CLINICAL RESEARCH

MS Degree Program

Division of Epidemiology and Community Health

2019-2020
STUDENT GUIDEBOOK

Welcome to the University of Minnesota School of Public Health!

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

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

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

Links to many policies and procedures can be found by clicking on the "Current Students" link at sph.umn.edu/current/resources/.

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

6/26/2019

TABLE OF CONTENTS

1. THE SCHOOL OF PUBLIC HEALTH

1.1 ABOUT THE SCHOOL

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

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

Today, our school, ranked #9 in the nation, serves more than 1,600 students to help meet the increasing demand for a public health workforce. We were the first in the country to grant a master's degree in hospital administration, establish a doctoral program in epidemiology, and, in 1950, launch a graduate program in maternal and child health.

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

Proven Impact — our research has led to:
- Minnesota's first report card for quality of life in nursing homes
- Fully accessible buildings for people with disabilities
- The first comprehensive definition of childhood abuse and neglect
- Restrictions of tanning bed use by people 18 years of age and younger
- Legislation to cover doula care through Medicaid
- Life-saving treatment protocols for HIV-positive people
- A nationwide model to track foodborne illness outbreaks
- A standard for reading ECGs in a universally acceptable way
- A model to predict probability of complications from radiation therapy.

For a listing of faculty, research and specialties refer to www.directory.sph.umn.edu

Academic Health Center
University of Minnesota health sciences form one of the largest, most comprehensive academic health centers in the nation. The Academic Health Center (AHC) is home to six colleges and schools (including the School of Public Health), more than 150 centers and institutes, and hospitals and clinics. About 70 percent of Minnesota's health care providers received their training at the University of Minnesota.

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

Accreditation

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

- For the public, accreditation promotes the health, safety and welfare of society by assuring competent public health professionals.
- For prospective students and their parents, accreditation serves a consumer protection purpose. It provides assurance that the school or program has been evaluated and has met accepted standards established by and with the profession.
- For prospective employers, it provides assurance that the curriculum covers essential skills and knowledge needed for today's jobs.
- For graduates, it promotes professional mobility and enhances employment opportunities in positions that base eligibility upon graduation from an accredited school or program.
- For public health workers, it involves practitioners in the establishment of standards and assures that educational requirements reflect the current training needs of the profession.
- For the profession, it advances the field by promoting standards of practice and advocating rigorous preparation.

- For the federal government and other public funding agencies, it serves as a basis for determining eligibility for federally funded programs and student financial aid.
- For foundations and other private funding sources, it represents a highly desirable indicator of a program's quality and viability.
- For the university, it provides a reliable basis for inter- and intra-institutional cooperative practices, including admissions and transfer of credit.
- For the faculty and administrators, it promotes ongoing self-evaluation and continuous improvement and provides an effective system for accountability.
- For the school or program, accreditation enhances its national reputation and represents peer recognition.

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

1.2   SCHOOL OF PUBLIC HEALTH STUDENT SERVICES CENTER

Location:
Mayo Memorial Building, Room A395

Office Hours:
Monday – Friday, 8:00 AM - 4:30 PM

Telephone: (612)626-3500 or (800)774-8636
Fax: (612)624-4498

Email: sph-ask@umn.edu

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

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

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

We coordinate many functions including:
- Student Organization Support
- Diversity, Equity & Inclusion
- Career & Professional Education
- Mental Health Advocacy
- SPH Scholarships
- Registration
- Degree Clearance
- Applications and Admissions
- Applied practice experience/ criminal background checks

Meet the staff and learn about the services provided at the SSC by clicking HERE.

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

Career and Professional Development Website

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

- **One-on-One Career Coaching:** You can schedule individual appointments with one of our award-winning, evidence-based career coaches, Vic Massaglia and Darren Kaltved, to discuss any career or professional development topics, from creating a top-notch resume to ideas for field experiences, interviewing, and presentation skills. Appointments are also available via video or phone. To schedule an appointment, please visit sphcareers.appointments.umn.edu or email sphcareers@umn.edu.

- **Jobs & Internships:** Our online job posting system includes listings for internships and applied practice experiences, graduate assistantships and fellowships, volunteer, part-time, and full-time career opportunities: https://z.umn.edu/sphjobs.

- **Career Resources:** General career-related links, guides, and tip sheets on a variety of job-search related topics: www.sph.umn.edu/careers/students/

1.3   MENTOR PROGRAM

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

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

For more information, visit sph.umn.edu/current/mentor/.

1.4   SPH STUDENT SPHERE

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

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

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

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

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

Printing in the SPHere

The School of Public Health (SPH) provides $100 worth of printing (1,000 pages) for each Fall and Spring semesters on your U Card. This value can only be used in the SPHere computer lab (Mayo A-151) and is not valid in any other campus computer lab, including the libraries.

When you swipe your card at a print release station, UniPrint will show a balance on the screen. This balance is a combination of the print value given to you by SPH and your Gopher GOLD balance. In order to determine how much print value you have left, you need to subtract your Gopher GOLD balance from the balance shown on screen. Once the $100 SPH Print Value is exhausted, printing costs will be deducted from your Gopher GOLD account. To view your current balance and transaction history or to add value to your Gopher GOLD account online, please visit ucard.umn.edu/umtc/deposit. If you experience any printing issues or need to request a refund, please contact the lab attendant or call the SPH Student Services Center at (612)626-3500.

1.5   APPLIED PRACTICE LEARNING AGREEMENT

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

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

1.6   MINORS

Minors
SPH students pursuing an MHA, MPH, MS, or PhD are eligible to declare a minor in other areas. For a listing of graduate level minors please visit onestop2.umn.edu/pcas/viewCatalogSearchForm.do.

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

1.7 ONLINE LEARNING AND E-LEARNING RESOURCES

Students can access their online courses, as well as support sites for hybrid and face-to-face courses at myu.umn.edu. All students taking SPH courses are welcome to enroll in the SPH E-Learning Resources course site at z.umn.edu/sphelearningresources. You will have access to a variety of resources to support you in navigating University resources, such as the Libraries and Writing Center. You must have a university ID in order to access Moodle or Canvas (the two learning management systems in use at the University).

Students in online courses will receive a welcome email approximately one week before the semester begins, which will detail when you can access the course sites. If you have questions, please contact decsph@umn.edu.

1.8   COURSE EVALUATIONS AND YEARLY STUDENT SURVEY

Course Evaluations
Students provide essential input into the continued development of the School of Public Health's teaching program. Students are asked to complete evaluations for all SPH courses. Historically, SPH Students have a higher response rate than any other school or college in the university, with approximately 70% of all students reporting. This response rate is of tremendous value to faculty members and provides important information for course improvement, as well as faculty promotion or retention. Evaluations are done online at the end of each term.

SPH Student Engagement Survey
Students are also strongly encouraged to evaluate and comment on the school and its programs through our annual SPH Student Engagement Survey. The survey covers many aspects of the student experience including field placements, career services, financing, and overall service. Students in EMHA and EPHAP will receive the Student Engagement Survey during the fall term; all other students will receive the survey during the spring term.

Career Survey
Recent graduates are expected to complete the Career Survey. The survey captures important employment information, follows up on educational plans, compensation norms, and contact information. The School is required to collect this information as it relates to both accreditation standards and program improvement.

1.9   THE ROLES OF YOUR ADVISING TEAM

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

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

1. **Administrative Advising:** Advising on course planning and scheduling, policies, procedures, and benchmarks of the degree program, 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. **Applied Practice/Internship/Practicum Advising:** Specific and targeted advising for Applied Practice, internship, and practicum development, placement, and completion. Your faculty advisor can assist you as you select the type of Applied Practice that best matches your goals.

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

1.10 EXPECTATIONS FOR CLASS PARTICIPATION

"Good discussion involves people trying to build on, and synthesize comments from others, and on showing appreciation for others' contributions. It also involves inviting others to say more about what they are thinking."
- Dr. Stephen Brookfield of St. Thomas University, Minneapolis, MN

Employers expect their employees to work effectively on teams and this has led to a competency required for an MPH degree: "Perform effectively on interprofessional teams." Thus, a portion of your grade in class may be based on quality participation in group-based activities. We are providing the following examples* to let you know what we expect for all communications in the class. These apply to in-person or online discussions and to interactions between both students and members of the faculty and staff.

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

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

1.11 COMMENCEMENT ELIGIBILITY

Students enrolled in MPH, MHA, or MS programs are eligible to participate in the May Commencement Ceremony if they are on track to complete course credit requirements and the culminating experience by the end of the spring or summer semester or have completed the necessary course credit requirements and culminating experience the previous summer or fall semester.

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

2.   THE UNIVERSITY OF MINNESOTA

2.1   U OF M BASICS

University Identification Numbers and Accounts   **umn.edu/initiate**

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

Your ID number and Internet ID stay the same on all coordinate campuses and through any role changes (student to staff, staff to student, faculty to staff, etc.) and they will never be reassigned to another person. Each student attending the University of Minnesota must setup a student internet/email account by going to www.umn.edu/initiate or by calling the Technology Help Line at 612.301.4357 (1-HELP).

Email   **gmail.umn.edu**

The University provides students with an email account upon the student's matriculation to the institution. Your University email address is: [your Internet ID]@umn.edu. This account is free of charge and is active as long as you remain active as a student. The Office of Information Technology posts information on their website about end of life account policies. Please see it.umn.edu/google-account-end-life-policies for details about access after graduation or other times you may be an inactive student.

A University-assigned student email account is the University's official means of communication with all students. Students are responsible for all information sent to them via their University assigned email account. Course lists, immunizations, billing statements, financial aid updates, and other important information will be sent via the U of M student email address.

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

If a student chooses to forward the provided University email account, the student is responsible for all information, including attachments, sent to any other email account. Because of this, it is strongly recommended that students use their U of M email account and do not transfer it to a personal email account.

Duo Security

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

Enroll Now:

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

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

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

Learn more about Duo Security at z.umn.edu/duosecurity.

One Stop   **onestop.umn.edu**

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

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

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

MyU   **myu.umn.edu**

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

U Card   **www.umn.edu/ucard**

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

Accounts on the U Card

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

Additional services with your U Card

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

Building Access with U Card

- Residential Halls
- Recreation and Wellness Center
- Secured Buildings

2.2 UNIVERSITY OF MINNESOTA CALENDARS

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

Additional calendar resources:

- School of Public Health-specific events, http://www.sph.umn.edu/events-calendar/
- Academic Health Center resource hub, https://hub.ahc.umn.edu/

2.3 CAMPUS SERVICES

Parking and Transportation   **pts.umn.edu**

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

- **Campus Shuttle Buses:** Campus shuttle buses run at no charge between the East Bank, West Bank, and St. Paul campuses with varying routes and times. Current schedule information is posted on the above listed website as well as various locations throughout the Twin Cities campus.

- **Metro Transit and the U Pass:** Take advantage of the deeply discounted Metro Transit bus pass. U-Pass is the ultimate transit pass that provides unlimited rides 24 hours a day. It is valid on all regular bus and light-rail train routes, as well as express, local, limited-stop, or Downtown Zone routes. It may not, however, be used on some special event services. Information can be found at www.pts.umn.edu/bus/upass.

- **Parking:** Contract parking for students is sold through a lottery system each semester. Locations may vary but include spaces on the East Bank, West Bank, and St. Paul campuses. Hourly parking is available in several University public

facilities. Parking rates vary depending on proximity to campus and the facility type. Visit the Parking and Transportation website, www.pts.umn.edu, or call (612)626-PARK (7275) for more information.

The Motorist Assistance Program offers free services (unlocking vehicles, jump-starts, changing flat tires, and referral to a service station) to all customers parked in U parking facilities. Hours are Monday through Thursday from 7:00 AM to midnight, Friday from 7:00 AM. to 10:00 PM. (Service is not available on weekends or official University holidays). Call (612)626-PARK for any motorist assistance needs.

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

Housing   **housing.umn.edu**

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

Maps   **campusmaps.umn.edu/**

Find the way to any University building.

Digital Signage

The School of Public Health has two different digital signs that provide information specific to the public health students. These can be found on the 3rd floor of the Mayo building near the Dean's office in Mayo A-302 and the 3rd floor of the WBOB building.

Dining   **www.dining.umn.edu/**

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

2.4 HEALTH AND WELLBEING

University-Sponsored Student Health Benefit Plan   **shb.umn.edu**

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

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

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

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

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

Long Term Care Disability Insurance Fee   **shb.umn.edu/students-and-scholars/ahc-disability**

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

Questions and More Information

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

Phone: (612)624.0627 or 1(800)232-9017
Fax: (612)626-5183 or 1(800)624-9881
E-mail: umshbo@umn.edu
www.shb.umn.edu

Boynton Health Services **bhs.umn.edu/**

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

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

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

Student Mental Health Resources **mentalhealth.umn.edu**

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

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

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

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

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

U of M Textline
Text "UMN" to 61222

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

Smoke-free University

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

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

The Aurora Center   umn.edu/aurora

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

Lactation Spaces   lacspaces.umn.edu/

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

Recreation & Wellness Center   recwell.umn.edu/

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

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

2.5 DIVERSITY

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

The 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. The student led Diversity Matters, and faculty led Health Equity Work Group organizations are designed to address and explore issues of diversity that impact both our school and society at large.

We also strive to create a community that is actively engaging in the areas of diversity and inclusion to create an excellent educational environment. The SPH defines inclusion as all-embracing of the fullness of humanity. Our goal is to recognize differences, address disparities, and to help cultivate understanding 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 of person's attributes as well as their intersections.

The SPH Coordinator of Diversity, Equity, and Inclusion, Lauren Eldridge, works with students, staff, faculty, and community members to advance equity and diversity within the SPH. Her office is in A395-3 Mayo Memorial Building and she can be contacted at leldridg@umn.edu or at (612) 624-9970.

For more information please visit:

- University policy on Equity & Diversity: regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf
- Office for Equity and Diversity: diversity.umn.edu/eoaa/home
- SPH info and resources for Diversity & Inclusion: sph.umn.edu/about/diversity-inclusion/

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

Disability Resource Center   diversity.umn.edu/disability/

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

Disability Resource Center promotes access and equity for students with disabilities (e.g., physical, learning, psychiatric, sensory or systemic) and assists the University in achieving its mission to provide optimal educational opportunities for all students as well

as obligations under federal and state statutes. Students are responsible for contacting Disability Services for more information or to arrange accommodations.

Graduate School Diversity Office   grad.umn.edu/diversity

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

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

The Gender and Sexuality Center for Queer and Trans Life   diversity.umn.edu/glbta/

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

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

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

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

Multicultural Center for Academic Excellence   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   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   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   **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   **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 alumni across identities. The Women's Center increases connections for women's success, cultivates socially responsible leaders, and advocates for organizational culture change toward excellence for all.

2.6 ACADEMIC RESOURCES

University Libraries   **hsl.lib.umn.edu/biomed**

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

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

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

Bookstore   **bookstore.umn.edu**

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

Center for Educational Innovation   **cei.umn.edu/about/about-cei**

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

Center for Writing   **writing.umn.edu/**

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

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

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

Information Technology   **it.umn.edu**

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

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

2.7 CAMPUS SAFETY

Police   **publicsafety.umn.edu/**

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

Security Monitor Program   **umn.edu/police/escort.html**

The Security Monitor Program offers a walking and biking escort service to and from campus locations and nearby adjacent neighborhoods. This service is available at no charge to students, staff, faculty, and visitors to the 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.

Safe-U Emergency Notification   **https://safe-u.umn.edu/**

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

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

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

Campus Wide Emergency Alert System

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

2.8 ADDITIONAL RESOURCES

Post Office   **sua.umn.edu/locations/postal-stations/**
A full-service U.S. Post Office is located on the ground floor of Coffman Union.

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

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

3.   REGISTRATION

3.1   FULL-TIME STATUS

All SPH students need to register for at least six credits in fall and spring semester to be considered full-time. In the summer, MHA and MPH students must be registered for six credits to be considered full-time and three credits to be considered half-time.

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

3.2   REGISTRATION PROCESS

How-To Guides

The University of Minnesota provides how-to guides for many common procedures on the Onestop website, including registering and enrolling for classes. These guides provide visuals as well as text.

Step One

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

1. Log into MyU.

2. Select the **My Academics** tab, then the **My Classes** sub-tab.

3. Click on **Class Search** (in the Enrollment Tools section).

4. Determine search criteria; you must select your campus (Institution), term, and at least two additional criteria. Students in the School of Public Health will find the majority of their courses listed under the subject "PUBH".

Note: 5000- through 8000-level courses are considered graduate-level. 1000- and 3000-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances, with approval of the student's 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.

5. View your search results. To see only classes that are open, select Show Open Classes Only.

6. To continue searching, click **New Search** or **Modify Search**. If you hit the back button, you will lose your search results. Click the class number to see more details. You can search for a subject by entering subject code or clicking **Select Subject**. For more search options, expand **Additional Search Criteria**. When you are satisfied with your criteria, click **Search**.

Step Two

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

- If instructor consent is necessary for any of your selected course(s), get a permission number from the course instructor or his/her designee before registering. This number permits registration for the course through the second week of the semester; after the second week, it expires. Note that the number is specific to the student it is given to and the course requiring instructor consent. Once a number is used to register, it becomes invalid and cannot be used for another course or by another student.

- You will not be able to register if you have any holds on your University record. Notice of any hold, including the name of the department or office where it may be cleared, is available at myu.umn.edu.

- You can find your registration queue date and time on the web at myu.umn.edu.

- You will need your X500 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 myu.umn.edu or go to One Stop Student Services Center in 333 Robert H. Bruininks Hall on the East Bank Campus to register in person. Students having difficulty with self-registration should contact the registration help-line at (612)624-1111 (M-F 8:00-4:00) or email onestop@umn.edu. You may also contact your Program Coordinator or the School of Public Health Student Services Center at (612)626-3500. Please note the following when registering:

- Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the program guidebook for more information. Stricter policies may be enforced by individual majors/programs. There is a strict and early deadline for when grading options can be changed.

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

3.3   GRADES, COURSE ADDITIONS, WITHDRAWAL AND EVALUATIONS

Change of Grade Option

For full-semester courses, students may change their grade option, if applicable, 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 the University Senate Grading and Transcripts: Twin Cities, Crookston, Morris, and Rochester Policy.

Grading Scale

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

Grade	GPA	
A	4.000	A = achievement that is outstanding relative to the level necessary to meet course requirements.
A-	3.667	
B+	3.333	B = achievement that is significantly above the level necessary to meet course requirements.
B	3.000	
B-	2.667	
C+	2.333	C = achievement that meets the course requirements in every respect.
C	2.000	
C-	1.667	
D+	1.333	D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	1.000	
F	0	F = failure because work was either (1) completed but at a level of achievement that is

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

Other Transcript Symbols
- **Incomplete [I]**
  - There shall be a temporary symbol I, **incomplete**, awarded to indicate that the work of the course has not been completed. The I shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an I requires a written contract between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements. The Incomplete contract can be found at http://secure.ahc.umn.edu/publichealth/sphgrades/
  - For graduate/professional students, an I is to remain on the transcript until changed by the instructor or department.
  - When an I is changed to another symbol, the I is removed from the record.
  - A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student.
  - **Interpretation of Policy on Incompletes for Students Called to Active Military Duty**
    - When appropriate, instructors may prefer to arrange for the student to take an incomplete. Senate policy requires that an incomplete be made up within one calendar year of the end of the term in which the incomplete is given. When students are called to active military duty and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s). Complete policies and procedures are available in the SPH Student Services Center.
- **Transfer [T]**
  - There shall be a symbol T, **transfer**, posted as a prefix to the original grade, to indicate credits transferred from another institution or from one college or campus to another within the University when reevaluation is required.
- **Withdrawal [W]**
  - If a student officially withdraws from a course during the first two weeks of classes, there shall be no record of that course registration entered on the student's transcript. There shall be a symbol W, **withdrawal**, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus*. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (second or third weeks of summer sessions). Withdrawal in the ninth or later week of

classes (fourth or later in summer sessions) shall require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.

- **Continuation [X]**
  - There shall be a symbol X, indicating a student may continue in a continuation course in which a grade cannot be determined until the full sequence of courses is completed. The instructor shall submit a grade for each X when the student has completed the sequence.
- **In Progress [K]**
  - There shall be a symbol K, assigned by an instructor to indicate the course is still in progress and that a grade cannot be assigned at the present time.

Grade Submission

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

Grade Point Average

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

SPH Incomplete Policy

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

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

Graduate Planning and Audit System (GPAS)

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

GPAS allows Program Coordinators, Program Directors, and Director of Graduate Studies to approve students' coursework plans electronically.

Students will work closely with their academic programs to complete and submit GPAS for review and approval. onestop.umn.edu/academics/gpas

Probation

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

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

S/N Grade Option

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

Adding a Course After It Starts

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

Registration Requirement and Exceptions

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

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

Course Cancellation and Withdrawal

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

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

Course Prerequisites

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

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: sph.umn.edu/students/current/course-eval-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.

3.4 TRANSFER CREDIT

Course Credit Transfer Policy

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

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

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

Students must:

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

3.5 EQUIVALENCY EXAM AND INFORMATION

Equivalency Exams

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

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

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

Behavioral Science
PubH 6020 Fundamentals of Social and Behavioral Science (2 cr)
PubH 6050 Community Health Theory and Practice I [CHE students only] (3 cr)
PubH 6914 Community Nutrition Intervention [PubH Nutr students only] (3 cr)

Biostatistics
PubH 6414 Biostatistical Literacy **(3 cr)** [Fall 2014 and beyond] **AND** a programming class from the following list [students must check with their program advisor or coordinator to ensure they are taking the correct required programming course]

PubH 6107 Excel and Access in Public Health Settings (1 cr)
PubH 6325 Data Processing with PC-SAS (1 cr)
PubH 6420 Introduction to SAS Programming (1 cr)
PubH 6470 SAS Procedures and Data Analysis (3 cr)
PubH 6617 Practical Methods for Secondary Data Analysis (3 cr)
PubH 6755 Planning and Budgeting for Public Health (2 cr)
PubH 6813 Managing Electronic Health Information (2 cr)
PubH 6845 Using Demographic Data for Policy Analysis (3 cr)
PubH 7200 Fundamentals Exploring and Visualizing Data in R (1 cr)
PubH 7461 Exploring and Visualizing Data in R (2 cr)

OR
PubH 6450 Biostatistics I (4 cr)

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

Epidemiology
PubH 6320 Fundamentals of Epidemiology (3 cr)
OR
PubH 6341 Epidemiologic Methods I (3 cr)

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

Foundations
PubH 6250 Foundations of Public Health (2 cr) – equivalency exam not available

Equivalency examinations are given at least twice each year (January and August). Students have the option of taking the equivalency exams in any of the following core areas; however, students can only take the exam one time in each core area. Students who pass the exam(s) are waived from taking the required course and must make up the credits per their area of study and degree requirements. A notation on the student's transcript will be documented if the student passes an equivalency exam. Students who do not pass the exam(s) are required to take the appropriate core course area to satisfy the competency requirements. Equivalency exams satisfy competency requirements for the following core courses only:

PubH 6020 Fundamentals of Social and Behavioral Science

Contact: Toben Nelson at tfnelson@umn.edu

Number of questions on exam	4
Type of questions	Essay

Open or closed book	----

PubH 6751 Principles of Management in Health Services Organizations

Contact: Jim Begun at begun001@umn.edu

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

PubH 6102 Issues in Environmental and Occupational Health

Contact: Matt Simcik at msimcik@umn.edu

Number of questions on exam	200
Type of questions	Multiple choice
Open or closed book	Closed

PubH 6320 Fundamentals of Epidemiology

Contact: Rachel Widome at widom001@umn.edu

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

PubH 6450 Biostatistics I

Contact: Sally Olander at brown198@umn.edu

Number of questions on exam	60-75
Type of questions	Multiple choice, short answer, and show-your-work problems
Open or closed book	Open

PubH 6741 Ethics in Public Health: Professional Practice and Policy

Contact: Sarah Gollust at sgollust@umn.edu

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

4. TUITION, FEES, BILLING, AND FINANCES

4.1 MY FINANCES TAB ON MYU

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

The My Finances tab allows you to view account charges and billing statements. It is also where you can submit an online payment using the preferred and free e-check method. Don't forget to sign up for Direct Deposit. For residents of Wisconsin, North Dakota, South Dakota, and Manitoba, remember to apply for reciprocity through your home state or province so your bill will have the correct amounts.

OneStop hosts "how-to guides" for common transactions. You can find financial how-to guides here: onestop.umn.edu/how-guides#accord-3

4.2   TUITION AND FEES

Please go to onestop.umn.edu/ for complete tuition and fee information.

4.3   BILLING

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

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

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

Third Party Billing   **onestop.umn.edu/finances/third-party-billing**

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 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.

4.4   FINANCIAL AID AND SCHOLARSHIPS

A variety of resources to assist students in financing their education can be found at www.sph.umn.edu/prospective/tuition-finances/paying-for-your-education/. Scholarships specific to SPH Divisions and/or Programs can be found in the Division and/or program guidebook.

Information on financial aid can be found at onestop.umn.edu (Finances tab) or by emailing onestop@umn.edu.

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

AID TYPE	CONTACT	EMAIL ADDRESS
Division/Major Specific Awards and Traineeships, Division-related donor scholarships, Dean's Scholarship	Your Program Coordinator	
Medical Scholarships, MN Tuition Scholarship, General donor funded scholarships.	SPH Student Services	sph-ask@umn.edu
Federal Loans, Financial Aid Package	Liz Holm - Office of Student Finance	holmx029@umn.edu

Loan Deferment

A temporary postponement of loan payments is available only under certain conditions; some loans do not accrue interest in deferment, such as subsidized loans policy.umn.edu/forms/fa/fa830.pdf.

Students requesting a loan deferment can get their form signed by One Stop Student Services onestop.umn.edu.

Financial Aid Exit Counseling

Exit counseling sessions are required of all borrowers of federal and University-administered student loan programs. Exit counseling provides you information regarding the rights and responsibilities of a borrower and a lender/servicer. You learn about

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 at onestop.umn.edu

4.5   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 an assistantship on campus. Because many assistantships are funded by grants, the research activity of SPH faculty may result in numerous opportunities across the school; you are encouraged to check with your faculty to see if, or when, they may be posting new grant-related assistant positions.

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.   GUIDELINES, POLICIES, AND COMPLIANCE

5.1   STUDENT RESPONSIBILITY AND CONDUCT

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

- 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 and Director of Graduate Studies, Student Services Center, and Career Center. These announcements may involve changes in the University, School or Division rules, and procedures for completion of degree requirements; students are responsible for reading and understanding these announcements.
- Check their student mailbox often for printed informational materials.
- Contact a Program Coordinator, Program Directors, or Director of Graduate Studies if they are not getting reasonable assistance from their academic and/or master's project/thesis advisor.
- Initiate and maintain contact each semester with their academic advisor to review progress toward the completion of their degree.
- Complete the degree in a timely fashion.

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

1. **Respect Others:** Students are expected to behave in a respectful and professional manner with other students, faculty, and staff in the classroom and on campus.
2. **Honor Privacy:** Every student's course grades are private and are not to be shown to anyone else. This also applies to the grades of students in courses for which you are a Teaching Assistant.
3. **Present Your Work Honestly:** Plagiarism is defined as the presentation of another's writing or ideas as your own. For a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: 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 Associate Dean for Learning Systems and Student Affairs is responsible for managing all School of Public Health issues and investigations of academic misconduct.

5.2 UNIVERSITY OF MINNESOTA POLICIES

As part of the larger University of Minnesota community, students in the School of Public Health are responsible for abiding by the Board of Regents policies and other University-wide administrative policies. These policies can be found in full at policy.umn.edu.

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

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

Student Conduct Code

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

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

https://communitystandards.umn.edu/

Below are the Student Conduct Code's guiding principles:

1. The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.

2. The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

3. The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.

4. The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.

5. The University is dedicated to the rational and orderly resolution of conflict.

6. Students are entitled to the rights and responsibilities of other citizens with regard to freedom of speech, peaceable assembly, and right to petition. Students are entitled to exercise their rights to inquire and dissent, speak freely, and peaceably assemble and protest to the extent permissible under both the First Amendment and the Student Conduct Code.

7. Students are entitled to due process and procedural fairness protections, including the prompt notification of charges, the opportunity to respond, the right to an advocate of choice, and the right to the resolution of a case within a reasonable period of time.

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

- Scholastic Dishonesty.
- Disruption of the Academic Environment.
- Falsification.
- Refusal to Identify and Comply.
- Attempt to Injure or Defraud.

- Harm to Person.
- Bullying.
- Sexual Misconduct.
- Disorderly Conduct.

- Illegal or Unauthorized Possession or Use of Weapons.

- Illegal or Unauthorized Possession or Use of Drugs or Alcohol.

- Providing Alcohol to Minors.

- Unauthorized Use of University Facilities or Services.

- Theft, Property Damage, or Vandalism.

- Unauthorized Access.

- Disruptive Behavior.

- Hazing.

- Rioting.

- Violation of University Rules.

- Violation of Local, State, or Federal Laws or Ordinances.

- Persistent Violations.

Scholastic Dishonesty and Plagiarism

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

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

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

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

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

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

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

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, 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: https://communitystandards.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 www.lib.umn.edu/instruction/tutorials and click on "Organizing and Citing Research."

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

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

Sexual Harassment, Sexual Assault, Stalking and Relationship Violence

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

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

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

Research Involving Human Subjects

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

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

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

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

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

> **IRB Contact Information**
>
> (612)626-5654
>
> irb@umn.edu
>
> research.umn.edu/units/irb

Projects that are not subject to IRB review include studies that rely on existing publicly available data, such as US Census data. If you are only doing an analysis of publicly available data (i.e., data you can download from a public website) you do not need IRB approval to use it. Technically, such work is research but does not involve living individuals from whom you collect information. On the other hand, an oral history study may not require IRB because it is not a systematic investigation designed to contribute to generalizable knowledge. 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 culminating experience 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.

Grading & Transcript Policy

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

Leave of Absence

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

Forms must be submitted to the School of Public Health Student Services Center, A395 Mayo Memorial Building, MMC 819, 420 Delaware Street SE, Minneapolis, MN 55455.

5.3   COMPLAINTS AND GRIEVANCES

The SPH 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 yearly student survey released every March.
- 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 Dr. Kristin Anderson, Associate Dean for Learning Systems and Student Affairs, at ander116@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 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 sos.umn.edu.

Bias Grievance Process

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

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

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

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

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

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

5.4 PRIVACY

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

Often School of Public Health students work as Teaching Assistants or Research Assistants; both roles may require access to confidential or private information. Please be aware of privacy laws, complete assigned/required privacy 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.

5.5 INTERNATIONAL STUDENT REQUIREMENTS

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

Global Gopher Online Orientation

The Global Gopher Online Orientation is a tool to help new international students prepare for their arrival at the University by learning about certain expectations and requirements. Students are required to complete the Global Gopher Online Orientation at least one week before their Immigration Check-In.

Immigration Check-In

All new international students must visit the University of Minnesota International Student & Scholar Services office (ISSS) shortly after arrival in Minnesota. See 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 tracks entries into and departures from the U.S.

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

For more information on SEVIS requirements, including those listed below, go to isss.umn.edu.

Academic Status

International students must maintain full-time status. MPH students must register for at least six credits each semester. Under special conditions, students may apply for an exemption from the full-time status rule at the ISSS office. Students must apply for the exemption before registering for less than a full course of study.

Address Change

International students MUST update their address within ten days of a change of address to maintain their legal immigration status. For more information go to isss.umn.edu/INSGen/address.html.

5.6   COMPLIANCE

Immunizations   **bhs.umn.edu/immunization-requirements.htm**

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. You must complete this requirement by the 6th week of the semester or a registration hold will be placed on your student account. In addition, Internship or Applied Practice Experience locations may require additional immunizations based on the location and/or work being performed. Finally, international experiences may also require other immunizations; international requirements are listed here: Travel

More details and the downloadable Student Immunization Record form are available from Boynton Health Service at boynton.umn.edu/immunization-requirement. You can also stop by Boynton to schedule services, click here for more information boynton.umn.edu.

HIPAA (Health Insurance Portability and Accountability Act)

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

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

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

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

Criminal Background Checks

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

Community Engagement Agreement

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

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

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

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

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

Health Insurance Requirement for AHC Students Participating in Applied Practice/Clerkship/Practicum Experiences

School of Public Health students are expected to have health insurance coverage while participating in their Applied Practice, clerkship, or practicum experiences. This is a University of Minnesota Academic Health Center requirement. A school/program or site may ask a student for proof of health insurance while participating in their AP, clerkship, or

practicum experience. If the student cannot provide proof of health insurance, indicating they are not in compliance with this requirement, they will be pulled from the experience.

The complete policy can be found at on the AHC Office of Education website.

6. GROUPS, ASSOCIATIONS AND SOCIETIES

6.1   STUDENT GROUPS

School of Public Health Student Senate   **sph.umn.edu/current/senate/**

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

Professional Student Government   **umnpsg.org/**

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

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

Council of Graduate Students (COGS)   **cogs.umn.edu**

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

Center for Health Interdisciplinary Programs (CHIP)   **chip.umn.edu/**

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 all AHC students. 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)   **facebook.com/misa.umn/**

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

Other Groups   **sua.umn.edu/groups/**

SPH is home to a number of student organizations. Some are registered campus groups and others are more focused on a division or program. In addition, there are more than 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.

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

6.2   PUBLIC HEALTH RELATED ASSOCIATIONS AND AGENCIES

American College of Healthcare Executives   **ache.org**

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

American Public Health Association   **apha.org**

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

Association of Schools and Programs of Public Health   **aspph.org/**

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

Centers for Disease Control and Prevention   **cdc.gov**

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

Council on Education for Public Health
ceph.org

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

Commission on Accreditation of Healthcare Management Education
healthcareadministrationedu.org

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

Minnesota Public Health Association   **mpha.net/**

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

National Institutes of Health   **nih.gov**

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

National Board of Public Health Examiners   **nbphe.org**

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

6.3   ALUMNI SOCIETIES

School of Public Health Alumni Society   **sphalumni.umn.edu**

The University of Minnesota School of Public Health Alumni Society has members around the world. Consisting of 12,000+ alumni, the SPH Alumni Society plays a key role in the School and public health community as they continue to shape public health policy, conduct ground-breaking research, lead innovative public health solutions and contribute to the future of public health.

Since its inception in 1982, the School of Public Health Alumni Society has worked to serve alumni and students, promote excellence in programs and serve the needs of the School. Membership is automatically conferred upon all graduates, former students who have completed a minimum of 12-18 credits, faculty and administrators of the school.

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

MHA Alumni Association

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

7. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH (EPICH)

7.1 WELCOME

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

EpiCH Student Services:

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

Christine Vu: *Admissions Coordinator* – Primary contact for prospective students in master's and PhD level programs

Shelley Cooksey, *Student Advising Manager*– Primary contact for current students in master's and PhD level programs

Marlin Farley, *Student Advising Coordinator*– Primary contact for current students in master's and PhD level programs

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

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 https://intranet.sph.umn.edu/about/divisions/epidemiology-community-health/location/.

Forms

Forms are located at: https://www.sph.umn.edu/current/resources/school-and-university-resources/.   Microsoft Word documents of all the forms are also available upon request. Contact the EpiCH Student Services Staff 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 lounge after work hours and on weekends. The student lounges (room 466) is where the student computers are located. Students obtain access by filling out a form to have their UCard programmed for access to the third and fourth floors of WBOB. Students are given the option to sign up for building access at Orientation. After orientation, contact the EPICH Student Services staff for information at epichstu@umn.edu.

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

Computer Lab

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

Copier and Fax Access

The Division does not allow copy machines or fax machines to be used for personal use. Personal copies can be made for a cost at various locations throughout campus. Unfortunately, there is not a copier for use in WBOB. Students should also see section 1.4.

7.3   DIVISION COMMUNICATION WITH STUDENTS

The Division communicates information to students in the following ways:

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

7.4   SEMINARS

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

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

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

7.5   ACADEMIC CREDIT FOR INDEPENDENT OR DIRECTED COURSEWORK

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

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

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

Examples of Independent and Directed Coursework

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

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

Additional comments

Arranging an independent/directed course depends upon the student putting together an academically rigorous proposal and finding a faculty member to serve as an instructor. The faculty instructor does not have to be the student's academic advisor or Integrated Learning Experience (ILE) 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 the EPICH Student Services staff to count the independent/directed work as an elective course.

Choosing Course Numbers

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

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

NOTE: Other 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 the EPICH Student Services staff has to approve it as an elective.

Procedures

1. Student meets with the faculty member to discuss the requirements for the independent/directed course.

2. Student fills out an *Independent/Directed Study Contract* form outlining the requirements for the course and has the form signed by their 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. You can request this form by contacting us at epichstu@umn.edu.

3. Student gives the completed/signed *Independent/Directed Study Contract to* the EPICH Student Services staff. Once the completed form is received you will be sent registration information.

4. At the end of the semester, the instructor assigns a final grade. The grade will then be entered on the official transcript. It is the student's responsibility to make sure that all requirements are completed so a grade can be submitted.

7.6   DIVISION RESOURCES AND POLICIES

Incomplete Grades

For MPH students, all required courses (with the exception of Applied Practice Experience (AP), internship, or Integrated Learning Experience(ILE)/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 an electronic contract between the instructor and student specifying a deadline by which the student will complete the course requirements. In no event may the written agreement allow a period of longer than one year to complete the course requirements. If the requirements of the contract are not met by the contract

deadline a final grade will be submitted based on the work submitted to date. Applied Practice Experience (AP), internship, and Integrated Learning Experience (ILE) projects that are not completed by the end of the term of graduation will receive a grade of "K" indicating "work in progress."

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

Six Credit Minimum Exemption

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

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

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

Sitting in on a Class

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

Support for Student Travel (effective 5/2017)

1. The Division will provide up to $600 per student in a 12 month period [a maximum of $3,200 available for all students during the fiscal year] for travel to a scientific meeting under the following conditions:

- The student is currently enrolled in the Epi PhD/MS/MPH, CHP MPH, MCH MPH, PubH Nutr MPH, or Clinical Research MS program and must be the presenter of the paper or poster. The student has been enrolled in their program as least one term at the time of the conference; the work was done during the time the student was in their program.
- The meeting can be local, regional, national or international but must have relevance to the student's field of study.
- There are no other sources of support specifically allocated for such travel. For example, whenever a training grant provides funds for travel for its fellows, those fellows will not be eligible for travel support under this policy. However, students whose work was supported by a research grant with no funds specifically for student travel will be eligible for travel support under this policy. Principal Investigators are encouraged to provide support for student travel from their grants since their grants benefit as well as the students.

2. All requests for travel support must be in writing. The request should be addressed to the Chair of the Division Training Committee and given to Kathryn Schwartz-Eckhardt, who will process the request. The request should include:

- The dates, location and purpose of the meeting and describe the student's role. A link to information about the conference should also be included.
- A copy of the abstract and letter of acceptance must be attached to the request. In addition, a letter from a member of the Division's faculty indicating that he/she is familiar with the student's work, judges it to be of good quality, and supports the student's request. The faculty letter should also provide any necessary clarifications on the student's role to ensure that the role of the student in the presentation is clear. The student must be the primary author. If the student is not also the first author, we need a reason why the student is presenting.
- The request must be made in advance of the scientific meeting. Since the DTC only meets once per month, it is suggested that complete requests be submitted at least six weeks prior to the scientific meeting.
- A summary of the travel expenses (cost of air fare, hotel price, registration fees, etc.).
- Students need to include information about any other sources of funding they have applied for, even if the funds have not been awarded yet, including SPH Student Senate funds.

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

Payment for TA English Program

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

SAS Access

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

J.B. Hawley Student Research Award

The Division has established the J.B. Hawley Student Research 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 Integrated Learning Experience (ILE) projects, and may be for any research that involves the applicant (e.g., evaluation of a program for an Applied Practice Experience (AP). 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 an Integrated Learning Expereince (ILE), master's thesis, PhD thesis, or Applied Practice Experience (AP).

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/her 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.

Martinson-Luepker Student Travel Award

The Martinson-Luepker Student Travel Award will support Division of Epidemiology and Community Health students pursuing an international Applied Practice Experience (AP) placement in fulfillment of curriculum requirements for a Applied Practice Experience (AP) or Integrated Learning Experience (ILE) project. Funds will be provided to help support the cost of air fare to the international location. Students may request up to $1500 U.S. Students must apply for this award. As part of this application, students should fully describe their proposed Applied Practice Experience (AP) project, including location, populations to be worked with and proposed

program activities. The application form can be obtained from EPICH Student Services staff epichstu@umn.edu.

Division of Epidemiology and Community Health Student Support Policies

Doctoral Student Support Policy, for those matriculating <u>Fall 2003 or later</u>

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 <u>prior to Fall 2003</u> should see the EpiCH Student Services staff 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: Email Is O.K.** 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 You Know.** 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 <u>why</u> 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 <u>have</u> to ask Program Directors 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 Faculty Members Know <u>Anything</u> 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 One-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 The 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...http://www.sph.umn.edu/academics/divisions/epich/

EpiCH Student Guidebook and Forms...https://www.sph.umn.edu/current/resources/

Course syllabi..https://www.sph.umn.edu/current/resources/syllabi/

EpiCH faculty information.................................https://directory.sph.umn.edu/division/epidemiology-community-health

EpiCH seminarhttps://intranet.sph.umn.edu/about/divisions/epidemiology-community-health/epich-seminar-and-in-services/

EpiCH telephone directoryhttps://intranet.sph.umn.edu/about/divisions/epidemiology-community-health/epich-seminar-and-in-services/

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, staff from the EpiCH Student Services office, an AP advisor, 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 an Applied Practice Experience (AP), and help students with their initial Integrated Learning Experience (ILE) planning. The role of the EPICH Student Services staff is to assist students with course planning, petitions, and to provide general procedural advice. The role of the AP advisor is to guide the student in the learning agreement process and to help determine appropriate competencies that will be met as well as what products will be acceptable for that placement. The Program Director will meet with students as a group to discuss issues related to the entire major and is also available to assist students with any issues they might be having with the program.

Guidelines for Faculty/Student Interactions

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

▪ **A faculty member asking you to drive them somewhere, including the airport, home, or main campus**. Such a request does not fall under a student's duties. A situation when this may be acceptable is when the student has the same destination.

▪ **A faculty member asking you to work extra hours or late hours**. Students should be expected to work the hours for which they are paid. Students may volunteer to work extra hours to gain more experience (e.g. grant writing), gain authorship on a paper or help meet a deadline – but should not be expected to work these extra hours.

▪ **Your advisor asking you to housesit, take care of children or pets, or help them move**. While some students may not mind house sitting, taking care of children or pets, or helping someone move, others may only agree to do these jobs because they feel obligated or worry that saying no will somehow affect their relationships with faculty members. To avoid problematic situations, a faculty member may post a flyer requesting a sitter or mover for pay without the faculty member's name attached to the request – ensuring that respondents really want the job.

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

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

Confidentiality

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

Sexual Harassment Policy

In the Division of Epidemiology and Community Health we take harassment and sexual misconduct very seriously. We have all completed the sexual harassment training and therefore we want to let you know that:

• As a University employee, we are required to share information that we learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have

experienced sexual misconduct to provide information about the personal support resources and options for investigation that they can choose to access.
- You are welcome to talk with our staff about concerns related to sexual misconduct. You can also or alternately choose to talk with a confidential resource; the University offers victim-advocacy support professionals, health services professionals and counselors that will not share information that they learn about sexual misconduct.

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 director or the EpiCH Student Services staff. The change will be finalized at the discretion of the program director.

PhD Students

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

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

Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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

Defining Advising

For more information refer to section 1.9.

Advising Expectations for Students

SPH students are expected to…

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

Advising Expectations for Faculty

Faculty advisors are expected to…

- Refer advisee to EPICH Student Services staff for course planning/scheduling, policy and procedural information
- Review program objectives and educational documents at least on an annual basis, (i.e. Student Guidebook, etc.), or when directed by EPICH Student Services staff or Program Director/DGS

- Actively contribute to a welcoming and supportive SPH climate
- Initiate meetings with advisee 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)

Epidemiologic Methods I (PubH 6341; grade of B-or higher), OR Fundamentals of Epidemiology (PubH 6320; grade of A-or higher), or equivalent. Biostatistics I (PubH 6450; grade of B-or higher), Biostatistical Methods I (PubH 6414; grade of B-or higher), or equivalent. In addition the prerequisite for PubH 6311, Clinical Epidemiology II includes PubH 6310, Clinical Epidemiology I.

Note iv: In addition to PubH 6742, students must complete the University of Minnesota Responsible Conduct of Research course which is available online. Information on these sessions are available at https://research.umn.edu/units/rco/training-education/responsible-conduct-research-rcr-core-curriculum (this training is validated by ORTTA).
Students must also complete the "Protecting Human Subjects" online training available at https://research.umn.edu/units/hrpp/education-training/course-offerings

Contact EpiCH Student Services via email at epichstu@umn.edu if you have trouble accessing these sites.

Note v: Students must have their final oral examining committee formed and approved, and a proposal for their thesis or capstone project approved, by their advisor and the Director of Graduate Studies (DGS) prior to registering for thesis/project credits. Once approval is given, the student can take all the credits in one term or spread them out, as financial needs warrant.

Students can demonstrate foundational knowledge in public health (a broad introduction to public health) and waive the requirement for PubH 6250 by documenting a prior master's or bachelor's level degree or minor in public health.

Comparison of MS CR Plan A vs. Plan B (plan B can be done entirely online)

Core Courses	Semester	Credits	Required
PubH 6250 Foundations of Public Health [students with prior public health knowledge or experience may request an exemption] (online)	Fall/Spring	2	A & B
PubH 6301 Fundamentals of Clinical Research	Fall	3	A & B
PubH 6303 Clinical Research Project Seminar (S/N only)	Spring	2	A
PubH 6341, Epidemiologic Methods I (in-class) **OR** PubH 6320, Fundamentals of Epidemiology (online and in-class)	Fall Fall/Spring/Summer	3	A & B
PubH 6310, Clinical Epidemiology I (online)	Spring (first half-semester)	1	A & B
PubH 6311, Clinical Epidemiology II (online)	Spring (second half-semester	1	A & B
PubH 6450, Biostatistics I (offered in-class and online both terms)	Fall/Spring	4	A & B
PubH 6451, Biostatistics II (offered online Fall; in-class and online Spring)	Fall/Spring	4	A & B
PubH 7420 Clinical Trials: Design, Implementation, Analysis (PubH 6450 prereq; PubH 6451 must be taken previously or concurrently) OR PubH 7415 Introduction to Clinical Trials	Spring; Fall/Summer (students are encouraged to take in Fall)	3	A & B
PubH 6348 Writing Research Grants (A/F only; Luepker section) (Strongly recommended elective for Plan B students)	Fall	2	A
PubH 6742, Ethics in Public Health: Research and Policy (in-class and online options)	Fall/Spring	1	A & B

Epidemiologic Methods I (PubH 6341; grade of B-or higher), OR Fundamentals of Epidemiology (PubH 6320; grade of A-or higher), or equivalent. Biostatistics I (PubH 6450; grade of B-or higher), Biostatistical Methods I (PubH 6414; grade of B-or higher), or equivalent. In addition the prerequisite for PubH 6311, Clinical Epidemiology II includes PubH 6310, Clinical Epidemiology I.

Note iv: In addition to PubH 6742, students must complete the University of Minnesota Responsible Conduct of Research course which is available online. Information on these sessions are available at https://research.umn.edu/units/rco/training-education/responsible-conduct-research-rcr-core-curriculum (this training is validated by ORTTA).
Students must also complete the "Protecting Human Subjects" online training available at https://research.umn.edu/units/hrpp/education-training/course-offerings

Contact EpiCH Student Services via email at epichstu@umn.edu if you have trouble accessing these sites.

Note v: Students must have their final oral examining committee formed and approved, and a proposal for their thesis or capstone project approved, by their advisor and the Director of Graduate Studies (DGS) prior to registering for thesis/project credits. Once approval is given, the student can take all the credits in one term or spread them out, as financial needs warrant.

Comparison of MS CR Plan A vs. Plan B (plan B can be done entirely online)

Core Courses	Semester	Credits	Required
PubH 6250 Foundations of Public Health [students with prior public health knowledge or experience may request an exemption] (online)	Fall/Spring	2	A & B
PubH 6301 Fundamentals of Clinical Research	Fall	3	A & B
PubH 6303 Clinical Research Project Seminar (S/N only)	Spring	2	A
PubH 6341, Epidemiologic Methods I (in-class) **OR** PubH 6320, Fundamentals of Epidemiology (online and in-class)	Fall Fall/Spring/Summer	3	A & B
PubH 6310, Clinical Epidemiology I (online)	Spring (first half-semester)	1	A & B
PubH 6311, Clinical Epidemiology II (online)	Spring (second half-semester	1	A & B
PubH 6450, Biostatistics I (offered in-class and online both terms)	Fall/Spring	4	A & B
PubH 6451, Biostatistics II (offered online Fall; in-class and online Spring)	Fall/Spring	4	A & B
PubH 7420 Clinical Trials: Design, Implementation, Analysis (PubH 6450 prereq; PubH 6451 must be taken previously or concurrently) OR PubH 7415 Introduction to Clinical Trials	Spring; Fall/Summer (students are encouraged to take in Fall)	3	A & B
PubH 6348 Writing Research Grants (A/F only; Luepker section) (Strongly recommended elective for Plan B students)	Fall	2	A
PubH 6742, Ethics in Public Health: Research and Policy (in-class and online options)	Fall/Spring	1	A & B

Plan A: 10 thesis credits required (PubH 8777, sec 003);	Any term	A: 10	A & B
Plan B: 6 - 10 Capstone Project credits (PubH 8394); credits depend on project scope *(see section 1.5)*		B: 6-10	
Supporting Program credits (electives)	Any term		A: 2-4
			B: 6-12
Total Credits			*38*

Sample Supporting Program Credits

Supporting program credits are intended to help you tailor your training to suit your research interests and career focus. The potential courses are many and are found in the schools of the Academic Health Center. Students may also choose to do independent work for academic credit under PubH 8392 or 8393; see *section 7.5*. We recommend talking to your advisor and the DGS for suitable supporting program courses to match your career interests.

Methods and Data Analytic Courses
PubH 6325   Data processing with PC-SAS or PubH 6420 Intro to SAS Programming
PubH 6343   Epidemiologic Methods III (Prerequisites: PubH 6342 and 6451)
PubH 7430   Statistical Methods for Correlated Data
PubH 7440   Introduction to Bayesian Analysis
PubH 7445   Statistics for Human Genetics and Molecular Biology
PubH 7450   Survival Analysis
PubH 7470   Statistical Methods for Translational and Clinical Research

Health Services Research, Policy and Administration Courses
PubH 6717   Decision Analysis for Health Care
PubH 6803   Conducting a Systematic Literature Review
PubH 6863   Understanding Health Care Quality
PubH 6864   Conducting Health Outcomes Research
Please check under PubH 67xx and 68xx for other Health Services Research, Policy & Administration courses

Content courses
PubH 6375   Screening for Disease: A Double-Edged Sword
PubH 6381   Genetics in Public Health
PubH 6383   Vaccines
PubH 6385   Epidemiology and Control of Infectious Diseases
PubH 6386   Public Health Aspects of Cardiovascular Disease
PubH 6387   Cancer Epidemiology
PubH 6108   Foundations of Global Health
PubH 6389   Nutritional Epidemiology
Note: *PubH 6305 is not an appropriate elective for CR MS student because the content is too basic.*

Nursing
Nurs 5925   Grantwriting and Critique
Nurs 6102   Family Health Theory
Nurs 7202   Moral and Ethical Positions and Actions in Nursing
Nurs 8152   Scholarship in Health Care Ethics
Nurs 8172   Theory and Theory Development for Research
Nurs 8173   Principles and Methods of Implementing Research
Nurs 8175   Quantitative Research Design and Methods

Dentistry/Oral Biology*
DENT 8100   Literature Review Periodontology
DENT 8120   Advanced Principles and Techniques of Orofacial Pain Disorders
DENT 8121   Current Literature in TMD and Orofacial Pain

TMDP 8441   Seminar in Temporomandibular Disorders & Orofacial Pain
Please contact the course director for times courses are taught

Experimental and Clinical Pharmacology*
ECP 5220   Regulatory Issues in Drug Abuse
ECP 5620   Drug Metalbolism and Disposition
ECP 8100   ECP Seminar
Phar 6224   Pharmacogenics: Genetic Basis for Variability in Drug Response
Please contact Professor Brundage prior to electing one of these courses, as they are not offered every year.

Veterinary Medicine
VMed 5080   Problems in Veterinary Epidemiology and Public Health
VMed 5165   Surveillance of Foodborne Diseases and Food Safety Hazards
VMed 8090   Epidemiology of Zoonoses and Diseases Common to Animals and Humans

Other recommended electives
PHCL 5111   Pharmacogenomics
MICa 8013   Translational Cancer Research
The School of Public Health Institute offers 1 credit and/or short –term (i.e. one week) courses each summer: http://www.sph.umn.edu/academics/institutes/public-health-institute/ Click on Logistics to find course schedule

Online electives
Students can seek out online elective courses using the class search feature on the Academics tab at MYU.UMN.EDU

Clinical Research Competency Areas, upon completion of the degree students will have the….

- Ability to conceptualize and design clinical research of high quality and scientific integrity.
- Ability to plan and manage clinical research studies.
- Ability to perform data collection, management, analysis and interpretation of clinical research findings and to report them at professional meetings and in the peer-reviewed literature.
- Thorough understanding of human subjects' protection and the responsible conduct of research.
- Ability to write competitive research grants and obtain research funding for the projects.
- Ability to work with multidisciplinary teams to accomplish clinical research projects

8.2   SAMPLE STANDARD SCHEDULES 2019-20

Plan A Sample Full-Time In 1.5 Years

Fall Semester Year One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research	3
PubH 6341 or	Epidemiologic Methods I (in-class) or	3
PubH 6320	Fundamentals of Epidemiology (in-class or online)	3
PubH 6450	Biostatistics I (Lecture and lab; in-class or online)	4
PubH 6250	Foundations of Public Health [if required] (online) OR Supporting Program credits	2

Spring Semester Year One

PubH 6303	Clinical Research Project Seminar	2
PubH 6310	Clinical Epidemiology I (online, first half-semester)	1
PubH 6311	Clinical Epidemiology II (online, second half-semester	1
PubH 6451	Biostatistics II (PubH 6450 is prerequisite; in-class or online)	4
	Supporting Program credit(s) (can take any term)	2

Summer Session Year One

PubH 7415	Introduction to Clinical Trials (online)	3

Fall Semester Year Two

PubH 6348	Writing Research Grants (Lakshminarayan/Luepker section)	2
PubH 6742	Ethics in Public Health: Research and Policy (in-class and online Fall; online Spring)	1
PubH 8777, sec.002	Thesis Credits: Master's [Thesis credits can be taken other terms; you have to have your committee formed and your proposal approved by your committee and the DGS before registering.]	10

Part-Time In Two Years
Fall Semester Year
One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (hybrid teaching of taped lectures and in-class discussions, etc.)	3
PubH 6341 or PubH 6320	Epidemiologic Methods I (in-class) OR	3
	Fundamentals of Epidemiology (online or in-class)	3
PubH 6450	Biostatistics I (online or in-class)	4

Spring Semester Year One

PubH 6310	Clinical Epidemiology I (online first half-semester)	1
PubH 6311	Clinical Epidemiology II (online second half-semester)	
PubH 6451	Biostatistics II (PubH 6450 is prerequisite) (in-class or online)	4
PubH 6250	Foundations of Public Health (if required) (online)	2

Fall Semester Year Two

PubH 6348	Writing Research Grants Lakshminarayan/Luepker section	2
PubH 6742	Ethics in Public Health: Research and Policy (In-person and online Fall; online Spring)	1
	Supporting Program credits(s) OR take Introduction to Clinical Trials online this term, and take Supporting Program credits Spring term instead of Clinical Trials	2-4

Spring Semester Year Two

PubH 6303	Clinical Research Project Seminar	2
PubH 7420	Clinical Trials (PubH 6450 is prerequisite; PubH 6451 must be taken previously or concurrently)	3

PubH 8777, sec 002	Thesis Credits: Master's [Thesis credits can be taken other terms; you have to have your committee formed and your proposal approved by your committee and the DGS before registering.]	10

Part-Time In Three Years
Fall Semester Year On

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (hybrid teaching of taped lectures and in-class discussions, etc.)	3
PubH 6450	Biostatistics I (online or in-class)	4

Spring Semester Year One

PubH 6451	Biostatistics II (PubH 6450 is prerequisite. If you can't take PubH 6450 in Fall, then take now and take PubH 6451 in Fall, Year Two, online or in-class Spring)	4
PubH 6742	Ethics in Public Health: Research and Policy (In-class and online Fall; online Spring)	1
PubH 6250	Foundations of Public Health (if required) (online)	2

Fall Semester Year Two

PubH 6341 or PubH 6320	Epidemiologic Methods I (either section fits schedule) OR Fundamentals of Epidemiology (in-class or online)	3 3
	Supporting Program credit(s) (can take any term)	2-4

Spring Semester Year Two

PubH 6310	Clinical Epidemiology I (online first half-semester)	1
PubH 6311	Clinical Epidemiology II (online second half-semester)	1
PubH 7420	Clinical Trials (PubH 6450 is prerequisite; PubH 6451 must be taken previously or concurrently)	3

Fall Semester Year Three

PubH 6348	Writing Research Grants (Lakshminarayan/Luepker section)	2

Spring Semester Year Three

PubH 6303	Clinical Research Project Seminar	2
PubH 8777, sec. 002	Thesis Credits: Master's [Thesis credits can be taken other terms; you have to have your committee formed and your proposal approved by your committee and the DGS before registering.]	10

Plan B Sample Schedule

Full-Time In 1.5 Years
Fall Semester Year One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (hybrid teaching of taped lectures and in-class discussions, etc.)	3
PubH 6341 OR PubH 6320	Epidemiologic Methods I (either section fits schedule) OR Fundamentals of Epidemiology	3 3
PubH 6450	Biostatistics I (in-class or online)	4
PubH 6250	Foundations of Public Health (if required) (online) OR Supporting program credits (electives)	2 2

Spring Semester Year One

PubH 6310	Clinical Epidemiology I (online first half-semester)	1
PubH 6311	Clinical Epidemiology II (online second half-semester)	1
PubH 6451	Biostatistics II (PubH 6450 is prerequisite; in-class or online)	4
PubH 7420	Clinical Trials (PubH 6450 is prerequisite; PubH 6451 must be taken previously or concurrently)	3
	Supporting Program credits (electives)	4

Fall Semester Year Two

PubH 6742	Ethics in Public Health: Research and Policy (In-person and online Fall; online Spring)	1
PubH 8394	Capstone Credits: Master's [Thesis credits can be taken other terms; you have to have your committee formed and your proposal approved by your committee and the DGS before registering.]	10*

*Plan B students take 6 – 12 supporting credits and 6 – 10 capstone credits.

Part-Time In Two Years
Fall Semester YearOne

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (hybrid teaching of taped lectures and in-class discussions, etc.)	3
PubH 6341 or PubH 6320	Epidemiologic Methods I (in-person) or Fundamentals of Epidemiology (online or in-person)	3 3
PubH 6450	Biostatistics I (in-class or online)	4

Spring Semester Year One

PubH 6310	Clinical Epidemiology I (online first half-semester)	1
PubH 6311	Clinical Epidemiology II (online second half-semester	1
PubH 6451	Biostatistics II (PubH 6450 is prerequisite) (in-clss or online)	4
PubH 6250	Foundations of Public Health (if required) (online)	2

Fall Semester Year Two

PubH 6742	Ethics in Public Health: Research and Policy (In-person and online Fall; online Spring)	1
	Supporting program credits; can take any term; total 6-12 cr required	3

Spring Semester Year Two

	Supporting program credits; can take any term; total 6-10 cr required	3
PubH 7420	Clinical Trials (PubH 6450 is prerequisite; PubH 6451 must be taken previously or concurrently) OR take Introduction to Clinical Trials in Fall and take additional Supporting Program credits this term	3
PubH 8394	Capstone project credits; can be taken other terms; you have to have your committee formed and your proposal approved by your committee and the DGS before registering.]	10*

*Plan B students take 6 – 12 supporting credits and 6 – 10 capstone credits.

Part-Time In Three Years
Fall Semester Year One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (hybrid teaching of taped lectures and in-class discussions, etc.)	3
PubH 6450	Biostatistics I (in-class or online)	4

Spring Semester Year One

PubH 6451	Biostatistics II (PubH 6450 is prerequisite. If you can't take PubH 6450 in Fall, then take now and take PubH 6451 in Spring of Year Two; in- class or online)	4
PubH 6742	Ethics in Public Health: Research and Policy (In-class and online Fall; online Spring)	1
PubH 6250	Foundations of Public Health (if required) (online)	2

Fall Semester Year Two

PubH 6341 or PubH 6320	Epidemiologic Methods I OR	3
	Fundamentals of Epidemiology (in-class or online)	3
	Supporting program credits; can take any term; total 6-10 cr required OR take Introduction to Clinical Trials this term and additional Supporting Program credits in Spring	3

Spring Semester Year Two

PubH 6310	Clinical Epidemiology I (online first half-semester)	1
PubH 6311	Clinical Epidemiology II (online second half-semester	1
PubH 7420	Clinical Trials (PubH 6450 is prerequisite; PubH 6451 must be taken previously or concurrently)	3

Fall Semester Year Three

	Supporting program credits; can take any term; total 6-12 cr required	3

Spring Semester Year Three

	Supporting program credits; can take any term; total 6-12 cr required	3
PubH 8394	Capstone project credits; can be taken other terms; you have to have your committee formed and your proposal approved by your committee and the DGS before registering.]	10*

*Plan B students take 6 – 12 supporting credits and 6 – 10 capstone credits.

8.3 PROGRAM REQUIREMENTS, RESOURCES AND POLICIES

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

S-N Credits
Clinical Research MS students can take up to one-third of <u>course</u> credits (does not include thesis credits) for a grade of S-N (satisfactory/non-satisfactory). Note that the one-third limit does include courses available only S-N. For most CR MS students who take 28 course credits, a maximum of nine credits are allowed S-N; Plan A students need to count the 2 credits of PubH 6303, offered only S/N, as part of the nine allowed.

Transfer Credits (Bringing in courses taken prior to matriculation)
Masters of Science degree students are required to complete at least 60 percent of coursework for their official degree programs (excluding thesis credits) as Clinical Research MS students. For example, in Plan A, the total number of course credits—not including thesis credits--for Clinical Research MS students is 28 semester credits. Therefore, Plan A Clinical Research students can transfer in a maximum of 11 credits.
For Plan B, see the EpiCH Student Services staff for details on the process to transfer in a course.

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

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

Thesis or Culminating Experience credits; Oral Examination
Plan A students are required to complete a thesis and an oral examination. Plan B students are required to complete a capstone project by taking Integrated Learning Experience credits and an oral examination. See *sections 1.5 through 1.7* for detailed information.

Setting the Oral Exam Committee
Students are required to submit an electronic form that assigns their final oral exam committee. The form needs to be submitted at least one month prior to exam, and should be completed with the assistance of Shelley Cooksey. See "Forming a Master's Final Exam Committee" in section 1.5 for more information and also review Checklist #8 in *section 1.8.*

Residency/Graduate School Active Status
All Clinical Research MS students are required to register *every fall and spring term* to maintain their active status. If

students are done taking coursework and/or thesis credits, Grad 999 is available and is a free, zero-credit, non-graded option for MS and PhD students. Active status is required for students to be able to register for courses, take exams, submit official forms, file for graduation, or otherwise participate in the University community as a Graduate School student. Grad 999 only meets the registration requirement. It does not meet registration requirements established by departments/agencies within or outside the University (which include, but are not restricted to, registration required to hold an assistantship, maintain legal visa status, obtain financial aid, or defer loans). Students can find the Grad 999 class number (for registration) under the Graduate School designator in the online Class Schedule.

Students who do not register for a fall or spring term must be reactivated in the program. Please contact EpiCH Student Services staff at epichstu@umn.edu for more information. Summer registration is not required to maintain active status.

Enrolling for Thesis or Culminating Experience credits

Prior to registering for thesis or culminating experience credits, students must (1) have their master's oral exam committee formed and approved, and (2) get their thesis or culminating experience proposal approved by at least their advisor and the Director of Graduate Studies (DGS). It is recommended that students get approval for their proposal from the full committee.

Students should consider how to spread out the registration of their thesis or culminating experience credits to best suit their financial needs. Students can register for all credits at once, or spread them out over two or more terms. If a department, fellowship, or business is paying for tuition, students may want to figure out the most economical way to register for the credits. Note that as long as you keep your active status by registering for Grad 999 in Fall and Spring terms, you do not have to be registered for thesis or culminating experience credits or course credits in the term in which you hold your oral exam.

Students who plan to work on their thesis or culminating experience over a longer period--more than one year--should remember there are specific residency requirements; see *Residency* in this section.

Informational Notice

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

Responsible conduct of research and scholarship, and professional ethics

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

8.4   THESIS/PLAN B PROJECT

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

The thesis must represent work done during the student's enrollment in the Clinical Research MS program. Prior to commencing the thesis project, and prior to registering for thesis credits, please send a one page summary of the proposal by email to the DGS, for approval. The project may start after the thesis advisor and DGS approves the summary, and after IRB procedures are followed.

The thesis must reflect work on the design, implementation, and analysis of a research project. It is recognized the time period of training may not permit the development and completion of a research project from start to finish, however the thesis project must minimally include a detailed protocol for a study and either the collection and summary of preliminary/pilot data or the analysis of a data set in support of the research project. The protocol must include a literature

review, a clear statement of objectives, a discussion of sample size considerations, a data collection plan (including forms design), and an analysis plan. The thesis must demonstrate the student's knowledge in how to carry out the research project. Students who have never done quantitative analysis outside of normal coursework are strongly encouraged to do a project that includes quantitative analysis. Examples of quantitative analysis projects – in addition to a detailed protocol – include collection, analysis, and interpretation of data collected by the student, or secondary analysis and interpretation of data collected by a research project, or data from a public access source.
Please also see section 1.6 below, Clinical Research Program Model for additional helpful information.

The Plan B project for students in the Clinical Research MS program is also in the form of a written project that is orally defended. The goal of the Plan B is to allow the student to select an experience that would be relevant to their career goals. Acceptable projects for Plan B include a grant at the level of an NIH R21, R01 or R23 or a K23 as described. See link for description of grant format and specifics: http://grants.nih.gov/grants/oer.htm. Agencies other than the NIH are acceptable if the grant length, format and rigor are comparable to the specific NIH grants cited above and if discussed with the DGS. Other than a grant, a full length manuscript submitted to a lead journal is acceptable. Brief reports, conference abstracts/posters/presentations and literature reviews are not acceptable projects. Prior to commencing the Plan B project, and prior to registering for project credits, please send a one page summary of the proposal by email to the DGS, for approval. The project may start after the project advisor and DGS approves the summary.

Clinical Research MS Plan B Project Experience Guidelines

The following is intended to help students compute how many credits to register for the Plan B project. We assume that a one credit work load is 3 hours of work/week. For a typical 15-week semester this translates into 45 hours of work over the whole semester. Similarly, a 2-credit course will involve 90 hours of work over the semester. If this 90 hours of work is distributed over 2 semesters then the students will register for 1 credit each semester for a total of 2 credits. Based on the reasoning above, the following are the expected hours of work for a range of Plan B credits. The actual scope of the work, i.e. how much work time a given project will take is a decision to me made by the student and their thesis advisor since they will have an idea of the expected magnitude of the research project.

- 6 credits = 270 hours total work time
- 7 credits=315 hours total work time
- 8 credits=360 hours total work time
- 9 credits=405 hours total work time
- 10 credits-450 hours total work time

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

Human Subjects Information
All students at the University of Minnesota who conduct any research using human subjects are required to submit their research proposal to the University of Minnesota Institutional Review Board, for approval prior to conducting their study. This procedure is necessary even for students who are doing secondary data analysis.

Forming a Master's Oral Exam Committee
Note: When you start the MS program, Dr. Kamakshi Lakshminarayan, the DGS (Director of Graduate Studies is your academic advisor, and Shelley Cooksey is the staff administrative advisor. When you start putting together your thesis proposal, the faculty member you select to be your thesis advisor then becomes your academic advisor. Dr. Lakshminarayan will no longer be your academic advisor, although she is always available as a resource to you and your thesis advisor.

The committee consists of three faculty members. Two must represent the major field (Clinical Research master's faculty) and one must represent a minor/related field (e.g. not Clinical Research master's faculty).

Who are the three committee members?

1. Your thesis/project advisor is one member, and serves as chair. She/he must be a member of the Clinical Research MS faculty body. If s/he is not a member, please contact Shelley Cooksey as soon as you've identified that person as the thesis/project advisor. Shelley will with work with you, the faculty member, and the DGS to get this person nominated so s/he can serve as your advisor. This can take about a month so please plan accordingly.

2. A second member must also be a Clinical Research faculty member, but note:

   a. If they are not a member of the CR MS faculty, contact Shelley so the nomination process can start;

b. There is now more flexibility in eligibility for committee members. For example, experts outside the University may serve on a master's committee in any role except advisor. Discuss with Shelley if this is a possibility for your committee. The Graduate School says: "Occasionally there is not sufficient expertise among the faculty to examine a student with a very narrow or specific research focus. In these instances, the college may consider a request for an expert outside the University of Minnesota to serve as a member of the student's examining committee. Students interested in including an external committee member on his or her examining committee should discuss the possibility with his or her adviser or Director of Graduate Studies (DGS)." Please start by discussing this with Shelley;

3. Your third exam committee member cannot be a member of the CR faculty—they have to be from a "related" field. Examples: students have had faculty serve in this role from Biostatistics, Epidemiology, the Medical School, Lab Medicine, Pharmacology, Veterinary Medicine, and Dentistry. Experts outside the University may be able to serve in the outside role. The exceptions are James Neaton, Lynn Eberly, and David Vock: they are on both the Clinical Research and Biostatistics faculty bodies, so can serve any role on your committee.

Who cannot serve on a committee?

(1) Individuals having a nonacademic relationship with the student may not serve; (2) individuals working toward a graduate degree at the University (including faculty working toward an additional degree) may not serve unless an exception is requested and granted.

If I am not sure where to start, who do I contact first?

Please email the EpiCH Student Services staff at epichstu@umn.edu.

Costs Associated with the Thesis/Plan B Project

Students are responsible for costs associated with completing their master's thesis/culminating experience. These costs are sometimes offset in part by the organization with which the student is working. Funds may also be available from programs associated with the Clinical Research MS or available from the Division of Epidemiology and Community Health by applying for the

J. B. Hawley Student Research Award; see *section 2.6* for further information.

There are also Division of Epidemiology and Community Health resources available for statistical computing. In *section 2.6*, see subsection titled "SAS Access." It gives information about how to purchase the SAS program; offers a suggestion for a helpful guide; and explains how you can make an appointment with an expert SAS programmer at no cost. In addition, the Division will provide MS students working on research projects free access to the Division's research computers. This policy is addressed to those students who need computer access for faculty-sponsored research that is part of their Master's thesis. The following rules apply:

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

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

8.5   PUBLISHED WORK AND THE THESIS

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

Clinical Research Program Model

Plan A Thesis: At least one first-authored manuscript suitable for a peer-reviewed journal must be combined with a

summary paper. The manuscript does not have to be published nor accepted for publication (although it is deemed desirable for the manuscript to be submitted for publication), but rather judged by the thesis examining committee to be ready to submit to a peer- reviewed journal. Individuals seeking this alternative approach to the traditional thesis should present their program plan to their committee members, and they will decide the number of manuscripts and authorship necessary to satisfy requirements. Please note that a sole brief report, abstract or literature review will not satisfy thesis requirements.

How to put your thesis together: Your thesis has three pieces. First write your manuscript. Typically manuscripts are only 5000- 6000 words - so not much space. Take the introduction of your manuscript and expand it into two to three pages, setting the stage for why you did the research you did. The second part is the manuscript. The third part: you take the future directions part of the manuscript and expand it into one to two pages to show where you are headed with your research after your thesis. If there is redundancy between parts 1 and 2 or parts 2 and 3 - that's fine.

Plan B Project Manuscript Option: The manuscript requirements are the same as in Plan A thesis

above. Plan B Grant Option: A grant at the level of an NIH R21, R01 or a K23 as described in the

following link:
http://grants.nih.gov/grants/oer.htm is acceptable. Agencies other than the NIH are acceptable if the grant length, format and rigor
are comparable to the specific NIH grants cited above and if discussed with the DGS.

Please note that all students in the CR MS program must have approval for their thesis/Plan B project proposal from the DGS and their thesis/project advisor prior to embarking on their thesis/project work.

Graduate School Requirements: Plan A Thesis only

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

1. A letter (or email) authorizing use of this material must be obtained from the publisher, and a copy must be submitted to GSSP upon completion of the thesis. If permissions are not supplied, ProQuest will not publish copyright materials. In addition, students should be aware that work will be available for open access through the University of Minnesota Digital Conservancy. Please consult publishing agreements to determine what rights were retained. More information is available at www.lib.umn.edu/copyright/disstheses

2. If work has not yet been published but there are plans to publish part of the materials, the student's adviser(s) must notify GSSP by email of the intention to publish a part of the material; GSSP's approval is not required.

3. If all or part of the thesis is initially in a format appropriate for submission to a professional journal, the following guidelines apply: The thesis must read as one cohesive document. One set of introductory materials (i.e., dedication, abstract, table of contents) is necessary as well as a suitable introduction, transition sections, a conclusion, and appendices (if applicable) that might not ordinarily be included in the published manuscript. A comprehensive bibliography, not usually permitted by journals, must be included as the last section of the submitted thesis. The research must have been carried out under the direction of University of Minnesota graduate faculty and approved by the adviser for incorporation into the thesis. The student must be listed as the sole author of the thesis. Editorial or substantive contributions with general significance made by others should be acknowledged in the introductory materials; more specific contributions should be acknowledged by footnotes where appropriate. Students whose manuscripts include more than the student's research must make others' contribution clear in the thesis. In rare circumstances use of manuscript reprints of the published articles themselves are acceptable if they are satisfactorily and legally reproduced and conform to all the formatting specifications outlined in this document. Reprints must conform to a style consistent with the rest of the thesis document.

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

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

8.6   ORAL EXAMINATION

The following are guidelines for the oral examination for the Clinical Research Major. These guidelines are for both Plan A and Plan B students.

Material Covered

The oral examination is comprehensive and covers the following:

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

Committee

The exam committee is governed by both Graduate School rules and additional policies specific to the Clinical Research major. See the detailed information in *section 3.5*.

Required One-Month Notification Interval

Please remember faculty must be given sufficient time to read the thesis/culminating experience and decide whether it is ready for defense. Students must notify their advisor and other members of the committee at least two weeks in advance that the thesis/culminating experience will be delivered on a specific date. It is also required that all members of the committee must have at least two weeks to read it after it is delivered. Thus, you need to schedule your oral exam and notify your committee of the date at least one month in advance.

Format of Oral Exam

Schedule a two-hour block of time for your oral exam. The oral examination for the masters' degree requires a 30-minute public presentation followed by a closed examination (approximately 1.5 hours), attended only by the student and the final oral exam committee. The thesis/culminating experience advisor is the chair of the student's exam committee and s/he runs the final exam.

All committee members must be present at the examination; the absence of any member results in an invalid examination.

Note: some CR MS students are required or expected to give a half-hour or one hour lecture/seminar on their thesis/culminating experience results as part of their fellowship or as part of other professional obligations. If this fits your situation, please talk with Shelley Cooksey to see if your final exam can be scheduled to coordinate with your lecture/seminar.

Date, Time, and Location

The student must coordinate a date and time (two hours) for the exam, must arrange for a conference room to meet in, and secure any equipment needed. The program does not cover the cost for any special AV equipment required.

The program is also required to announce the 30-minute public presentation. Students have to contact Shelley Cooksey at least two weeks prior to the oral exam and provide the following information:

1. How you want your name and degrees listed on the email announcement;

2. Day, Date, and start time;

3. Building and room location;

4. Title of the talk and an abstract. The abstract must be 300 words or less.

Shelley will prepare an announcement which is emailed out to all Clinical Research MS faculty, students, and is posted on the AHC electronic announcement board.

Grading

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

Required Paperwork

Please see points #7 through #15 for a detailed explanation of the paperwork required to be completed prior to, and after, holding the final oral exam.

8.7 CHECKLIST FOR COMPLETING DEGREE

Step and Deadline	Check when complete
1. Register for coursework before late fee kicks in. **Deadline:** First day of each term. **Tips:** ● 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 need to be registered by the first day of each term; if not, you will be "inactive" and will have to complete a form in order to be re-admitted. ● Continuous registration can be accomplished, once other credits are taken, using the course designation GRAD 999, which incurs no fee.	☐
2. If you took any CR MS coursework prior to matriculating, see Shelley Cooksey to transfer any coursework into the Clinical Research MS program. **Deadline:** Can be done anytime but suggest first term so you can plan the rest of your coursework accordingly.	☐
3. Set up an appointment to discuss potential thesis/project advisors. Most CR MS students get accepted into the program with an advisor already in mind. If you don't have one, you can discuss potential advisors with the DGS (Dr. Lakshminarayan) and Shelley Cooksey. **Deadline:** If completing the program in 18 months – December of year one. If completing the program in 24 months – June of year one. If completing the program in 36 months – December of year two. If less than 18 months or longer than 36 months – arrange with DGS and Shelley.	☐
4. Develop a thesis/project proposal with your advisor, discuss the format of the thesis/project and form a final exam committee. Please consult with Shelley, who can assist with questions about forming a committee. You can find guidelines about the committee in *section 3.5.* **Deadline:** If completing the program in 18 months – December of year one. If completing the program in 24 months – June of year one. If completing the program in 36 months – December of year two. If less than 18 months or longer than 36 months – arrange with DGS and Shelley.	☐
5. Before starting your thesis/project research, complete the following:	
Establish your final exam committee.	☐
Have your proposal reviewed by the committee, either in a meeting, or, more efficiently, by collecting comments from individual members, and then review comments with your advisor.	☐
Check to see if you will need human subjects' approval from the University of Minnesota Institutional Review Board (this will almost certainly be the case) and/or a criminal background check.	☐
Submit your one-page proposal to the DGS for approval to proceed. **Deadline for all #5 tasks:** Prior to embarking on your thesis research	☐
6. Register for thesis/culminating experience credits. **Deadline: After** you have completed all the steps in #5 above.	☐

7. Contact Shelley Cooksey at epichstu@umn.edu to determine the best time to submit your **Graduate Program Audit System (GPAS)** form after you have completed about 50% of your coursework. The GSSP office states the form should be turned in at least one semester prior to the final exam; there is some latitude with this deadline, but a minimum of 8 – 10 weeks is required. When the GPAS audit has been submitted additional information will be provided at that time to the student. You will also receive a link to an online checklist that outlines any remaining requirements **Deadline:** If completing the program in 18 months – March of year one. If completing the program in 24 months – October of year two. If completing the program in 36 months – March of year two. If less than 18 months or longer than 36 months – arrange with DGS and Shelley.	Meet with Student Advising Manager to complete this step
8. Assign members to final exam committee You will work with your advisor to form your committee but early in the discussion about potential committee members please consult with Shelley Cooksey to ensure your selection of faculty members for the committee meets both the graduate degree rules and the program's rules. The **Final Exam Committee** form is completed online and is sent around for electronic signatures. Please meet with Shelley Cooksey on the phone to do this: it's a quick process (less than 10 minutes). Set up the meeting with Shelley Cooksey to do the form at least six weeks prior to the exam. It is important to initiate the form far enough in advance to allow time for automated routing for approvals. You will not be allowed to hold your exam until the form has been submitted and approved. After the electronic form is submitted, when your committee has been approved, the GSSP office will notify you via email. **Deadline:** About two months prior to the final oral exam.	Meet with Student Advising Manager to complete this step
9. Submitting the **GPAS** and submitting the **Final Exam Committee form** electronically clears you to request a Graduate packet. Once your final oral exam committee has been approved, you will get an email telling you the committee is approved, and it tells you "Your graduation packet will be available in the next 2 – 3 business days. You can download the packet at" and it will give you the email to download the packet. If you lose that email, go to https://onestop.umn.edu/academics/graduation-checklist-grad-students (click on Graduation Packet Request). The Graduate Packet has important forms that allow you to proceed with your final oral exam. Once you get the packet, please read through the instructions carefully and complete all paperwork by the deadlines outlined. The packet include information about completing the **Graduate Application for Degree** form, the timing of giving your final thesis/project draft to your committee, scheduling your final oral exam with the Graduate School, and submitting the Reviewer's Report form. Please use Shelley as a resource for any questions. **Deadline:** No later than 8 weeks prior to the final oral exam.	☐

10. Schedule your final oral exam with your committee This can take some work and advance notice, depending on their travel and work schedules. After the time and day are set, find a room in which to hold the defense. A conference room in the West Bank Office Building can be used if available (find out by calling the Division of Epidemiology and Community Health receptionist at 612-624-1818). Most CR MS students find it more convenient to have it in a room near their department. It is possible to have it off-site if that is where the audience for your public presentation is located. For example, there have been final oral defenses at the VA. Again, please contact Shelley if you have questions or concerns. Remember, the first half-hour of the defense is public, so the room must be large enough for an audience. Students need to arrange for any equipment. **Deadline:** It is recommended that the student plan ahead one to two months to arrange for a specific time and date.	☐
11. Submit the **Graduate Application for Degree** form. This is in the Graduation Packet. **Deadline:** On or before the first working day of the month the student wishes to graduate.	☐
12. Get the first 30 minutes of your final oral publicly announced as required No later than two weeks prior to the defense, email Shelley Cooksey (epichstu@umn.edu) with the following information: how you want your name and degrees listed on the announcement, the day, date, time, and location (building and room number), the title of the talk and a brief abstract (must be 300 words or less). The first half-hour of your final oral defense is public and it is required this public presentation be announced to all Clinical Research MS students and faculty. Shelley needs to send out the announcement no later than two weeks prior to the final oral exam. **Deadline:** Either at the time the date/time/location is finalized with the committee (preferred) or no later than two weeks prior to the defense.	☐
13. Timeline to notify your committee when they will receive your final draft Your committee must have at least two weeks' notice that your thesis/project 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 thesis/project 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.	☐

14. Required Reviewer's Report form After the committee has read the thesis/project and unanimously agreed that it is ready for the defense, they must sign off on the Master's Thesis/Project Reviewers' Report form which is done electronically. Students initiate this form at least one week before the defense. All reviewers should respond to the form at least 3-4 days before the defense. Reviewers all receive the form via email at the same time and can respond concurrently. Students initiate this form via a link in their graduation packet. The form is completed when all reviewers have responded. Once complete the GSSP office processes the form and updates the student's record. Students in master's programs will have access to the Final Exam form in their graduation packet. You must have the Examination Report form with you at your examination. Your committee will indicate their vote on the form and you need to return the signed exam form to 333 Bruininks Hall a few days after your defense. There are some other things you need to turn in after your defense and these are spelled out in the Graduation Packet. **Deadline**: The form must be turned into the GSSP office in order to get the final oral exam form.	☐

15. Complete all academic requirements including: **Deadline:** By the last working day of the month you want to graduate.	
Coursework	☐
Any independent credits	☐
Finish any incompletes	☐
Hold your final oral exam	☐
Make any changes, edits, etc. to your thesis as requested by the committee	☐
Turn in all the required items to the GSSP office as outlined in the Graduation Packet	☐
Note: Students are cleared for graduation only once per month on the final business day of the month.	