Fee**

[http://onestop.umn.edu/finances/costs_and_tuition/fees/general_fees/]
Long Term Disability Insurance fee - Charged to all Academic Health Center (AHC) students. When paid in fall and spring, the insurance covers a full calendar year.

Waiver
All admitted AHC students will be required to participate in the plan if they are not covered by another source. For more information go to: http://www.shb.umn.edu/waiver/index.htm. Please note that waiving health insurance through the web registration system DOES NOT WAIVE THE AHC HEALTH BENEFIT. You must still submit a separate waiver form.

If you want to waive the insurance, you must prove they have other coverage by producing a certificate of credible coverage obtained from your managed care organization, insurance company, or duly authorized agent verifying insurance coverage. You 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 you lose coverage during the period you have been waived, you 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 Leave of Absence

Leave of Absence
Students who experience circumstances that prevent them from maintaining active status through continuous registration (excluding summer term), and who, through consultation with their Director of Graduate Studies (DGS), Program Director, advisor(s), and relevant offices determine that a leave of absence (LOA) is appropriate, must request a LOA from their college office using this form http://policy.umn.edu/prod/groups/president/@pub/@forms/@otr/documents/form/otr007.pdf.

Forms must be submitted to the School of Public Health Office of Admissions and Student Resources, A395 Mayo Memorial Building, 420 Delaware Street SE, Minneapolis, MN 55455.

5.7 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.
HIPAA (Health Insurance Portability and Accountability Act)

HIPAA is a federal law related to the privacy of an individual’s health care information. All students in the 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.

5.8 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 http://www.bhs.umn.edu/index.htm and click on immunizations.

5.9 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 Office of Admissions and Student Resources at 612.626.3500 or go to A395 Mayo for assistance.

5.10 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
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 is 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 qualify of your application. Incomplete or vague answers often result in "deferrals" which can greatly lengthen the time to approval.

### 5.11 International Student Requirements

**Note:** International student requirements may change over time. For up-to-date information go to [www.isss.umn.edu](http://www.isss.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.isss.umn.edu](http://www.isss.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.isss.umn.edu](http://www.isss.umn.edu).

#### Academic Status

International students must maintain full-time status. MPH students must register for at least 6 credits each semester. Under special conditions, students may apply for an exemption from the full-time status rule at the ISSS office. Students must apply for the exemption before registering for less than a full course of study.
Address Change
International students MUST 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.isss.umn.edu/INSGen/address.html See Section. 6. Groups, Associations, and Societies.

6. Groups, Associations and Societies

6.1 Student Groups

School of Public Health Student Senate https://sites.google.com/a/umn.edu/sphss/
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 2013-2014 academic year are:

<table>
<thead>
<tr>
<th>Office</th>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Maeve McClellan</td>
<td><a href="mailto:mccle122@umn.edu">mccle122@umn.edu</a></td>
</tr>
<tr>
<td>VP of Communications</td>
<td>Parker Smith</td>
<td><a href="mailto:smit2215@umn.edu">smit2215@umn.edu</a></td>
</tr>
<tr>
<td>VP of Operations</td>
<td>Travis Myers</td>
<td><a href="mailto:myers589@umn.edu">myers589@umn.edu</a></td>
</tr>
<tr>
<td>VP of Student Advancement</td>
<td>Allan Tate</td>
<td><a href="mailto:tatex098@umn.edu">tatex098@umn.edu</a></td>
</tr>
<tr>
<td>VP of Finance</td>
<td>Bridget Perkins</td>
<td><a href="mailto:perki314@umn.edu">perki314@umn.edu</a></td>
</tr>
</tbody>
</table>

Graduate and Professional Student Assembly (GAPSA) 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. GAPSA 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 and 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 (MISA) 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

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

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.

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/
Founded in 1982, the School of Public Health Alumni Society has more than 1,000 members. All graduates, students, and friends of the school are eligible for active membership in the society, which is granted with membership in the University of Minnesota Alumni Association. The Society is responsible for overseeing the mentor program, awards and scholarships, and keeping alumni and friends up-to-date on what's going on in the SPH.

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.

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 Promotion MPH
- Epidemiology MPH
- Epidemiology PhD
- Maternal and Child Health MPH
- Public Health Nutrition MPH

The Division Head is Bernard Harlow, PhD.

The Program 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.

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 Student Forms. 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 Program 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 forth floors of WBOB. Students are given the option to sign up for building access at Orientation. After orientation, contact a Program 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 the student lounge in room 466. The general policy for use of these computers is that they are for Division graduate students for work pertaining to their degree program. All 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. Communication between the Program 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. Students will lose email access after one year if they have not officially registered. Students who have graduated must access their email accounts every few months in order to keep the account active. Forwarding the x.500 account to another email address will not keep the account active. 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 http://www.sph.umn.edu/epi/ under the Division Resources tab.

- **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 http://www.sph.umn.edu/epi/seminars/

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 Promotion (only CHP 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/pdf/current/ind_dir_study.pdf.

3. Student gives the completed/signed **Independent/Directed Study Contract** to a Program 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 Program 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 and must be the presenter of the paper or poster. The student has been enrolled in their program as least one term at the time of the conference; the work was done during the time the student was in their program.
   - The meeting 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 Program 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.).
   - Students need to include information about any other sources of funding they have applied for, even if the funds have not been awarded yet, including SPH Student Senate funds.

3. Allocations under this policy will of course be subject to the availability of funds for this purpose.

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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 http://www.oit.umn.edu/technology-products/software/index.htm. Please note that all 4 of the computers in the student computer lab (466 WBOB) have SAS.

One computer 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 Promotion, 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 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 $400 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](http://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 Program 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
EpiCH faculty information ................................................................ ................... http://sph.umn.edu/faculty1/ech/
EpiCH seminar ................................................................ ......................... http://www.sph.umn.edu/epi/seminars/
EpiCH telephone directory ................................................................. http://docs.sph.umn.edu/epich/EpiCHDirectory.pdf

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 Program 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 Program 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 house sit, 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 Program 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 http://regents.umn.edu/sites/default/files/policies/Nepotism%26Personal.pdf.

Confidentiality
Student records—including materials related to advisees—are protected under Federal Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99; 1974) and the Student Data Privacy Act. Student information should be secure – not left in an unlocked location. If 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 or program coordinator. The change will be finalized at the discretion of the program chair.

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 Program 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 Program 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 Program 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.

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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 Program 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 Program 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)
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<td>Spring</td>
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</tr>
</tbody>
</table>
## 8. **Epidemiology PhD Degree Program**

### 8.1 Fall 2013 Program Curriculum

**61 Credit Minimum**

Required Core Courses: 14-16 credits plus 24 thesis credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Title</th>
<th>Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 8341</td>
<td></td>
<td>Advanced Epidemiologic Methods: Concepts</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 8342</td>
<td></td>
<td>Advanced Epidemiologic Methods: Applications</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>PubH 7401</td>
<td></td>
<td>Fundamentals of Biostatistical Inference</td>
<td>Fall</td>
<td>4</td>
</tr>
<tr>
<td>PubH 6348</td>
<td></td>
<td>Writing Research Grants (A/F only, section 002)</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>GRAD 8101 or GRAD 8200</td>
<td>Teaching in Higher Education (A/F grade option only) or Teaching and Learning Topics in Higher Education: Teaching for Learning (online) (A-F grade option only). Consult with advisor.</td>
<td>All terms</td>
<td>3;1</td>
<td></td>
</tr>
<tr>
<td>PubH 6742</td>
<td></td>
<td>Ethics in Public Health: Research and Policy</td>
<td>All terms</td>
<td>1</td>
</tr>
<tr>
<td>PubH 8888</td>
<td></td>
<td>Dissertation credits</td>
<td>All terms</td>
<td>24</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Title</th>
<th>Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Methods/Statistics: 6 credits minimum</td>
<td>Choose from the following courses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PubH 7420; or PubH 6363</td>
<td>Required: Clinical Trials: Design, Implementation, and Analysis; or Design and Analysis of Group-Randomized Trials in Epidemiology Consult with advisor.</td>
<td>Spring; Spring even years (2014)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PubH 7430</td>
<td></td>
<td>Statistical Methods for Correlated Data</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 7435</td>
<td></td>
<td>Latent Variable Measurement Models and Path Analysis</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 7407</td>
<td></td>
<td>Analysis of Categorical Data</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8268</td>
<td></td>
<td>Hierarchical Linear Modeling in Educational Research</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8282</td>
<td></td>
<td>Statistical Analysis of Longitudinal Data</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 8140</td>
<td></td>
<td>Validity Concepts in Epidemiologic Research</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6915</td>
<td></td>
<td>Nutrition Assessment</td>
<td>Spring</td>
<td>2</td>
</tr>
<tr>
<td>PubH 7445</td>
<td></td>
<td>Statistics for Human Genetics and Molecular Biology</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 8141</td>
<td></td>
<td>Doctoral Seminar in Observational Inference</td>
<td>Fall/Spring</td>
<td>2</td>
</tr>
<tr>
<td>PubH 7402</td>
<td></td>
<td>Biostatistical Modeling and Methods</td>
<td>Spring</td>
<td>4</td>
</tr>
</tbody>
</table>

**Content area courses: 4 credits minimum**

Choose from the following courses; can petition substitutes

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Title</th>
<th>Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6386</td>
<td></td>
<td>Public Health Aspects of Cardiovascular Disease</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6387</td>
<td></td>
<td>Cancer Epidemiology</td>
<td>Spring</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6385</td>
<td></td>
<td>Epidemiology and Control of Infectious Diseases</td>
<td>Spring</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6381</td>
<td></td>
<td>Genetics in Public Health</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6389</td>
<td></td>
<td>Nutritional Epidemiology</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6140</td>
<td></td>
<td>Occupational and Environmental Epidemiology</td>
<td>Spring</td>
<td>2</td>
</tr>
</tbody>
</table>

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

Chosen in consultation with advisor. Potential supporting program courses include courses from the additional biological methods/statistics courses listed above not used to satisfy the biological methods/statistics requirement, or courses from the following list. Other courses, or minors, can be considered with advisor.
<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Title</th>
<th>Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 8140</td>
<td></td>
<td>Validity Concepts in Epidemiologic Research</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6180</td>
<td></td>
<td>Ecology of Infectious Diseases</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6355</td>
<td></td>
<td>Pathophysiology of Human Disease</td>
<td>Fall</td>
<td>4</td>
</tr>
<tr>
<td>PubH 7405</td>
<td></td>
<td>Biostatistics: Regression</td>
<td>Fall</td>
<td>4</td>
</tr>
<tr>
<td>PubH 7430</td>
<td></td>
<td>Statistical Methods for Correlated Data</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 7435</td>
<td></td>
<td>Latent Variable Measurement Models and Path Analysis</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 7445</td>
<td></td>
<td>Statistics for Human Genetics and Molecular Biology</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 7450</td>
<td></td>
<td>Survival Analysis</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>VMed 8090</td>
<td></td>
<td>Epidemiology of Zoonoses</td>
<td>Fall</td>
<td>2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Title</th>
<th>Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6363;</td>
<td></td>
<td>Required: Design and Analysis of Group-Randomized Trials in</td>
<td>Spring even years (2014;</td>
<td>3</td>
</tr>
<tr>
<td>or PubH</td>
<td></td>
<td>Epidemiology; or Clinical Trials: Design, Implementation,</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>7420</td>
<td></td>
<td>and Analysis. Consult with advisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PubH 7402</td>
<td></td>
<td>Biostatistical Modeling and Methods</td>
<td>Spring</td>
<td>4</td>
</tr>
<tr>
<td>PubH 7430</td>
<td></td>
<td>Statistical Methods for Correlated Data</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 7435</td>
<td></td>
<td>Latent Variable Measurement Models and Path Analysis</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 7407</td>
<td></td>
<td>Analysis of Categorical Data</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8268</td>
<td></td>
<td>Hierarchical Linear Modeling in Educational Research</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8282</td>
<td></td>
<td>Statistical Analysis of Longitudinal Data</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>PubH 8140</td>
<td></td>
<td>Validity Concepts in Epidemiologic Research</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6915</td>
<td></td>
<td>Nutrition Assessment</td>
<td>Spring</td>
<td>2</td>
</tr>
<tr>
<td>EPSY 8264</td>
<td></td>
<td>Advanced Multiple Regression Analysis</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8267</td>
<td></td>
<td>Applied Multivariate Analysis</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8221</td>
<td></td>
<td>Psychological Scaling</td>
<td>Spring</td>
<td>3</td>
</tr>
</tbody>
</table>

**Content area courses: 4 credits minimum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Title</th>
<th>Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6333</td>
<td>①</td>
<td>Human Behavior I</td>
<td>Fall even years (2014)</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6334</td>
<td>①</td>
<td>Human Behavior II</td>
<td>Spring odd years (2015)</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Title</th>
<th>Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 7391</td>
<td></td>
<td>Independent Study: Epidemiology</td>
<td>All terms</td>
<td>1-4</td>
</tr>
<tr>
<td>PubH 7392</td>
<td></td>
<td>Readings in Epidemiology</td>
<td>All terms</td>
<td>1-4</td>
</tr>
<tr>
<td>PubH 6381</td>
<td></td>
<td>Genetics in Public Health</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6385</td>
<td></td>
<td>Epidemiology and Control of Infectious Disease</td>
<td>Spring</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6386</td>
<td></td>
<td>Public Health Aspects of Cardiovascular Disease</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6387</td>
<td></td>
<td>Cancer Epidemiology</td>
<td>Spring</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6078</td>
<td></td>
<td>Public Health Policy as a Prevention Strategy</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6074</td>
<td></td>
<td>Mass Communication and Public Health</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6914</td>
<td></td>
<td>Community Nutrition Intervention</td>
<td>Spring</td>
<td>3</td>
</tr>
</tbody>
</table>
These courses are offered in alternate years; please plan accordingly.

Other details:

- Supporting program credits in either track may be directly applied to the PhD program or can be used to obtain a minor in another graduate program with the approval of the minor program's Director of Graduate Studies.
- Note that the recommended biostatistics core course (PubH 7401) may be replaced by PubH 6450 and 6451 if the student does not have adequate quantitative training for PubH 7401. This substitution needs to be approved by the PhD Credentials Committee. Students who need a review or background training in basic epidemiological concepts will be asked to take the first year of the core sequence for MPH students (Epi Methods I, PubH 6341 and Epi Methods II, PubH 6342). These courses will not apply to students’ PhD program in any category.

MD/PhD Student Program Requirements

Requirements for MD/PhD students differ slightly from the standard curriculum. The following are not required of MD/PhD students only:
- The teaching assistant experience (however Grad 8101, Teaching in Higher Education, is required)
- In the Supporting Program/Minor area, 5 credits are required, rather than 12 credits.
- In the Content Area portion of the CBE and SBE curricula, 2 credits (one course) are required, rather than 4 credits.

Sample Supporting Program Courses

The following are departments or colleges from which PhD students have taken elective courses—the list is not exhaustive. Exemplary courses are listed to reflect recent course offerings that PhD students have recommended as excellent electives.
- Public Health [PubH] (e.g., 7405 Biostatistics: Regression; 7406 Biostatistics: Anova and Design; 7407 Analysis of Categorical Data; 7430, Statistical Methods for Correlated Data; 7440 Introduction to Bayesian Analysis; 7450 Survival Analysis; 7445 Statistics for Human Genetics and Molecular Biology; 7455 Modern Nonparametrics; 7460 Advanced Statistical Computing; 8100, Epidemiologic Uncertainty Analysis; 8140, Validity Concepts in Epidemiologic Research; 8141, Doctoral Seminar in Observational Inference; 7435 or 8400, Latent Variable Models; 8432 Probability Models for Biostatistics; 8442 Bayesian Decision Theory and Data Analysis; 8452 Advanced Longitudinal Data Analysis; 8462 Advanced Survival Analysis)
- Veterinary Medicine, Graduate [VMed] (e.g., 8090 Epidemiology of Zoonoses and Diseases Common to Animals and Humans)
- Health Informatics [Hinf]
- Educational Psychology [Epsy] (e.g., 8264, Advanced Multiple Regression Analysis; 8266, Statistical Analysis Using Structural Equation Methods; 8267, Applied Multivariate Analysis; 8268 Hierarchical Linear Modeling in Educational Research)
- Statistics [Stat]
- Philosophy [Phil] (e.g., philosophy of science courses)
- Rhetoric [Rhet] Science writing
- English: Writing, Rhetoric and Language (EngC) (highly recommended: 5051 and 5052 Graduate Research Writing Practice for Non-native Speakers of English)
- Biochemistry (BioC)
- Cell Biology and Neuroanatomy [CBN]
- Molecular, Cellular, Dev Biology and Genetics [MCDG]
- Genetics, Cellular and Developmental Biology [GCD]
- Microbiology [MicB]
- Microbiology, Immunology and Cancer Biology [MICa]
- You might want to consider a minor in Prevention Science (go to: www.cehd.umn.edu/icd/PrevSci/) or in Population Studies (go to www.pop.umn.edu/index.php?q=training/popminor)
## Competency Areas

<table>
<thead>
<tr>
<th>Competency</th>
<th>Learning Opportunities</th>
<th>Evaluation Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition of knowledge of basic epidemiologic and statistical principles</td>
<td>• Earned MPH in Epidemiology; or&lt;br&gt;• Completion of following foundational courses:&lt;br&gt;PubH 6341, Epidemiologic Methods I&lt;br&gt;PubH 6342, Epidemiologic Methods II&lt;br&gt;PubH 6450, Biostatistics I and&lt;br&gt;PubH 6451, Biostatistics II; or&lt;br&gt;PubH 7401, Fundamentals of Biostatistical Inference</td>
<td>• Grades earned toward MPH&lt;br&gt;• Culminating experience&lt;br&gt;• Work experience&lt;br&gt;• Course assignments and exams&lt;br&gt;• Grades</td>
</tr>
<tr>
<td>Demonstration of advanced research skills</td>
<td>Social/Behavioral AND Clinical/Biological Tracks:&lt;br&gt;• PubH 8341, Advanced Epidemiologic Methods: Concepts&lt;br&gt;• PubH 8342, Advanced Epidemiologic Methods: Applications&lt;br&gt;• Additional Methods electives related to student’s interests&lt;br&gt;Clinical/Biological Track:&lt;br&gt;• PubH 7420, Clinical Trials: Design, Implementation and Analysis&lt;br&gt;• PubH 6363, Design and Analysis of Group-Randomized Trials in Epidemiology&lt;br&gt;• PubH 6333, Human Behavior I&lt;br&gt;• PubH 6334 Human Behavior II</td>
<td>• Course assignments and exams&lt;br&gt;• Grades&lt;br&gt;• Written preliminary exams, Part A and Part B&lt;br&gt;• Dissertation proposal&lt;br&gt;• Preparation of a research protocol&lt;br&gt;• Organization of data</td>
</tr>
<tr>
<td>Formation of scholarly independence:</td>
<td>• PubH 6334, Human Behavior II&lt;br&gt;• PubH 8342, Advanced Epidemiologic Methods: Application&lt;br&gt;• PubH 6348, Writing Research Grants&lt;br&gt;• PubH 8888, Dissertation credits&lt;br&gt;• Additional electives in disease or</td>
<td>• Course assignments and exams&lt;br&gt;• Grades&lt;br&gt;• Written preliminary exam, Part B</td>
</tr>
<tr>
<td>Synthesis that advances the field</td>
<td>Behavioral content area</td>
<td>Professional responsibility</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>• Ability to ask fundamental questions</td>
<td>• Working as a research assistant</td>
<td>• Awareness of civic responsibilities and broad outlook on societal implications of research</td>
</tr>
<tr>
<td>• Responsible stewardship of key ideas of field</td>
<td>• Participation in grant preparation</td>
<td>• Ability to conduct research in ethical and responsible manner, with commitment and integrity</td>
</tr>
<tr>
<td>• Able to challenge existing thinking</td>
<td>• Submission of manuscript for publication</td>
<td>• Development of a professional perspective and scholarly identity</td>
</tr>
<tr>
<td>• Able to transmit knowledge to others to advance the field</td>
<td>• Attendance at seminars</td>
<td>• PubH 6742, Ethics in Public Health: Research and Policy</td>
</tr>
<tr>
<td>• Mastery of a content area</td>
<td>• Attendance at professional meetings</td>
<td>• PubH 7420, Clinical Trials: Design, Implementation and Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Leadership and collaborative skills:</th>
<th>Professional responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced written and oral communication skills</strong></td>
<td>• Skill in team approaches to problem solving</td>
<td>• PubH 6348, Writing Research Grants</td>
</tr>
<tr>
<td><strong>Ability to teach in a formal educational setting</strong></td>
<td>• Development of integrative skills to improve collaboration and problem solving across disciplines</td>
<td>• PubH 6334, Human Behavior II</td>
</tr>
<tr>
<td><strong>Ability to communicate to broad audiences</strong></td>
<td>• Ability to share knowledge in participatory research</td>
<td>• PubH 6742, Ethics in Public Health: Research and Policy</td>
</tr>
<tr>
<td><strong>Effective in team communication</strong></td>
<td>• Ability to apply intercultural knowledge in team-building</td>
<td>• PubH 7420, Clinical Trials: Design, Implementation and Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation proposal</th>
<th>Course assignments and exams</th>
<th>Preparation of a research protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Published manuscript</td>
<td>• Grades</td>
<td>• Meetings with dissertation committee chair and members</td>
</tr>
<tr>
<td>• Research presentations</td>
<td>• Oral and poster research presentations</td>
<td>• Demonstrated productivity in research assistantship</td>
</tr>
<tr>
<td>• Grad 8101, Teaching in Higher Education</td>
<td>• Faculty assessment of guest lecture</td>
<td>• PubH application approval</td>
</tr>
<tr>
<td>• PUBH 6348, Writing Research Grants</td>
<td>• Student evaluations of teaching effectiveness</td>
<td>• Seminar discussions</td>
</tr>
</tbody>
</table>

| Grad lecture | Guest lecture | • PubH 6348, Writing Research Grants |
| Presentations at professional meetings | Presentations at community meetings | • PubH 6334, Human Behavior II |
| • Submission of manuscript for publication | • Attendance at professional meetings | • PubH 6742, Ethics in Public Health: Research and Policy |
| Participation on a research project team | • Attendance at University seminars | • PubH 7420, Clinical Trials: Design, Implementation and Analysis |

<table>
<thead>
<tr>
<th>Leadership and collaborative skills:</th>
<th>Professional responsibility:</th>
<th>Professional responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grad 8101, Teaching in Higher Education</td>
<td>• PubH 6348, Writing Research Grants</td>
<td>• Course assignments and exams</td>
</tr>
<tr>
<td>• PUBH 6334, Human Behavior II</td>
<td>• PubH 6742, Ethics in Public Health: Research and Policy</td>
<td>• Grades</td>
</tr>
<tr>
<td>• PubH 6742, Ethics in Public Health: Research and Policy</td>
<td>• Submission of IRB application for research</td>
<td>• IRB application approval</td>
</tr>
<tr>
<td>• PubH 7420, Clinical Trials: Design, Implementation and Analysis</td>
<td>• Attendance at professional meetings</td>
<td>• Seminar discussions</td>
</tr>
<tr>
<td>• Meetings with dissertation committee chair and members</td>
<td>• Attendance at University seminars</td>
<td>• PubH application approval</td>
</tr>
<tr>
<td>• Demonstrated productivity in research assistantship</td>
<td>• Research assistantship</td>
<td>• Seminar discussions</td>
</tr>
</tbody>
</table>
Personal and professional management skills:
• Ability to persist in achieving long term goals
• Ability to manage projects with uncertain outcomes
• Ability to be flexible and adaptable in approaching complex and uncertain problems
• Being self-motivated and autonomous
• Ability to achieve results with minimum supervision

• PubH 8888, Dissertation credits
• Research assistantship

• Annual PhD student progress review
• Productivity in research assistantship
• Completion of dissertation

Sample Schedules for CBE and SBE Tracks for 2013-14

Clinical and Biological Epidemiology (CBE) Track
Plan 1
Students in CBE track who earned their Epidemiology MPH at the University of Minnesota or similar institution

Possible transfer from Epidemiology MPH  [15 cr]

PubH 6386 PubH Aspects of Cardiovascular Disease (2 cr) [Content area course]
PubH 6387 Cancer Epidemiology (2 cr) [Content area course]
PubH 6742 Ethics in Public Health: Research and Policy (1 cr) [Required]
PubH 6355 Pathophysiology of Human Disease (4 cr) [Supporting program/minor course]
MPH electives (6 cr) [Supporting program/minor courses]

Year 1, Fall  [Total cr: 7+]  Year 1, Spring  [Total cr: 6]

PubH 8341 Advanced Epidemiologic Methods: Concepts  (3 cr)
PubH 7401 Fundamentals of Biostatistics Inference (4 cr)
Supporting program/minor courseA
PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr)
PubH 7420 Clinical Trials or PubH 6363 Design and Analysis of Group-Randomized Trials in Epidemiology (3 cr each) [PubH 6363 offered Spring even years]

Year 2, Fall  [Total cr: 5A]  Year 2, Spring  [Total cr: 1A]

PubH 6348 Grant Writing  (2 cr)
Biological methods/statistics course (3 cr)
Remaining supporting program/minor courses
Grad 8101 Teaching in Higher Education (3 cr) or Grad 8200 Teaching and Learning Topics in Higher Education: Teaching for Learning (1 cr, online)[Can take any term it is offered]
A total of 13 credits in Supporting Program/Minor course credits are required.

Students may need more credits to hold a graduate assistantship; they can register for additional courses or PubH 8666, Doctoral Pre-Thesis credits

Plan 2

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

**Possible transfer from related field MPH or MS [15 cr]**

Supporting program/minor course(s) brought in from master's level coursework, with approval from Epi MPH/PhD Credentials Committee. Some students may be able to also transfer in a master's level ethics course.

<table>
<thead>
<tr>
<th>Year 1, Fall [Total cr: 9+]</th>
<th>Year 1, Spring [Total cr: 9]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6341 Epidemiology Methods I*A (3 cr)</td>
<td>PubH 6342 Epidemiology Methods II*B (3 cr)</td>
</tr>
<tr>
<td>PubH 7401 Fundamentals of Biostatistics Inference (4 cr)</td>
<td>PubH 7420 Clinical Trials or PubH 6363 Design and Analysis of Group-Randomized Trials in Epidemiology (3 cr each) [PubH 6363 offered Spring even years]</td>
</tr>
<tr>
<td>Content area course (2 cr)</td>
<td>Content area course (2 cr)</td>
</tr>
<tr>
<td>Supporting program/minor course</td>
<td>PubH 6742 Ethics in Public Health: Research and Policy (1 cr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2, Fall [Total cr: 8]</th>
<th>Year 2, Spring [Total cr: 4+]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 8341 Advanced Epidemiologic Methods: Concepts (3 cr)</td>
<td>PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr)</td>
</tr>
<tr>
<td>PubH 6348 Grant Writing (2 cr)</td>
<td>Grad 8101 Teaching in Higher Education (3 cr) or Grad 8200 Teaching and Learning Topics in Higher Education: Teaching for Learning (1 cr, online) [Can take any term it is offered]</td>
</tr>
<tr>
<td>Biological methods/statistics course (3 cr)</td>
<td>Remaining supporting program/minor courses</td>
</tr>
</tbody>
</table>

*A If the student took an equivalent of PubH 6320, Fundamentals of Epidemiology, and earned at least an A- during their master's program they can request to take PubH 6342, Epidemiology Methods II, in Spring term without taking PubH 6341.

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

A total of 13 credits in Supporting Program/Minor course credits are required.
Social and Behavioral Epidemiology (SBE)

Plan 1

Students in SBE track with sufficient epidemiology and biostatistics background

<table>
<thead>
<tr>
<th>Possible transfer from master’s degree [15 cr]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6742 Ethics in Public Health: Research and Policy (1 cr) [Required]</td>
</tr>
<tr>
<td>Master’s level electives (14 cr) [Transferred as supporting program/minor courses with approval of advisor and PhD Credentials Committee]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1, Fall [Total cr: 7]</th>
<th>Year 1, Spring [Total cr: 9]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 8341 Advanced Epidemiologic Methods: Concepts (3 cr)</td>
<td>PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr)</td>
</tr>
<tr>
<td>PubH 7401 Fundamentals of Biostatistics Inference (4 cr)</td>
<td>Behavioral methods/statistics course (3 cr)</td>
</tr>
<tr>
<td>PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr)</td>
<td>PubH 7420 Clinical Trials or PubH 6363 Design and Analysis of Group-Randomized Trials in Epidemiology (3 cr each) [PubH 6363 offered Spring even years]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2, Fall [Total cr: 4+]</th>
<th>Year 2, Spring [Total cr: 3+]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6333 Human Behavior I (2 cr) [Offered Fall even years]</td>
<td>PubH 6334 Human Behavior II (2 cr) [Offered Spring odd years]</td>
</tr>
<tr>
<td>PubH 6348 Grant Writing (2 cr)</td>
<td>Grad 8101 Teaching in Higher Education (3 cr) or Grad 8200 Teaching and Learning Topics in Higher Education: Teaching for Learning (1 cr, online) [Can take any term it is offered]</td>
</tr>
<tr>
<td>Remaining supporting program/minor courses</td>
<td></td>
</tr>
</tbody>
</table>

A total of 13 credits in Supporting Program/Minor course credits are required.

^Students may need more credits to hold a graduate assistantship; they can register for additional courses or PubH 8666, Doctoral Pre-Thesis credits

Plan 2

Students in SBE track with insufficient epidemiology background

<table>
<thead>
<tr>
<th>Possible transfer from master’s degree [15 cr]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6742 Ethics in Public Health: Research and Policy (1 cr) [Required]</td>
</tr>
<tr>
<td>Master’s level electives (14 cr) [Transferred as Supporting program/minor course with approval of advisor and PhD Credentials Committee]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1, Fall [Total cr: 7+]</th>
<th>Year 1, Spring [Total cr: 9]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6341 Epidemiology Methods I (3 cr)</td>
<td>PubH 6342 Epidemiologic Methods II (3 cr)</td>
</tr>
<tr>
<td>PubH 7401 Fundamentals of Biostatistics Inference (4 cr)</td>
<td>PubH 7420 Clinical Trials or PubH 6363 Design and Analysis of Group-Randomized Trials in Epidemiology (3 cr)</td>
</tr>
</tbody>
</table>

65
Remaining supporting program/minor courses  | Behavioral methods/statistics course (3 cr)  
---|---

<table>
<thead>
<tr>
<th>Year 2, Fall</th>
<th>Total cr: 7+</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 8341 Advanced Epidemiologic Methods: Concepts (3 cr)</td>
<td>PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr)</td>
</tr>
<tr>
<td>PubH 6333 Human Behavior I (2 cr) [or Fall Year 3; offered Fall even years]</td>
<td>PubH 6334 Human Behavior II (2 cr) [or Spring Year 3; offered Spring odd years]</td>
</tr>
<tr>
<td>PubH 6348 Grant Writing (2 cr)</td>
<td>Grad 8101 Teaching in Higher Education (3 cr) or Grad 8200 Teaching and Learning Topics in Higher Education: Teaching for Learning (1 cr, online) [Can take any term it is offered]</td>
</tr>
<tr>
<td>Remaining supporting program/minor courses</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2, Spring</th>
<th>Total cr: 6+</th>
</tr>
</thead>
</table>

A: If the student took an equivalent of PubH 6320, Fundamentals of Epidemiology, and earned at least an A- during their master's program they may want to request taking PubH 6342, Epidemiology Methods II, in Spring term without taking PubH 6341.

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

A total of 13 credits in Supporting Program/Minor course credits are required.

8.2 Program Requirements

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

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

Core Curriculum/Summary of Credits
The core curriculum for the PhD is required for all epidemiology PhD students. For the remainder of the curriculum, the student’s advisor and the Epidemiology MPH/PhD Credentials Committee must approve any course substitutions or waivers as early as possible. Any substitutions/waivers must be approved before submission of the degree program form.

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

- Required core courses ................................................................. 14-16 credits
- Clinical/Biological or Social/Behavioral Track courses ......................................................... 23 credits
- PhD-specific dissertation credits, PubH 8888 ......................................................... 24 credits

Grade Point Average (GPA) Requirements
1. Doctoral students are required to complete their coursework with a minimum GPA of 3.25.
2. Doctoral students are required to earn letter grades of B- or higher in each of the core courses. These courses include: PubH 8341 and 8342 Advanced Epi Methods, PubH 7401, PubH 6742, and GRAD 8101. In addition, a B- or higher must be earned in PubH 7420 Clinical Trials or PubH 6363 Group-Randomized Trials. Students who
earn a grade below B- in these courses are required to repeat that course. Students who cannot earn a B- in two attempts will be terminated from the program.

Transfer of Credits
Epidemiology PhD students may transfer in up to 15 credits from previous graduate-level coursework. The 15 credits can be applied to any curriculum area. All requests for transferred coursework need to be reviewed and approved by the student’s advisor, and then reviewed and approved by the Epi PhD Credentials Committee. PUBH 8341 and 8342 are required for all Epi PhD students as the core methods courses for the degree. Doctoral students who have earned graduate degrees at other institutions may have taken courses similar to courses in the Epidemiology PhD curriculum. Students who want to pursue transferring in courses or credits should discuss this with their advisor and the program coordinator. The two possible options are: courses and credits may be transferred in, or students may find courses that substitute for required courses.

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

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

Guidelines for Changing an Advisor
Many PhD students shift their course of study and focus over their graduate career, but this does not necessarily require a change in advisors. Faculty advisors can facilitate students’ academic development by working directly with the student or by encouraging them to gain experience with other faculty members (e.g., research or teaching assistantships, grant writing opportunities). Sometimes students work more closely with one (or more) members of their committee than with their advisor. Faculty advisors can also suggest changes in committee membership to accommodate a change in dissertation focus.

Once PhD students have begun work on their dissertation, changing advisors should be limited to circumstances such as personality conflicts, ethical problems, substantial shifts in areas of interest, or the advisor resigning from the University. Students wishing to change graduate advisors should consult with the Director of Graduate Studies (DGS). Likewise, faculty who are considering a change in their role as an advisor should consult with the DGS. Changes in graduate advisors need to be approved by the DGS, and the program coordinator must be notified of the change.

Grant Writing Skills
In addition to completing PUBH 6348: Writing Research Grants, it is recommended that students participate as a member of a grant writing team for an NIH or comparable grant proposal. It is also recommended that students review examples of faculty grant applications that have been funded to prepare for Part B of the Written Preliminary Exam (see below).

Teaching
During their PhD studies, students must serve at least one semester as a teaching assistant (TA). Students are encouraged to consider serving as a TA for one of the Epi courses (i.e., Fundamentals of Epidemiology, Epidemiologic Methods I, II, III). Teaching in these courses can help students review core concepts prior to taking the written preliminary exam. Students can also fulfill the requirement by being a TA in other courses. Any course that is assigned a paid TA by the Division of Epidemiology and Community Health will automatically fulfill the requirement. Students will be emailed the TA assignment list for the next academic year when it is officially approved, usually in mid-June to early July. Students can also request the list from the program coordinator at any time once it is approved. Students can submit a written request to the program coordinator, addressed to the DGS, for approval of all other TA opportunities outside the Division. Supporting materials should include a copy of the course syllabus and an outline of the TA’s responsibilities and should be submitted prior to the term when the TA occurs.
The expectation is that the student will get a paid TA spot. Students on fellowships, training grant positions or who work full-time in a paid position should talk with the program coordinator early in their program to discuss the options to fulfill the TA requirement.

Students also are required to prepare and give a course lecture to a class either as part of their teaching assistantship or separately. This course lecture must be critiqued by at least one Epidemiology doctoral faculty member, and be at least 50 minutes in length. The Epidemiology doctoral faculty member's responsibility is to attend the lecture and send a written critique of the lecture to the student and to the Epi PhD’s program coordinator. This can be done via e-mail. The critique should cover the strengths/any weaknesses of the lecture content and presentation; the critique is intended to be constructive and offer suggestions. This requirement is separate from any Teaching Seminar course assignments. Non-native English speaking students should note that they are responsible for passing the SPEAK TEST for non-native English Speaking Teaching Assistants. Please see the program coordinator for this information. The Division's policy regarding payment for the TA English Program's course in Classroom Communication Skills for TAs can be found in section 7.6 of this guidebook.

### EpiCH Division Seminar Attendance

PhD students are required to sign in and attend at least 12 Division of Epidemiology and Community Health seminars before taking their oral preliminary exam. Seminars offered through other programs/Divisions cannot be substituted. The exception is jointly-organized Division of Biostatistics/Epidemiology and Community Health seminars. A record of student attendance is based on sign-in sheets and students can check the box on the Epi PhD annual review forms when they have met the 12-seminar requirement.

### Examinations

#### Preliminary Written Examination

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

Students who take PubH 8341 and 8342 (Fall and Spring) Advanced Epidemiologic Methods courses in their first year are encouraged to take Part A within 12-18 months of matriculation. If the advisor and Epi PhD Credentials Committee recommend taking Epi Methods I and II prior to the Advanced Epidemiologic Methods sequence, students should then plan to take Part A within 24 months of matriculation. Take Part B within 12 months of successfully passing Part A.

#### Preliminary Oral Examination

Students should take the preliminary oral examination within six months of successfully completing the Preliminary Written Examination (Parts A and B). Those who have not achieved doctoral candidacy within five years of matriculating into the program will have a hold put on their registration, making them inactive in the Graduate School. See the following section on Milestones and the Role of the Student’s Committee. The oral examination, administered by the student's committee, focuses on the proposed dissertation design and analysis. Typically, the exam covers practical aspects of the proposal including epidemiologic principles. See section 8.6 for expectations, guidelines, and other details. Note that no dissertation credits may be taken before passing the Preliminary Oral Examination. Students have a maximum of five years to complete the PhD after passing the Preliminary Oral Examination. Detailed information about the formation of the preliminary oral exam committee is located in section 8.6.

#### Final Oral Examination (Dissertation Defense)

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

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

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

PhD Dissertation
The process to complete a dissertation is two-fold: students must pass a preliminary oral exam and a final oral exam. Students have two options for the dissertation:
(1) a traditional dissertation, which is an in-depth volume describing (a) theoretical background and literature to date, (b) the methods and results of a research project, and (c) a detailed discussion of the strengths, limitations, interpretation and significance of the findings; or
(2) a series of publishable papers, with appropriate introductory and concluding sections (see section 8.8). This is the preferred format.
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. This procedure is necessary even for students who are doing secondary data analysis.

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

Milestones
The following progress expectations are for students who have completed the coursework:
- Take Part A and B—the Written Preliminary Exam—within 18 to 36 months of matriculation.
- Establish, minimally, the three internal members of their committee and begin meeting with them within one semester after completing written prelims.
- Take prelim orals within six months of successfully completing Parts A and B of the written prelim exam.
- Achieve doctoral candidacy (pass oral prelims) within five years of matriculation. Those who have not achieved doctoral candidacy within five years will have a hold put on their registration, making them inactive. Limited requests for extension with a proposed timeline and approval by the advisor (and co-advisor) will be reviewed by the DGS. If an extension is not granted or the benchmarks on the timeline are not met after the extension, a registration hold will be instated, thus ending the Epidemiology doctoral program for the student.
- Undertake grant writing, research, teaching, training in teaching techniques, and seminar attendance requirements on a schedule agreed upon with their advisor and committee.

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

8.3 Registration Requirements
Detailed Graduate School registration information is available at www.grad.umn.edu/students/registration/index.html. All PhD students are required to register 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 milestone forms, file for graduation, or otherwise participate in the University community as a student. Students who do not register for a term must fill out a Change of Status/Readmission Application form. This form is available online at www.grad.umn.edu/admissions/registration/readmission/index.html. The form needs to be completed and a re-
admission fee paid. Re-admitted students are required to register during the semester in which they are re-admitted and every subsequent fall and spring semester until they graduate.

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

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

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

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

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

### 8.4 Preliminary Written Examination Guidelines

**Introduction**
The Epidemiology Preliminary Written Examination is a requirement of the Epidemiology PhD degree program. It consists of two parts, “A” and “B” protocols, described in detail below.

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

**Content and Structure**
Part A is an open-note, open-book proctored exam that covers basic epidemiologic and biostatistical methods. It is given in two sections. The entire exam consists of 11 questions. In Section One, students must select and answer three of five theoretical epidemiology questions. In Section Two, students select and answer three of six applied methodology questions. Section Two has three questions covering applied epidemiology and biostatistics, one question covering community trials, one question covering clinical trials and one question covering the new Advanced Epi Methods courses. The sections are given on two separate, non-consecutive days; the exams start at 9 a.m. and end at 3:30 p.m. Part B is an original research proposal as described, below.

**Timing**
The Preliminary Written Examination is taken after completion of most of the required core coursework. Before taking Part A, students must successfully complete PubH 8341 and 8342 and at least PubH 6450 and 6451 or the equivalent. In addition, students need to take PubH 7420, Clinical Trials or PubH 6363, Group-Randomized Trials prior to Part A.

Before taking Part B, students must complete PubH 6348, Writing Research Grants. Prior to registering for each part, students are required to consult with their advisor to discuss their readiness to take the exam. Parts A and B must both be passed before the student can schedule his/her Preliminary Oral Examination.

Part A is offered twice a year, usually in January and June; Part B is available throughout the year. Part B is usually taken after Part A, but Part B can be taken first with the consent of the student’s advisor and the Part B Exam Chair.
Report of Outcome
The outcomes of Parts A and B are reported to the student (and copied to their advisor and DGS) through a personal letter from the PhD Exam Committee Chair. Please be aware of the following:

- A student who does not pass either part of the Preliminary Written Examination on the first attempt is allowed the opportunity to take it one more time.
- For Part B, if the student fails the rewriting of the first topic, s/he may retake the exam one more time with a second topic. Students, who fail the exam on the second attempt, including a rewriting process, will be terminated from the program. To illustrate the most extreme example prior to expulsion would be failure of all of the following: the first topic, rewriting of first topic, second topic, and rewriting of second topic.
- The Exam Committee decisions regarding the pass/fail status of the student are final.
- A student who fails either part of the Preliminary Written Examination on the second attempt is terminated from the program.

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

Grading
The Part A Chair assigns at least three Epi doctoral faculty members to grade questions from Section One; at least two members grade questions from Section Two. Graders usually have two weeks (10 working days) to grade the exam answers and return the exam answers to the coordinator.

If the scores assigned by the two graders for any of the Section Two questions differ by more than 10 points, the Part A Chair will assign a third grader for that question. If the scores assigned by three graders for any question differ by more than 15 points, the Part A Chair will direct the graders to discuss the discrepancy and re-score the question. If the scores still differ by more than 15 points, the median (middle) score will be taken as the grade for that question, rather than the mean.

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

In order to pass Part A, a student must receive an overall grade of at least 80, and a grade of at least 80 on four of the six questions they answered. In other words, a student who gets less than 80 on more than two of the six questions cannot pass the exam. The student cannot re-write an individual exam question. If a student gets less than 80 on one or two questions and receives a “pass” overall, the faculty advisors are strongly encouraged to discuss these questions with the student.

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

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

Study Assistance
Study materials are available to doctoral students during the time they are preparing for the preliminary written examination. These include a list of core principles for the epidemiology and biostatistics courses, a sample exam, and sample questions with exemplary answers. All the materials are available at any time to doctoral students, but the Exam Committee strongly encourages students to work through their own answers to the sample questions prior to reading the exemplary answers. These materials are available from the program coordinator. In addition, Epi doctoral faculty are available to review answers that students write for the sample questions. The Exam Committee asks that all members of the Epi doctoral faculty make themselves available for such review, especially those involved in the core courses.
Protocol for PART B of the Preliminary Written Exam

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

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

Overview
The examination is open-book and take-home.

Examination topics must be current and may be drawn from diverse substantive and methodological areas of epidemiology, addressing unanswered and rigorous questions.

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

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

Sample Part B exams are NOT available for review, but reading proposals written by Epi doctoral faculty members can be good preparation for the exam. Students can approach faculty to ask if they have a proposal that can be shared.

Skills to Be Demonstrated
1. Conceptual
   a. Select a research question to be developed into a proposal.
   b. Review the literature and provide an epidemiologic perspective of the problem.
   c. Provide a rationale for choice of specific research hypothesis or hypotheses.

2. Problem Solving
   a. Propose an appropriate and feasible study design for the research question.
   b. Outline an analysis plan suitable to the study design being proposed and sufficiently detailed to permit a judgment on its methodological adequacy.
   c. Clarify any other epidemiologic methods pertinent to your selected design.
   d. Address any issues related to feasibility and ethics of your proposed design.
   e. Discuss hypothetical outcomes, limitations, their interpretation and public health significance.

3. Writing skills will be considered among the evaluation criteria.

Selection of a Topic
The student will talk with the Part B Exam Chair about the selection of a topic and to be sure the examination rules are clear, and after a period of preparation and consultation, submit three topics to the program coordinator one week prior to the start of the exam. The program coordinator sends the topics to the Part B chair and the student's advisors along with further instructions. The Part B Chair is charged with selecting the exam topic, in consultation with the student's advisor, based on potential topics submitted by the student. The student is under few restrictions prior to turning in the list of three topic areas. Thus, the student can talk to anyone and can complete the planning and preparation process in any period of time, e.g. two weeks or two months. The topics may be partly known to the student, but not directly related to prior work. The topics should advance the student’s studies and could even serve as the basis of a PhD dissertation. The topics are essentially a list of key words, which could cover, for example, areas such as disease, risk predictors, populations.
Students may not use or base their topics for this exam on previously written papers or proposals, including those written in PubH 6348, Writing Research Grants.

Epi PhD Written Preliminary Examination Part B Consultation Guidelines
Part B is intended to be an original research proposal written by the student, assessing their conceptual, problem-solving and writing skills. This includes proposing an appropriate and feasible study design for the student's research question, and outlining an analysis plan suitable to the study design being proposed.

Students are advised to talk with their advisor and other faculty/staff in the general preparation for the exam and the selection of three potential Part B topics. Ideas for topics should come from the student. Examples of the types of assistance that faculty members (especially the student's adviser) may provide to students include:
1. Training and mentoring on general principles of epidemiology and statistics;
2. Training and mentoring on general principles related to grant writing and preparation, including organization and writing style;
3. Deciding on three general topics. For example, advisors may help students to (a) clarify a proposed research question that appears too ill-defined, (b) simplify a proposed topic that is too complicated to be handled during a 17-day exam period, (c) choose an alternative to a proposed topic for which the significance or level of innovation is doubtful;
4. Additional general education on some specific advanced methodological concept in epidemiology or statistics;
5. Providing copies of their own grants as examples of how to structure proposals. However, the grant proposals provided should not be so similar in content and research design to the student's proposal that the faculty proposal provides answers to the student's specific methodological questions.

Faculty and staff and others, including fellow students, colleagues and friends, may not advise students on how to specifically respond to one of the three topics that might be chosen. Examples of activities that are not appropriate in relation to each of the student's proposed Part B topics would include:
1. Working with the student in advance to develop a specific research design and analysis plan related to the student's topics;
2. Reviewing and commenting upon written paragraphs or outlines prepared in advance by students;
3. Discussing with the student in advance how to address specific methodological issues related to the student's topics;
4. Offering specific solutions to student queries pertaining to any of the chosen topic areas and how to address them.

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

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

Scheduling and Taking the Examination
The student must work with the program coordinator to select and coordinate the start date for Part B. Timing of topic selection is important, and students are encouraged to thoroughly familiarize themselves with the topics they are considering before submitting them to the Part B Chair. Students are given 17 calendar days to complete the proposal (often starting on a Friday and therefore including three weekends) after receiving their specific topic from the program coordinator. Students may start the exam on other days, as long as the start and end days fall on a workday, and not a University holiday. The exam is turned in by noon on the 18th day.

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

Exactly seven calendar days prior to the agreed-upon start date, the student will give the program coordinator his/her list of three broad topic areas of interest. (Note: once the student has turned in the three topics, s/he can only discuss the exam with the Part B Chair or the program coordinator; s/he can no longer discuss the exam with anyone else including the advisor.) During the following week, the Part B Chair and the student's advisor will consult regarding the selection of a specific topic. The Part B Chair will then generate a specific topic for the student and give it to the program coordinator. On the start date, the program coordinator will get the specific topic to the student (usually via an email) and the student can begin the exam.
Students have 17 days to write the original proposal. The variables that contribute to whether a start date will work include how much time the student needs to prepare, and the availability of the student’s advisor and the Part B Chair the week after the student turns in his/her topics.

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

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

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

The paper must be submitted to the program coordinator by 12:00 p.m. (noon) on the due date, the 18th day. Students are required to register their completed papers in two ways: a one-sided, unbound printed copy, and an electronic word version, e-mailed to the program coordinator. Late papers will receive an automatic fail.

Withdraw Exception
It is recognized that because the length of time to complete the exam is 17 days, an illness or other significant emergency during the exam could have a great effect on the student’s ability to pass the exam. Therefore, a student taking Part B will have one (and only one) opportunity during their PhD career to withdraw at any point during the 17 days of writing the exam.

The following summarizes the major steps associated with the Exam.

<table>
<thead>
<tr>
<th>STEPS</th>
<th>TIMELINE</th>
<th>ALLOWABLE CONSULTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: The student should begin thinking about potential topics; eventually three topics are selected.</td>
<td>No time limit.</td>
<td>The student will consult his/her advisor and the Part B Chair, and may consult with anyone else. The student works with the program coordinator to set a specific start date; the program coordinator ensures that the Part B Chair is available and confirms the dates of the exam.</td>
</tr>
<tr>
<td>Step 2: The student gives three potential topics to the program coordinator.</td>
<td>Exactly one week prior to the scheduled start date of the exam.</td>
<td>After the three potential topics are turned in, the student can discuss the topics or exam with only the Part B Chair or the program coordinator.</td>
</tr>
<tr>
<td>Step 3: The student is assigned a specific topic and begins working on the exam.</td>
<td>The student is given the specific topic exactly one week after turning in the three potential topics. The student has exactly 17 days to write and complete the exam</td>
<td>The student can consult/talk with only the Part B Chair or the program coordinator while writing the exam.</td>
</tr>
<tr>
<td>Step 4: The exam is turned in.</td>
<td>The exam must be turned in by noon on the 18th day of the exam period.</td>
<td>90 and above: Pass with no revision. 80-89: Pass with revision. 79 and below: No pass, either rewrite or second attempt. Written reviews are provided to the student.</td>
</tr>
<tr>
<td>Step 5: The exam is assigned a primary and two secondary faculty reviewers, and one or two readers, and is discussed and scored in a committee of ≥5 faculty.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Structure and Organization of the Proposal
The format of the paper should follow the conventional guidelines of an NIH research proposal suitable for peer review. As such it should contain, at a minimum, the following sections. Each section should not exceed the indicated number of pages:

<table>
<thead>
<tr>
<th>SECTION</th>
<th>REQUIREMENTS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Cover Page</td>
<td>1 page</td>
<td>Exam ID number, topic as given to student, title of Part B, and month/year.</td>
</tr>
<tr>
<td>II. Table of Contents</td>
<td>1-2 pages, double-spaced</td>
<td></td>
</tr>
<tr>
<td>III. Abstract</td>
<td>1-2 pages, double-spaced</td>
<td>List the broad, long-term objectives and describe concisely and realistically what the specific research described in this application is intended to accomplish and any hypotheses to be tested.</td>
</tr>
<tr>
<td>IV. Specific Aims</td>
<td>1-2 pages, double-spaced</td>
<td></td>
</tr>
</tbody>
</table>
| V. Background (including focused literature review) and Significance | 4-8 pages, double-spaced | - Describe the essence of knowledge related to this specific topic. Briefly sketch the background to the present proposal, critically evaluate existing knowledge, and specifically identify the gaps that the project is intended to fill.  
- State concisely the importance of the research described in this application by relating the specific aims to the broad long-term objectives and to health relevance. |
| VI. Research Design and Methods | 12-24 pages, double-spaced | - Describe the research design and the procedures to be used to accomplish the specific aims of the project.  
- Include the means by which the data will be collected, analyzed, and interpreted.  
- Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims.  
- Provide a tentative sequence or timetable for the investigation.  
- Point out any procedures, situations, or materials that may be hazardous to personnel and the precautions to be exercised. |
| VII. Human Subjects | No page limit, double-spaced | |
| VIII. Selected References | 4 pages, single-spaced; exceptions may be granted | Author, title, journal, year, volume, and pages numbers must be cited in the references. Any unpublished and/or grant applications used as a resource must be referenced. |
| IX. Appendices | No page limit, but should be brief | Optional. Tabular or graphic material only. Information integral to understanding the proposal, such as a conceptual model, should be placed in the main body, not in an appendix. |

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

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

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

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

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

1. Significance
   a. Is the rationale strong for addressing the question based on the existing literature?
b. If the aims of the study are achieved, will scientific knowledge be advanced?
c. Is the study sound and logical?

2. Approach
   a. Are the conceptual framework, design, methods, and analysis adequately developed, and appropriate to the aims of the project? While the selection of the design is not restricted, the graders will evaluate the appropriateness of the design to the project.
   b. Does the proposal describe potential problem areas and consider alternative tactics?

3. Writing
   a. Is the proposal written clearly and is it reasonably organized?
   b. Are the questions and methods clearly described? The aims should flow clearly and logically from the background and the design should flow from the aims.

4. The ethics and feasibility of the research question and the study design are also considered. Innovation and originality are considered in all evaluations. However, in many cases, an original presentation independent of existing grant material will be reviewed more favorably than ancillary hypotheses to an existing grant. If a student’s proposal draws upon existing grants within the Division of Epidemiology and Community Health to address a research hypothesis, then appropriate adaptation to the particular hypothesis and additional innovation are needed to make the proposal adequate. In addition, appropriate citation of the existing grant is required.

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

The Exam Committee, including ad hoc members, will schedule a meeting no more than three weeks after submission (two weeks will be the aim) to score the proposal. After the Exam Committee has scored the proposal, the student will receive a summative letter and written critiques from the Exam Chair.

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

A score of 90-100 (Pass with no revision) will be assigned to proposals that have no important weaknesses and are judged especially strong on all of the criteria. A score of 80-89 (Pass with revision) will be assigned to proposals that have no important weaknesses and are judged satisfactory on all of the criteria, and to acceptable proposals that have important but no fatal weaknesses and are judged satisfactory on two of the criteria. A score of 70-79 (Not pass) will be assigned to proposals that have important but no fatal weaknesses and are judged satisfactory on only one of the criteria. A score below 70 (Not pass) will be assigned to a proposal that has one or more fatal weaknesses such that it could not provide a valid answer to the proposed research question even if it were carried out exactly as proposed.

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

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

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

**Pass with Revision: 80 - 89**

Students with a score from 80 - 89 from a majority of the committee on their original submission are required to complete a revision before officially passing the exam. This is the most commonly encountered scenario.

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

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

**Evaluation of the revision**

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

**Not Pass: 79 and below**

Students with a score below 80 from a majority of the committee on their original submission will not pass and must either revise/rewrite their original proposal or undertake a second attempt (from the start) in a subsequent Part B exam cycle. If they choose a second attempt, they will write on a different topic. Students should consider the advice of the committee regarding these choices.

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

The rules for the revision/rewriting are similar to those for writing the original proposal. During the revision/rewriting period, the student may discuss the revision/rewriting with the reviewers from whom comments were received, as well as the Part B Chair. The student may NOT receive substantive advice concerning the revision/rewriting, nor discuss it with his/her academic advisor nor anyone else. Thus, the student must work alone on the revision/rewriting. Contacts with designated faculty are restricted to clarifications of the written critiques received. The student is expected to use his or her own resources to complete the revised/rewritten exam.

In addition to changes to the main body of the proposal, the revision/rewriting must include an introduction of not more than three pages (single-spaced, 14 point type) that summarizes the substantial additions, deletions, and changes. The introduction must also include responses to the criticisms and issues raised in the critiques. If the student chooses not to incorporate a reviewer’s suggestion, a rationale must be provided. The substantive changes in the revised proposal must be clearly marked by appropriate redlining, bracketing, indenting, or changing of typography. If the changes are so extensive as to include most of the text, the Part B Chair should approve an exception so that changes are not marked. The student should not underline, shade, or italicize changes. Tracked changes would be OK if they are readable; students need to make sure they take their name/initials off tracked changes.

**Evaluation of the revision or new proposal**

The Exam Committee and the initial reviewers will review the revised/rewritten or new proposals. The proposals will be re-scored using the same guidelines used for scoring new proposals. Students who receive a score of 80 or above after the revision/rewriting will pass the exam. Those who do not receive at least 80 points will fail this
If the student fails the revision/rewriting of the first topic, s/he may retake the exam one more time with a second topic. Students, who fail the exam on the second attempt, including a revision/rewriting process, will be terminated from the program. To illustrate the most extreme example prior to expulsion would be failure of all of the following: the first topic, revision/rewriting of first topic, second topic, and revision/rewriting of second topic.

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

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

CBE is Clinical and Biological EPI  
SBE is Social and Behavioral Epi

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-Mail</th>
<th>Track</th>
<th>Research Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Alexander, PhD, MS</td>
<td>625-7934</td>
<td><a href="mailto:balex@umn.edu">balex@umn.edu</a></td>
<td>CBE</td>
<td>Occupational and environmental epidemiology; environmental determinants of injury, cancer, respiratory health, reproductive health; global health; application of biological markers in epidemiological research; exposure models for occupational and environmental epidemiology</td>
</tr>
<tr>
<td>Michele Allen, MD, MS</td>
<td>625-4760</td>
<td><a href="mailto:miallen@umn.edu">miallen@umn.edu</a></td>
<td>SBE</td>
<td>Community-based participatory approaches to developing health promotion and substance use prevention interventions among Latino and other immigrant adolescents and their families; health disparities research; and community-based participatory approaches and methods</td>
</tr>
<tr>
<td>Alvaro Alonso, MD, MPH, PhD</td>
<td>626-8597</td>
<td><a href="mailto:alonso@umn.edu">alonso@umn.edu</a></td>
<td>CBE</td>
<td>Cardiovascular disease epidemiology and neuroepidemiology</td>
</tr>
<tr>
<td>Kristin Anderson, PhD, MPH</td>
<td>626-8568</td>
<td><a href="mailto:ander116@umn.edu">ander116@umn.edu</a></td>
<td>CBE</td>
<td>Cancer etiology; Laboratory-based cancer epidemiology; Pancreatic cancer; Adult solid tumors</td>
</tr>
<tr>
<td>Alan P. Bender, DVM, PhD</td>
<td>651-201-</td>
<td><a href="mailto:bende020@umn.edu">bende020@umn.edu</a></td>
<td>CBE</td>
<td>Chronic disease surveillance and analytic epidemiology; widely quoted authority on interpretation of cancer cluster statistics and has been the PI on many occupational studies at the Department of Health</td>
</tr>
<tr>
<td>Jeff Bender, DVM</td>
<td>625-6203</td>
<td><a href="mailto:bende002@umn.edu">bende002@umn.edu</a></td>
<td>CBE</td>
<td>Antimicrobial resistance; food safety; zoonoses and emerging diseases</td>
</tr>
<tr>
<td>David Boulware, MD, MPH, CTropMed</td>
<td>626-9546</td>
<td><a href="mailto:boulw001@umn.edu">boulw001@umn.edu</a></td>
<td>CBE</td>
<td>Understanding the pathogenesis of HIV immune reconstitution inflammatory syndrome (IRIS), an important complication of HIV therapy that has recently emerged with the roll out of antiretroviral therapy in Africa. In particular, I am most interested in translational research through translating the understanding of disease pathogenesis into practical clinical interventions to improve outcomes.</td>
</tr>
<tr>
<td>Sonya Brady, PhD</td>
<td>626-4026</td>
<td><a href="mailto:ssbrady@umn.edu">ssbrady@umn.edu</a></td>
<td>SBE</td>
<td>Health risk behavior during adolescence and young adulthood; Developmental influences on risk taking; Socioeconomic and ethnic disparities in consequences of risk taking; Mechanisms linking stressful life circumstances to health risk behavior and factors promoting resiliency; Promotion of health protective behavior; Public policies affecting adolescent health</td>
</tr>
<tr>
<td>Benjamin Capistrant, ScD</td>
<td>624-2891</td>
<td><a href="mailto:bcapistr@umn.edu">bcapistr@umn.edu</a></td>
<td>SBE</td>
<td>Epidemiology and Demography of Aging; Disability; Social Epidemiology; Cardiovascular Disease; Depression; Cognitive Function; Global Health; Caregiving; Families; Racial/Ethnic Health Disparities</td>
</tr>
<tr>
<td>Name</td>
<td>Phone</td>
<td>Email</td>
<td>Department</td>
<td>Research Areas</td>
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</tr>
<tr>
<td>Timothy Church, MS, PhD</td>
<td>626-1494</td>
<td><a href="mailto:trc@umn.edu">trc@umn.edu</a></td>
<td>CBE</td>
<td>Cancer screening, prevention, and causes; Epidemiologic study design; Cardiac disease and medical devices</td>
</tr>
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<td>Richard Danila, PhD</td>
<td>651-201-5116</td>
<td><a href="mailto:richard.danila@state.mn.us">richard.danila@state.mn.us</a></td>
<td>CBE</td>
<td>Emerging infectious diseases including foodborne and bacterial diseases; Preparedness for bioterrorism</td>
</tr>
<tr>
<td>Ellen Demerath, PhD</td>
<td>624-8231</td>
<td><a href="mailto:ewd@umn.edu">ewd@umn.edu</a></td>
<td>CBE</td>
<td>Body composition and obesity assessment; Developmental determinants of cardiovascular disease risk; Lifecourse epidemiology; Genetic epidemiology of obesity, diabetes, and coronary heart disease; Biomarkers of biological senescence</td>
</tr>
<tr>
<td>Susan Duval, PhD</td>
<td>624-3392</td>
<td><a href="mailto:duval002@umn.edu">duval002@umn.edu</a></td>
<td>CBE</td>
<td>Cardiovascular and diabetes epidemiology; Biostatistical methods; Meta-analysis; Publication bias; Statistical consulting</td>
</tr>
<tr>
<td>Marla Eisenberg, ScD, MPH</td>
<td>626-2942</td>
<td><a href="mailto:eisen012@umn.edu">eisen012@umn.edu</a></td>
<td>SBE</td>
<td>Influences on adolescent sexual behaviors; health issues of gay, lesbian and bisexual youth; body image and weight control behaviors; teasing and bullying</td>
</tr>
<tr>
<td>Eva Enns, PhD</td>
<td>626-4581</td>
<td><a href="mailto:eenns@umn.edu">eenns@umn.edu</a></td>
<td>SBE</td>
<td>Health policy modeling; disease transmission network structures and dynamics; social networks and health</td>
</tr>
<tr>
<td>Kristine Ensrud, MD, MPH</td>
<td>612-467-5841</td>
<td><a href="mailto:ensru001@umn.edu">ensru001@umn.edu</a></td>
<td>CBE</td>
<td>Epidemiology of age-related conditions including osteoporosis/fractures, menopausal symptoms, and sleep disorders</td>
</tr>
<tr>
<td>Darin Erickson, PhD</td>
<td>626-0516</td>
<td><a href="mailto:erick232@umn.edu">erick232@umn.edu</a></td>
<td>SBE</td>
<td>Alcohol prevention and etiology; Latent variable analysis; Longitudinal and time series analysis</td>
</tr>
<tr>
<td>Gregory Filice, MD</td>
<td>612-467-4185</td>
<td><a href="mailto:filic001@umn.edu">filic001@umn.edu</a></td>
<td>CBE</td>
<td>Dr. Filice studies antimicrobial therapy, specifically strategies to optimize prescribing to improve outcomes and prevent resistance</td>
</tr>
<tr>
<td>John Finnegan, Jr., PhD</td>
<td>624-5544</td>
<td><a href="mailto:finne001@umn.edu">finne001@umn.edu</a></td>
<td>SBE</td>
<td>Media communication and public health; Community campaigns; Media agenda building; Digital information technology and its impact on public health</td>
</tr>
<tr>
<td>Aaron Folsom, MD, MPH</td>
<td>626-8862</td>
<td><a href="mailto:folso001@umn.edu">folso001@umn.edu</a></td>
<td>CBE</td>
<td>Cardiovascular disease epidemiology; Heart disease surveillance and risk factors</td>
</tr>
<tr>
<td>Jean Forster, PHD, MPH</td>
<td>626-8864</td>
<td><a href="mailto:forst001@umn.edu">forst001@umn.edu</a></td>
<td>SBE</td>
<td>Public health policy as a prevention strategy; Community-based strategies for chronic disease prevention; Tobacco policy</td>
</tr>
<tr>
<td>Simone French, PhD</td>
<td>626-8594</td>
<td><a href="mailto:frenc001@umn.edu">frenc001@umn.edu</a></td>
<td>SBE</td>
<td>Social and environmental influences on eating and physical activity Behaviors; Community-based strategies for eating behavior change; Adolescent nutrition and physical activity</td>
</tr>
<tr>
<td>Jayne A. Fulkerson, PhD</td>
<td>624-4823</td>
<td><a href="mailto:fulke001@umn.edu">fulke001@umn.edu</a></td>
<td>SBE</td>
<td>Family meals; obesity prevention; risk and protective factors in the development of eating disorders and mental health among children and adolescents; family-based health promotion; research methods, psychometrics and instrument development</td>
</tr>
<tr>
<td>Name</td>
<td>Phone</td>
<td>Email</td>
<td>Department</td>
<td>Research Areas/Methods</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Myron Gross, PhD</td>
<td>624-5417</td>
<td><a href="mailto:gross001@umn.edu">gross001@umn.edu</a></td>
<td>CBE</td>
<td>Antioxidants, oxidative stress and genetic susceptibility in coronary heart disease; Genetic susceptibility and DNA repair in breast and pancreatic cancer; role of micronutrients and flavonoids in aging and disease; Bio-markers of dietary intakes.</td>
</tr>
<tr>
<td>Peter Hannan, MStat</td>
<td>624-6542</td>
<td><a href="mailto:hanna001@umn.edu">hanna001@umn.edu</a></td>
<td>SBE</td>
<td>Statistical: Group randomized trials, and hierarchical statistical models in general; generalized regression; imputation procedures for missing values; ROC curves, sensitivity and specificity; classification and regression tree methodology; Bayesian statistical methods (I am not &quot;practiced&quot; in this area); structural equation models, latent variable models; directed acyclic graphs (DAGs). Substantive: accelerometery, energy balance, healthy diet, overweight risks</td>
</tr>
<tr>
<td>Bernard Harlow, PhD, MPH</td>
<td>626-6527</td>
<td><a href="mailto:harlow@umn.edu">harlow@umn.edu</a></td>
<td>CBE/SBE</td>
<td>Clinical and population-based reproductive epidemiology; the epidemiology of reproductive cancers; data collection methods; and influence of psychiatric disorders on reproductive function</td>
</tr>
<tr>
<td>Lisa Harnack, DrPH, RD</td>
<td>626-9398</td>
<td><a href="mailto:harna001@umn.edu">harna001@umn.edu</a></td>
<td>CBE/SBE</td>
<td>Nutritional epidemiology; Nutritional assessment</td>
</tr>
<tr>
<td>Eileen Harwood, PhD</td>
<td>626-1824</td>
<td><a href="mailto:harwo002@umn.edu">harwo002@umn.edu</a></td>
<td>SBE</td>
<td>Social epidemiology; Policy evaluation of alcohol, tobacco and illicit drugs</td>
</tr>
<tr>
<td>Craig Hedberg, PhD</td>
<td>626-4757</td>
<td><a href="mailto:hedbe005@umn.edu">hedbe005@umn.edu</a></td>
<td>CBE</td>
<td>Food safety and infectious diseases</td>
</tr>
<tr>
<td>Wendy Hellerstedt, PhD</td>
<td>626-2077</td>
<td><a href="mailto:helle023@umn.edu">helle023@umn.edu</a></td>
<td>CBE/SBE</td>
<td>Birth outcomes for underserved women; adolescent reproductive health and pregnancy prevention; pregnancy intention; relationship of parity to chronic disease and birth outcomes, women's health, perinatal and reproductive health, socioeconomic status and health disparities</td>
</tr>
<tr>
<td>Deborah Hennrikus, PhD</td>
<td>626-8646</td>
<td><a href="mailto:hennr001@umn.edu">hennr001@umn.edu</a></td>
<td>SBE</td>
<td>Smoking cessation; Reducing environmental tobacco smoke exposure; Health education in clinical settings</td>
</tr>
<tr>
<td>John Himes, PhD</td>
<td>624-8210</td>
<td><a href="mailto:himes001@umn.edu">himes001@umn.edu</a></td>
<td>CBE/SBE</td>
<td>Child growth and nutrition; Anthropometric assessment of nutritional status; Dietary assessment; Obesity and body composition</td>
</tr>
<tr>
<td>Alan Hirsch, MD</td>
<td>625-4465</td>
<td><a href="mailto:hirsc005@umn.edu">hirsc005@umn.edu</a></td>
<td>CBE</td>
<td>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.</td>
</tr>
<tr>
<td>Keith Horvath, PhD</td>
<td>626-1799</td>
<td><a href="mailto:khorvath@umn.edu">khorvath@umn.edu</a></td>
<td>SBE</td>
<td>Online assessment and intervention; Mobile assessment and intervention; Secondary HIV prevention</td>
</tr>
<tr>
<td>David Jacobs, Jr., PhD</td>
<td>624-4196</td>
<td><a href="mailto:jacob004@umn.edu">jacob004@umn.edu</a></td>
<td>CBE/SBE</td>
<td>Cardiovascular disease epidemiology; Nutritional epidemiology</td>
</tr>
<tr>
<td>Name</td>
<td>Phone</td>
<td>Email</td>
<td>Department</td>
<td>Research Interests</td>
</tr>
<tr>
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</tr>
<tr>
<td>Robert Jeffery, PhD</td>
<td>626-8580</td>
<td><a href="mailto:jeffe001@umn.edu">jeffe001@umn.edu</a></td>
<td>SBE</td>
<td>Health behavior change; Dietary intervention; Obesity epidemiology, treatment, and prevention</td>
</tr>
<tr>
<td>Chandy C. John, MD, MS</td>
<td>625-8383</td>
<td><a href="mailto:ccj@umn.edu">ccj@umn.edu</a></td>
<td>CBE</td>
<td>Dr. John is internationally recognized for his research studies in malaria immunoepidemiology and pathogenesis, the long-term neurodevelopmental sequelae of infectious diseases, and the interactions between infection, nutrition, and child neurodevelopment.</td>
</tr>
<tr>
<td>Rhonda Jones-Webb, DrPH</td>
<td>626-8866</td>
<td><a href="mailto:jones010@umn.edu">jones010@umn.edu</a></td>
<td>SBE</td>
<td>Alcohol studies; Alcohol policy as a prevention strategy; Minority health issues; behavioral epidemiology</td>
</tr>
<tr>
<td>Aaron Kelly, PhD</td>
<td>626-3492</td>
<td><a href="mailto:kelly105@umn.edu">kelly105@umn.edu</a></td>
<td>CBE</td>
<td>Main area of research is cardiovascular disease prevention in children with a focus on the identification and treatment of cardiometabolic risk factors.</td>
</tr>
<tr>
<td>Shalini Kulasingam, PhD</td>
<td>624-7554</td>
<td><a href="mailto:kulas016@umn.edu">kulas016@umn.edu</a></td>
<td>CBE/SBE</td>
<td>Infectious diseases, sexually transmitted infections, human papillomavirus (HPV), cervical cancer, cancer screening, vaccines, public health policy, decision and cost-effectiveness modeling</td>
</tr>
<tr>
<td>Kamakshi Lakshminarayan, MD, PhD</td>
<td>624-7554</td>
<td><a href="mailto:laksh004@umn.edu">laksh004@umn.edu</a></td>
<td>CBE</td>
<td>Stroke epidemiology; quality of stroke care and long term stroke outcomes; interventions to improve stroke outcomes; stroke genetics</td>
</tr>
<tr>
<td>Harry Lando, PhD</td>
<td>624-1877</td>
<td><a href="mailto:lando001@umn.edu">lando001@umn.edu</a></td>
<td>SBE</td>
<td>Global issues in tobacco reduction; Smoking cessation; Treatment of medically compromised smokers</td>
</tr>
<tr>
<td>Melissa N. Laska, PhD</td>
<td>624-8832</td>
<td><a href="mailto:mnlaska@umn.edu">mnlaska@umn.edu</a></td>
<td>SBE</td>
<td>Environmental and behavioral determinants of excess weight gain and obesity during childhood, adolescence and young adulthood</td>
</tr>
<tr>
<td>DeAnn Lazovich, PhD Director of Graduate Studies (DGS)</td>
<td>626-9099</td>
<td><a href="mailto:lazov001@umn.edu">lazov001@umn.edu</a></td>
<td>CBE/SBE</td>
<td>Cancer prevention and control; Cancer epidemiology</td>
</tr>
<tr>
<td>Catherine Lexau, PhD, MPH</td>
<td>651-201-5283</td>
<td><a href="mailto:catherine.lexau@state.mn.us">catherine.lexau@state.mn.us</a></td>
<td>CBE</td>
<td>Antibiotic resistance, including methicillin resistant Staph aureus. The epidemiology of pneumococcal disease and the impact of the pneumococcal vaccine</td>
</tr>
<tr>
<td>Alan Lifson, MD, MPH</td>
<td>626-9697</td>
<td><a href="mailto:lifso001@umn.edu">lifso001@umn.edu</a></td>
<td>CBE</td>
<td>HIV/AIDS; International health; Infectious disease epidemiology</td>
</tr>
<tr>
<td>Amy M. Linabery, MS, PhD</td>
<td>624-0278</td>
<td><a href="mailto:linabery@umn.edu">linabery@umn.edu</a></td>
<td>CBE</td>
<td>My current research is concentrated on the etiology of another class of hematologic malignancy, childhood and adolescent lymphomas. I am particularly interested in exploring the role of immune-mediated factors in the development of Hodgkin and non-Hodgkin lymphomas in the young through the application of molecular biology techniques. By characterizing molecular phenotypes and examining their correlation with potential risk and prognostic factors, this work may inform future prevention and treatment initiatives.</td>
</tr>
<tr>
<td>Name</td>
<td>Phone</td>
<td>Email</td>
<td>Department</td>
<td>Research Interests</td>
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</tr>
<tr>
<td>Jennifer Linde, PhD</td>
<td>624-0065</td>
<td><a href="mailto:linde074@umn.edu">linde074@umn.edu</a></td>
<td>SBE</td>
<td>Obesity prevention and intervention, Weight control behaviors, Weight loss goals, Public health messages</td>
</tr>
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<td>Russell Luepker, MD, MS</td>
<td>624-6362</td>
<td><a href="mailto:luepk001@umn.edu">luepk001@umn.edu</a></td>
<td>CBE/SBE</td>
<td>Cardiovascular disease epidemiology and prevention; Health behavior; Community trials; Clinical trials</td>
</tr>
<tr>
<td>Pamela Lutsey, PhD, MPH</td>
<td>4-5812</td>
<td><a href="mailto:lutsey@umn.edu">lutsey@umn.edu</a></td>
<td>CBE</td>
<td>Primary research interests include serum vitamin D, sleep disordered breathing, coagulation factors, diet, and venous thromboembolism</td>
</tr>
<tr>
<td>Richard MacLehose, PhD</td>
<td>624-1932</td>
<td><a href="mailto:mac10029@umn.edu">mac10029@umn.edu</a></td>
<td>CBE/SBE</td>
<td>Epidemiologic methods, Bayesian methods, biostatistics, reproductive epidemiology, environmental epidemiology</td>
</tr>
<tr>
<td>George Maldonado, PhD, MSPH</td>
<td>626-2104</td>
<td><a href="mailto:GMPHD@umn.edu">GMPHD@umn.edu</a></td>
<td>CBE</td>
<td>Epidemiologic methodology</td>
</tr>
<tr>
<td>Susan M. Mason, PhD, MPH</td>
<td>624-9556</td>
<td><a href="mailto:smmason@umn.edu">smmason@umn.edu</a></td>
<td>SBE</td>
<td>Psychosocial stress and stress mechanisms, women’s health, maternal and child health, health disparities, exposure to violence</td>
</tr>
<tr>
<td>Claudia Munoz-Zanzi, MV, MPVM, PhD</td>
<td>626-2849</td>
<td><a href="mailto:munozzan@umn.edu">munozzan@umn.edu</a></td>
<td>CBE</td>
<td>Infectious disease</td>
</tr>
<tr>
<td>Joseph Neglia, MD, MPH</td>
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<td><a href="mailto:jneglia@umn.edu">jneglia@umn.edu</a></td>
<td>CBE</td>
<td>Pediatric Hematology/Oncology</td>
</tr>
<tr>
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<td>626-9887</td>
<td><a href="mailto:hhnelson@umn.edu">hhnelson@umn.edu</a></td>
<td>CBE</td>
<td>Cancer susceptibility and etiology using both laboratory and epidemiologic tools; gene-environment interactions; skin cancer, mesothelioma, and other exposure-related malignancies.</td>
</tr>
<tr>
<td>Toben Nelson, ScD</td>
<td>626-9791</td>
<td><a href="mailto:tfnelson@umn.edu">tfnelson@umn.edu</a></td>
<td>SBE</td>
<td>Health policy, organizational change, health behavior during developmental transitions, influence of sports participation on health, social determinants of health, program evaluation, prevention of alcohol-attributable harm, physical activity promotion, obesity prevention, motor vehicle safety.</td>
</tr>
<tr>
<td>Dianne Neumark-Sztainer, PhD, MPH</td>
<td>624-0880</td>
<td><a href="mailto:neuma011@umn.edu">neuma011@umn.edu</a></td>
<td>SBE</td>
<td>Adolescent health and nutrition, Obesity and eating disorder prevention, Health behavior change, Nutrition education program design and evaluation</td>
</tr>
<tr>
<td>Ruby Nguyen, PhD</td>
<td>626-7559</td>
<td><a href="mailto:nguy0082@umn.edu">nguy0082@umn.edu</a></td>
<td>CBE</td>
<td>Women’s health, etiology of reduced fertility, infertility and later disease, intersection of genital tract infections on reproduction, pregnancy-related morbidity, and epidemiologic methods in studies of fertility.</td>
</tr>
<tr>
<td>J. Michael Oakes, PhD</td>
<td>624-6855</td>
<td><a href="mailto:oakes007@umn.edu">oakes007@umn.edu</a></td>
<td>CBE/SBE</td>
<td>Quantitative methods; Social epidemiology; Research ethics</td>
</tr>
<tr>
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<td><a href="mailto:oberg001@umn.edu">oberg001@umn.edu</a></td>
<td>CBE/SBE</td>
<td>Health disparities; Childhood poverty; Health care access and finance</td>
</tr>
<tr>
<td>Kolawole S. Okuyemi, MD, MPH</td>
<td>625-1654</td>
<td><a href="mailto:kokuyemi@umn.edu">kokuyemi@umn.edu</a></td>
<td>SBE</td>
<td>Smoking cessation, minority health, health disparities, community engagement</td>
</tr>
<tr>
<td>Name</td>
<td>Phone</td>
<td>Email</td>
<td>Department</td>
<td>Research Focus</td>
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<tr>
<td>Michael Osterholm, PhD, MPH</td>
<td>626-6770</td>
<td><a href="mailto:mto@umn.edu">mto@umn.edu</a></td>
<td>CBE</td>
<td>National leader detailing the growing concern regarding the use of biological agents as catastrophic weapons targeting civilian populations. After 9/11, served as Special Advisor to Secretary Tommy G. Thompson on issues related to bioterrorism and public health preparedness</td>
</tr>
<tr>
<td>Theresa L. Osypuk, SD, SM</td>
<td>625-8279</td>
<td><a href="mailto:tosypuk@umn.edu">tosypuk@umn.edu</a></td>
<td>SBE</td>
<td>Research examines why place influences health and health disparities, including the roles of racial residential segregation, neighborhood context, and social policies. Her research explores how seemingly &quot;non-health related&quot; social policies (including those directly concerned with housing or neighborhoods) may reduce racial/ethnic, socioeconomic, and nativity/immigrant disparities in health, their geographic patterns, and causes.</td>
</tr>
<tr>
<td>James Pankow, PhD, MPH</td>
<td>624-2883</td>
<td><a href="mailto:panko001@umn.edu">panko001@umn.edu</a></td>
<td>CBE</td>
<td>Cardiovascular disease epidemiology; Genetic epidemiology; Diabetes epidemiology</td>
</tr>
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<td>CBE/SBE</td>
<td>Nutrition and physical activity in the prevention of obesity; Type 2 diabetes and cardiovascular disease</td>
</tr>
<tr>
<td>Jenny Poynter, PhD</td>
<td>625-4232</td>
<td><a href="mailto:poynt006@umn.edu">poynt006@umn.edu</a></td>
<td>CBE</td>
<td>Research focus is in molecular and genetic epidemiology of cancer</td>
</tr>
<tr>
<td>Anna Prizment, PhD.</td>
<td>626-0250</td>
<td><a href="mailto:prizm001@umn.edu">prizm001@umn.edu</a></td>
<td>CBE</td>
<td>Risk factors for cancer (e.g. obesity, diabetes) and survival after cancer diagnosis, adult solid tumors (colorectal, gastrointestinal, pancreatic, ovarian, lung), biomarkers of inflammation, allergy and immune response</td>
</tr>
<tr>
<td>Julie Ross, PhD, MPH</td>
<td>625-5437</td>
<td><a href="mailto:rossx014@umn.edu">rossx014@umn.edu</a></td>
<td>CBE</td>
<td>Molecular epidemiology; Childhood cancer; Adult leukemia</td>
</tr>
<tr>
<td>Simon Rosser, PhD, MPH</td>
<td>624-0358</td>
<td><a href="mailto:rosser@umn.edu">rosser@umn.edu</a></td>
<td>SBE</td>
<td>HIV prevention research; Human sexuality; Sex offending and religious identity; Internet-based research; e-Public Health</td>
</tr>
<tr>
<td>Pamela Schreiner, PhD</td>
<td>626-9097</td>
<td><a href="mailto:schre012@umn.edu">schre012@umn.edu</a></td>
<td>CBE</td>
<td>Etiology of cardiovascular disease particularly as it relates to lipids, obesity, visceral fat accumulation and the perimenopausal transition; Osteoporosis</td>
</tr>
<tr>
<td>Nancy Sherwood, PhD</td>
<td>625-4567</td>
<td><a href="mailto:sherw005@umn.edu">sherw005@umn.edu</a></td>
<td>SBE</td>
<td>Obesity prevention and treatment in children and adults</td>
</tr>
<tr>
<td>Nancy Sherwood</td>
<td>952-967</td>
<td>Nancy.E.Sherwood@Health</td>
<td></td>
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</tr>
<tr>
<td>Randall Singer, DVM, MPVM, PhD</td>
<td>625-6271</td>
<td><a href="mailto:rsinger@umn.edu">rsinger@umn.edu</a></td>
<td>CBE</td>
<td>Infectious disease epidemiology; Ecologic approach to disease systems</td>
</tr>
<tr>
<td>Jon J. Snyder, PhD, MS</td>
<td>337-8986</td>
<td>jsnyder.cdrg.org</td>
<td>CBE</td>
<td>Chronic renal disease and especially end-stage renal disease</td>
</tr>
<tr>
<td>Logan Spector, PhD</td>
<td>624-3192</td>
<td><a href="mailto:spect012@umn.edu">spect012@umn.edu</a></td>
<td>CBE</td>
<td>Etiology of childhood cancer; Design, conduct; Analysis of epidemiologic studies.</td>
</tr>
</tbody>
</table>
### 8.6 Preliminary Oral Examination Guidelines

**Introduction**

A student should take the preliminary oral examination within 6 months after successful completion of the written examination (Parts A and B), and before significant work has been done toward the dissertation. The purpose of the

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
<th>Department</th>
<th>Research Focus</th>
</tr>
</thead>
<tbody>
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<td>Srinand Sreevatsan, DVM, MPH, PhD</td>
<td>625-3769</td>
<td><a href="mailto:sreev001@umn.edu">sreev001@umn.edu</a></td>
<td>CBE</td>
<td>Interests in ecology, evolution, and epidemiology of infectious agents. His group uses a combination of epidemiological, evolutionary, and molecular tools to address - pathogen-host interactions, population genetic structure of microbes, and investigations on molecular mechanisms host adaptation, enhanced transmissibility and virulence.</td>
</tr>
<tr>
<td>Lyn Steffen, PhD, MPH, RD</td>
<td>625-9307</td>
<td><a href="mailto:steff025@umn.edu">steff025@umn.edu</a></td>
<td>CBE</td>
<td>Cardiovascular disease epidemiology; nutritional epidemiology; surveillance of cardiovascular disease risk factors</td>
</tr>
<tr>
<td>Mary Story, PhD, MS</td>
<td>626-8801</td>
<td><a href="mailto:story001@umn.edu">story001@umn.edu</a></td>
<td>SBE</td>
<td>Child and adolescent nutrition, Obesity prevention, Eating behaviors, Environmental and policy change related to healthy eating</td>
</tr>
<tr>
<td>Steven Stovitz, MD, MS, FACSM</td>
<td>4-1466</td>
<td><a href="mailto:stovitz@umn.edu">stovitz@umn.edu</a></td>
<td>CBE</td>
<td>Family medicine, sports medicine, adult and pediatric obesity</td>
</tr>
<tr>
<td>Weihong Tang, PhD, MS, MD</td>
<td>626-9140</td>
<td><a href="mailto:tang0097@umn.edu">tang0097@umn.edu</a></td>
<td>CBE</td>
<td>Cardiovascular disease epidemiology, genetic epidemiology of chronic disease with an emphasis on cardiovascular disease, metabolic syndrome, diabetes, and obesity.</td>
</tr>
<tr>
<td>Brent C. Taylor, PhD, MPH</td>
<td>467-4941</td>
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<td>Clinical epidemiology, systematic reviews, health care utilization</td>
</tr>
<tr>
<td>Bharat Thyagarajan, MD, PhD</td>
<td>624-1257</td>
<td><a href="mailto:thya0003@umn.edu">thya0003@umn.edu</a></td>
<td>CBE</td>
<td>To evaluate the role of mitochondria in determining breast and colorectal cancer susceptibility. I have also expanded my research efforts to study the role of mitochondria in determining outcomes after allogeneic hematopoietic cell transplantation (HCT). In addition, I am also leading efforts to identify genetic variants associated with lung function in the collaborative studies such as the Long Life Family Study (LLFS) and Population Architecture in Genetic Epidemiology (PAGE) in which I participate as a member of the central laboratory</td>
</tr>
<tr>
<td>Traci Toomey, PhD, MPH</td>
<td>626-9070</td>
<td><a href="mailto:toome001@umn.edu">toome001@umn.edu</a></td>
<td>SBE</td>
<td>Policy research; Community organizing; Prevention of alcohol and tobacco-related problems; Intentional and unintentional injury prevention</td>
</tr>
<tr>
<td>Beth Vinig, PhD, MPH</td>
<td>624-4426</td>
<td><a href="mailto:vinii001@umn.edu">vinii001@umn.edu</a></td>
<td>CBE</td>
<td>Administrative data for cancer surveillance and studies of treatment patterns</td>
</tr>
<tr>
<td>Rachel Widome, PhD, MHS</td>
<td>624-3518</td>
<td><a href="mailto:widome@umn.edu">widome@umn.edu</a></td>
<td>SBE</td>
<td>primary research focuses on tobacco policy with a special focus on underserved populations, e.g., veterans, military personnel</td>
</tr>
</tbody>
</table>
preliminary oral examination is to confirm that the student is ready to begin work on her/his dissertation. It involves two phases: (1) the development of a written proposal of the dissertation; and (2) its oral defense by the student. Two forms must be completed significantly in advance of scheduling the preliminary oral—the Graduate Degree Plan form (where the student lists courses taken) and the online form to assign members to the committee. The Graduate Degree Plan form needs to be in approximately one semester prior to the preliminary oral; assigning members to the committee needs to be completed at least one month prior to the exam. Students need to contact the program coordinator after passing Part B to start discussing these forms. After completing these forms, it is the responsibility of the student to schedule the examination with his/her dissertation committee and notify the Graduate Student Services and Progress (GSSP) Office at least one week before the examination. This written notification is made with a form provided by GSSP Office. Also, please see section 8.9 “Human Subjects Research” before starting any dissertation work.

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

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

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

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

The student should submit the final written dissertation proposal to the full committee at least two weeks before the preliminary oral examination unless other arrangements have been made.

The preliminary oral examination
The preliminary oral examination, administered by the student’s committee, is not a comprehensive exam. Its purpose is to evaluate the student’s ability to conduct a feasible, cohesive and rigorous dissertation and thus focuses
on plans for dissertation design and analysis. The exam varies in terms of its length, but is usually one and a half to two hours. Typically, the student will formally present an outline of her/his proposal and will be asked questions about its purpose, rationale, study design, and potential to advance knowledge. Committee members will examine the practical aspects of the proposed plan and its application of epidemiologic principles in design, analysis, and interpretation. The committee members will vote to pass, pass with reservations, or fail, based on the quality of both the written proposal and the oral defense. Once a student passes the preliminary oral exam, she/he is officially a PhD candidate.

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

### 8.7. Dissertation and Defense

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

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

#### Published work and the PhD dissertation

The thesis may include materials that have been published while a University of Minnesota graduate student. A letter or email authorizing use of this material must be obtained from the publisher, and a copy of this letter must be submitted to the GSSP Office upon completion of the thesis. This letter/email is only required if material has been actually published, not if it's in the submitted or in press stages. If all or part of the 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 doctoral faculty and approved by the student's advisor for incorporation into the thesis.
2. If work has not yet been published but the plan is to publish part of the materials, the student’s advisor(s) must notify the GSSP Office by email of the intention to publish a part of the material; the office’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. The thesis must read as one cohesive document.
6. One set of introductory materials (dedication, abstract, table of contents, etc.) is necessary as well as a suitable introduction, transition sections, a conclusion, and appendices (if applicable) that might not ordinarily be included in the published manuscript.
7. A comprehensive bibliography, not usually permitted by journals, must be included as the last section of the submitted thesis.

8. Appendices should be added to the manuscript as necessary to provide the comprehensiveness not ordinarily permitted by scholarly journals.

9. In rare circumstances use of manuscript reprints of the published articles themselves are acceptable if they are satisfactorily and legally reproduced and conform to all the formatting specifications outlined in this document. Reprints must conform to a style consistent with the rest of the thesis document.

Please see http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/otr206_formatting_and_submissi.pdf for more information.

The Final Oral Exam Committee

The final oral exam committee usually is the same as the oral preliminary exam committee. The student and advisor, in consultation with the program coordinator, need to select three reviewers and designate the Final Oral Exam chair. Reviewers are selected members of the committee who sign the Reviewer’s Report form about one week prior to the final defense; this form notifies the GSSP Office that the student is ready to defend. Specific rules exist about who can serve as a reviewer; consult with the program coordinator to correctly complete the form and select reviewers. The Final Oral Exam Committee form should be completed and turned in approximately two months before the final oral exam.

The final oral exam chair cannot be the student’s advisor or co-advisor, and the chair must have experience advising doctoral students through a final exam.

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

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

Public presentation and oral thesis defense

According to current Graduate School rules, students must successfully defend their dissertation within five calendar years after passing the preliminary oral exam. The final exam includes first, a seminar open to the public, approximately one hour including questions from the audience, covering the substance of the dissertation. A closed-door meeting of the thesis committee and the student, to last no longer than 2 hours, follows this. A vote of the exam committee is taken before and after the committee discusses the examination. A student passes the exam if no more than one committee member dissents. At this meeting revisions and modifications may be recommended, even if the committee has determined the student has passed the exam. The advisor is responsible for assuring that these revisions are made before the dissertation is submitted to the GSSP Office.

8.8. Checklist for Completing Degree

<table>
<thead>
<tr>
<th>Steps and Deadlines</th>
<th>Check when complete</th>
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</thead>
<tbody>
<tr>
<td>1. In the summer before the first term, complete the process to have your master’s level coursework applicable to the doctoral program reviewed by the Epi PhD Credentials Committee. This process is administrated by the program coordinator.</td>
<td>☐</td>
</tr>
</tbody>
</table>
2. Register for courses promptly each term.

Some courses, or sections of a course, fill up quickly so you are encouraged to register when your name appears in the registration queue. The registration queue is available at www.onestop.umn.edu. You must be registered by the first day of each term; if not, you will be “inactive” and will have to complete a form (and likely pay a late registration fee) in order to be re-admitted.

Tips:
- While most coursework should be completed before the Preliminary Oral Exam, students are permitted to take coursework after the Preliminary Oral Exam.
- Thesis credits cannot be taken prior to passing the Preliminary Oral Exam.
- In any given term, if you don’t register for at least 6 credits (to maintain full-time status), and you need 6 credits for your research assistantship or other financial loan reasons, please see section 8.3 for information about pre-thesis credits. Note PubH 8666 credits are limited however.
- If you have completed all coursework, registered for all thesis credits and have not yet held your final oral, and hold a graduate assistantship, see the program coordinator for a special registration category.

3. Preliminary Written Examination (Parts A and B)

After you successfully pass both parts of the Preliminary Written Exam, the program coordinator will submit a Preliminary Written Exam Report form to the GSSP Office, confirming you have passed. You also get a letter confirming you have passed this milestone.

Tips:
- See the detailed preliminary written examination guidelines (section 8.4)
- Part A is offered twice a year (January and early summer): Part B can be taken throughout the year.

4. Graduate Degree Plan form

Fill out and complete the Graduate Degree Plan form after you have passed both parts of the Preliminary Written Exam. You will list all completed and anticipated coursework on the form. Meet with the program coordinator—she will help you complete the form correctly. This form can be filled out online, but is submitted in paper copies with original signatures. The GSSP Office states the form should be turned in at least one semester prior to the Preliminary Oral Exam; some latitude is allowed with this deadline, but a minimum of 8 – 10 weeks is required. Download the form from this site: www.grad.umn.edu/current_students/forms/doctoral.html

When the GSSP Office approves your form, they will send you a personalized email with a scanned copy of the form and a link to an online checklist that outlines remaining requirements. Their checklist website: www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/otr204_degreecompletion_phd-ed.pdf
5. Assign members to preliminary oral exam committee

You will work with your advisor(s) to form your committee; early in the process, please consult with the program coordinator to ensure your selection of faculty members for the committee meets University graduate degree rules. Also, please reference “The Preliminary Oral Exam Committee” in section 8.6 and “The Final Oral Exam Committee” in section 8.7.

The Preliminary Oral Exam Committee form is completed online and sent around for electronic signatures. Meet with the program coordinator and together you will complete and submit the form. It is important to initiate the form in enough time for automated routing for approvals, so please meet with the program coordinator no later than six weeks prior to your preliminary oral exam. You will not be allowed to hold your exam until the form has been submitted and approved.

When your committee has been approved, the GSSP notifies you and the program coordinator via email that your committee was approved.

Tips:
- New rules govern faculty eligibility to serve on doctoral preliminary oral and final oral exam committees so please consult with the program coordinator early in the process. Overall, more flexibility is possible; in some cases, experts outside of the University with or without faculty appointments elsewhere may be able to serve on examining committees in any role except advisor/co-advisor/chair.
- If part of the process includes nominating someone to the Epidemiology doctoral faculty, the process may take 4 – 6 weeks.
- Talk to your committee members to see if any of them are planning to take a semester’s leave or a sabbatical during your projected timeline for your prelim or final oral exam.

6. Scheduling the Preliminary Oral Examination

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

You need to find a two-hour time for all committee members to meet. The exam varies in length, but must be scheduled for two hours. All members must be present. See the program coordinator far in advance if there is an issue with a committee member being present. See section 8.6 for detailed guidelines. You need to schedule a room to hold the exam—most students schedule a room in the West Bank Office Building (WBOB).

You officially schedule the Preliminary Oral Exam electronically. Students can do this without meeting with the program coordinator. Schedule the preliminary oral examination with the GSSP Office online as soon as a date is set, but must do it no later than one week prior to the examination. Please go to this site for information on scheduling, etc.: http://www.grad.umn.edu/students/prelimschedule/index.html

Tips:
- On the Preliminary Oral Examination Scheduling page, click on the link “To Schedule” and then log in using your Internet ID and password.
- Enter the preliminary oral examination date and click “submit.” (PeopleSoft automatically populates all other required student information fields.)
- The GSSP Office will e-mail you either that (1) your student record has been reviewed, all requirements are met and your examination is authorized or (2) that you have some outstanding requirements and your examination is not yet authorized. Specifically, they are checking to make sure you have an approved Graduate Degree Plan and an approved preliminary oral exam committee. If you have worked with the program coordinator to complete those steps, there should be no problems.
- Once you are authorized for the exam, you are notified that your Preliminary Oral Examination report has been sent to your advisor.
- The program coordinator (e.g. Andrea Kish) is automatically copied on above-mentioned
### 7. After Successfully Passing Prelim Oral Examination
- After the exam, you need to turn in the original **Preliminary Oral Exam form** directly to the GSSP Office within a few days.
- The GSSP office sends an email to you and the program coordinator after you turn in the exam form. Information, and related web links, are provided about registering for thesis credits, step-by-step degree completion requirements, Graduate School guidelines for formatting, submitting and publishing your dissertation, etc.

### 8. Assign members to doctoral final exam committee
About two months before the final oral exam, students meet with the program coordinator and electronically assign members to the doctoral final exam committee via the **Final Oral Exam Committee** form.

When you and the program coordinator submit the **Final Oral Exam Committee** form together, you will also choose three members from your committee to be “Reviewers” who will ultimately sign a form that clears you to hold your final oral. The form they sign is the **Reviewer’s Report** form; see #12 below for more information. Specific rules govern who must be a reviewer, and the program coordinator will help you select the correct reviewers. This is simply an administrative step that the coordinator will help you with.

**Tips:**
- It is important to initiate this form far enough in advance to allow time for automated routing for approvals. You will not be allowed to hold your final oral until the form has been submitted and approved.
- The GSSP will review your committee and reviewer assignments; when your committee is approved, they email you letting you know the committee is approved and send a link to an online checklist that outlines remaining requirements.
- They also send you instructions on how to request a Graduation Packet. The checklist website is: [www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/otr204_degreecompletion_phd-ed.pdf](http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/otr204_degreecompletion_phd-ed.pdf)

### 9. Final Steps to Graduate: Graduation Packet
Request a **Graduation packet** in the final term before you defend (or at least two months before your Final Oral Exam). You can pick one up in person or request one at [www.grad.umn.edu/students/doctoral/index.html](http://www.grad.umn.edu/students/doctoral/index.html) (click on Graduation Packet Request).

Students must completed #8 above (assigned members to doctoral final exam committee) to be eligible to get packet.

Read through all graduation instructions carefully, and complete all paperwork by the deadlines. Instructions include information about completing the **Graduate Application for Degree form**, the timing of giving your final dissertation draft to your committee, scheduling your final oral exam with the Graduate School, and submitting the **Reviewer’s Report** form. Consult with the program coordinator if needed.

**Tips:**
- The **Graduate Application for Degree form** must be turned in by the first business day of anticipated month of your defense. You can turn the form in anytime earlier, but if you miss the first business day of the month, your degree will not be administratively cleared until the next month. (You can still hold your defense, but your degree will not show up on your transcript until the next month.)
- Included are instructions about what must be submitted after your final oral exam to successfully graduate, and guidelines for formatting the dissertation and publishing the dissertation with UMI dissertation publishing.
- Doctoral students who submit their dissertations electronically will no longer be required to submit a paper copy to the Graduate School, or pay the related binding and shipping fees. Additional conveniences include on-line payment of the required publishing fee, and the opportunity to make their dissertations available via the University's digital Conservancy.
10. Final Steps to Graduate: Schedule your Final Oral Examination

Schedule three hours for your Final Oral: the Final Oral Exam includes a one-hour public presentation and then a two-hour meeting with your committee.

Similar to the timing of the Prelim Oral Exam, your committee must have at least two weeks’ notice that your dissertation will be given to them by a specific date. It is also required that all committee members have at least two weeks to read your dissertation before the exam date. In other words, a month before the exam, the committee has to know the exam date and that they are getting the final draft in two weeks.

Administrative step: submit your Final Oral Exam date electronically to the GSSP when you have the date of your defense, or no later than one week prior to the exam date. This ensures that the GSSP Office will send the Final Exam Report form (a paper form) to the Chair of the Final Oral Exam once you have submitted the Reviewer’s Form. (Note: the Chair of your Final Oral Exam is assigned at the time you and the program coordinator electronically submit the Final Oral Exam Committee form. Neither your advisor or co-advisor can be the Final Oral Exam Chair.)

To initiate this step, click on the Final Oral Examination Scheduling link listed on Graduate School’s doctoral forms web page http://www.grad.umn.edu/current_students/forms/doctoral.html

Tips:
- At this site, click on the link to schedule the exam, and then log in using your Internet and password.
- Next, enter the final oral examination date and click “submit.” Note that all other required student information fields are automatically populated via PeopleSoft. The GSSP Office will notify you by email regarding any outstanding final oral exam requirements, and how to fulfill those requirements. If you have followed the steps above, there should not be any outstanding issues, usually the only notice is telling the student they still need to turn in the Reviewer’s Report form. When this is completed, you will receive email notice that you can hold your final oral examination.

11. Final Steps to Graduate: Public Announcement

The one-hour presentation must be announced to all Epidemiology doctoral faculty and doctoral students. At least two weeks prior to your final oral exam, please send the following information to Andrea Kish for the announcement: the day, date and time of the one-hour presentation, building and room location; title of the thesis/talk and an announcement abstract no more than 300 words.

12. Final Steps to Graduate: Complete the Reviewer’s Report form

Plan to submit the Reviewer’s Report form (a paper form) approximately ten days before your defense. This form is very important because you have to get the three reviewers signatures and return the form to the GSSP office before the final oral. Turning in this form is critical for clearing you to hold your Final Oral exam.

Tips:
- Remember, the three reviewers were selected when you and the program director assigned members to the doctoral final exam committee.
- If you have any reviewers who might be out of town right before your final oral, this form can be turned in a little early but the reviewers need to have your final draft in hand in order to sign off on the Reviewer’s form that you are ready to defend your thesis.
- One, and only one, of the three reviewers can sign remotely; two signatures have to be
on the original form; you can scan or fax the form to a third reviewer, they will print it out, sign the form, and scan or fax it back. You attach the scanned/faxed form to the original and turn both in. The Reviewer’s form is normally turned in sometime after you have given your committee the final draft (two weeks prior to the final oral exam) and one week before the final oral exam. However, if your reviewers are traveling, the form can be turned in as late as the day of the exam. However, before you hold your final oral exam, you must turn in the Reviewer’s Report form and obtain the Final Oral Exam form.

13. Submit the Final Exam Report form to the GSSP Office within a few days of your final oral defense; and complete all the steps as outlined in the Graduation Packet for successful completion! If you want to delay the release of your dissertation, you can request a temporary hold using a specific form so that you don’t delay having your degree administratively cleared. This is outlined in the Graduation Packet material.

### 8.9 Other Information

**Human Subjects Research**

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. This procedure is necessary even for students who are doing secondary data analysis.

**Criminal Background Check**

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

**Assistance with Writing**

Helpful resources for writing skills are available at the University. The primary resource is the Center for Writing; their email is writing.umn.edu; their website is also http://writing.umn.edu and phone number is 612.626.7579.

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

This site (http://www.research.umn.edu/reo/education/index.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.

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

Before you begin searching...
Consider how to describe your search, in broad terms.
* What is your area of interest?
* How will the money be used?
* When and where will the research occur?

Internal U of M funding opportunities are listed at http://www.collaborate.umn.edu/explore/internal_funding.cfm

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

Some agencies have sophisticated databases of recently funded grants, such as USDA’s CRIS, http://cris.nifa.usda.gov/ while others such as the National Endowment for the Arts, http://www.nea.gov/grants/recent provide simple lists that can be scanned.
SciVal Funding also provides searching of funded grants.

Searching for Current Opportunities
Linking to the grants databases:
• https://www.lib.umn.edu/researchsupport/grants
or
• from the U Libraries home page, https://www.lib.umn.edu/ and look under Services, Researcher Support, Grant Funding

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

Pivot (from Community of Science)
• Choose the “Advanced Search” link to start your search
• Select “Keywords” under “More Search Fields,” then “Keywords: browse,” to identify applicable search terms. By using their keywords, you’re selecting specific vocabulary used in the descriptions of the database’s funding opportunities.
• Narrow your search by any of the parameters listed on the left, as you view your results

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

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

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

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

Grants.gov
Grants.gov allows users to not only apply for grants, but also to search for opportunities.
• Go to “Search Grants” then “Advanced Search”
• Search by free text terms and consider limits by agency or other parameters

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