Clinical Research

MS Degree Program

Division of Epidemiology and Community Health

2015-2016 Student Guidebook

UNIVERSITY
OF MINNESOTA

**School of
Public Health**

Welcome to the University of Minnesota School of Public Health!

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

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

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

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1. CLINICAL RESEARCH MS DEGREE PROGRAM

1.1 Fall 2015 Program Curriculum

38 semester credits minimum

Course	Notes	Title	Offered	Credits
PubH6301	i	Fundamentals of Clinical Research	Fall	3
PubH 6303	ii	Clinical Research Project Seminar (S/N only); not required for Plan B	Spring	2
PubH 6341		Epidemiologic Methods I	Fall	3
PubH 6342		Epidemiologic Methods II [6341, 6450 are prerequisites]	Spring	3
PubH 6450		Biostatistics I (offered in-class and online both terms)	Fall/Spring	4
PubH 6451		Biostatistics II [6450 is prerequisite] (offered online Fall; in-class and online Spring)	Fall/Spring	4
PubH 7420		Clinical Trials: Design, Implementation and Analysis [6450 is a prerequisite; can be taken concurrently with 6451]	Spring	3
PubH 6348		Writing Research Grants(A/F only; Lakshminarayan/Luepker section); not required for Plan B	Fall	2
PubH 6742	iii	Ethics in Public Health: Research and Policy (In-person and online Fall; online Spring)	Fall/Spring	1
Supporting Program credits		Supporting program credits: see sample course list below	Any Term	Plan A: 3 Plan B: 7 - 11
Plan A: PubH 8777 sec 003 Plan B: PubH 8394	iv	Plan A: Thesis Credits: Master's Plan B: Capstone project credits are taken under PubH 8394: Culminating Experience: Clinical Research	Any Term Any Term	10 6-10

Note i: PubH 6301 is a hybrid course: lectures are delivered online and there is an in-class discussion.

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

Note iii: In addition to PubH 6742, students must complete Parts 1 and 2 of the University of Minnesota Responsible Conduct of Research course. Both Part 1 and Part 2 are now available online. Information on these sessions are available at http://www.research.umn.edu/reo/education/core.html - .Uqnee I3vewm (this training is validated by ORTTA).

Students must also complete the "Protecting Human Subjects" online training available at http://www.research.umn.edu/reo/education/core.html - .Uqnee I3vewm. (Scroll down to additional courses).

Contact A. Kish if you have trouble accessing these sites.

Note iv: 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. See *section 1.5* for further information.

Comparison of MS CR Plan A vs. Plan B

Core Courses	Semester	Credits	Required
PubH 6301 Fundamentals of Clinical Research	Fall	3	Both
PubH 6303 Clinical Research Project Seminar (S/N only)	Spring	2	A
PubH 6341, Epidemiologic Methods I	Fall	3	Both
PubH 6342, Epidemiologic Methods II	Spring	3	Both
PubH 6450, Biostatistics I (offered in-class and online both terms)	Fall/Spring	4	Both
PubH 6451, Biostatistics II (offered online Fall; in-class and online Spring)	Fall/Spring	4	Both
PubH 7420 Clinical Trials: Design, Implementation, Analysis (PubH 6450 prereq; PubH 6451 must be taken previously or concurrently)	Spring	3	Both
PubH 6348 Writing Research Grants (A/F only; Luepker/Lakshminarayan 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	Both
Plan A: 10 thesis credits required (PubH 8777, sec 003); Plan B: 6 - 10 Capstone Project credits (PubH 8394); credits depend on project scope *(see section 1.5)*	Fall/Spring/ Summer	A: 10 B: 6-10	Both
Supporting Program Credits	Any term		A: 3 B: 7-11
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 2.5*. 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, 6451)
PubH 6470   SAS Procedures and Data Analysis
PubH 7407   Analysis of Categorical Data
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 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 6381   Genetics in Public Health
PubH 6385   Epidemiology and Control of Infectious Diseases
PubH 6386   Public Health Aspects of Cardiovascular Disease
PubH 6387   Cancer Epidemiology
PubH 6389   Nutritional Epidemiology
PubH 6390   Foundations of Global Health
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
ECP 8400   Pharmacometrics
ECP 8410   Population Pharmacokinetics
ECP 8420   Clinical Trial Simulations
ECP 8430   Advances in Modeling and Simulation Pharmacometrics
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 (cross-listed with 6181)
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 offered 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

Recommended Competency Areas can be found at: http://z.umn.edu/epichcomp1415. Please scroll down the list to find the CR MS list.

1.2   Sample Standard Schedules 2015-16

Plan A Sample Standard Schedules 2015-16

Full-Time In 1.5 Years
Fall Semester Year One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (see "Part-Time in Two Years" schedule below for class times)	3
PubH 6341	Epidemiologic Methods I (either section fits schedule)	3
PubH 6450	Biostatistics I (Lecture and lab; in-person or online)	4
	Supporting Program credit(s) (can take any term; total 3 cr required for Plan A)	3

Spring Semester Year One

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

Fall Semester Year Two

PubH 6348	Writing Research Grants (Lakshminarayan/ Luepker section)	2
PubH 6742	Ethics in Public Health: Research and Policy (In-person 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 (Th 11:15 am – 1:10 pm; additional work is done via hybrid teaching of taped lectures, etc.)	3
PubH 6341	Epidemiologic Methods I (T/Th; one section is 3:35 – 4:50, the other is 4:15 – 5:30)	3
PubH 6450	Biostatistics I (Lecture and one lab required; lecture is T/Th 1:25 – 3:20. Six lab time options; you may not get your 1st choice of lab so please plan accordingly. Alternatively, can be taken online)	4

Spring Semester Year One

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

Fall Semester Year Two

PubH 6348	Writing Research Grants (M 3:35 – 5:30; Lakshminarayan/ Luepker section)	2
PubH 6742	Ethics in Public Health: Research and Policy (In-person and online Fall; online Spring)	1
	Elective(s) (can take any term; total 3 cr required)	3

Spring Semester Year Two

PubH 6303	Clinical Research Project Seminar (M 2:30 – 4:25)	2
PubH 7420	Clinical Trials (T/Th 9:45 – 11) (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 One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (see "Part-Time in Two Years" for class times)	3
PubH 6450	Biostatistics I (Lecture and lab; in-person 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 Fall, Year Two, online or in-person Spring)	4
PubH 6742	Ethics in Public Health: Research and Policy (In-person and online Fall; online Spring)	1

Fall Semester Year Two

PubH 6341	Epidemiologic Methods I (either section fits schedule)	3
	Supporting Program credit(s) (can take any term; total 3 cr required for Plan A)	3

Spring Semester Year Two

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

Fall Semester Year Three

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

Spring Semester Year Three

PubH 6303	Clinical Research Project Seminar	2

Course	Title	Credits
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 Standard Schedules 2015-16

Full-Time In 1.5 Years
Fall Semester Year One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (see "Part-Time in Two Years" schedule below for class times)	3
PubH 6341	Epidemiologic Methods I (either section fits schedule)	3
PubH 6450	Biostatistics I (Lecture and lab; in-person or online)	4
	Supporting program credits	3

Spring Semester Year One

Course	Title	Credits
PubH 6342	Epidemiologic Methods II (PubH 6341, 6450 are prerequisites)	3
PubH 6451	Biostatistics II (PubH 6450 is prerequisite; in-person or online)	4
PubH 7420	Clinical Trials (PubH 6450 is prerequisite; PubH 6451 must be taken previously or concurrently)	3
	Supporting Program credits	3

Fall Semester Year Two

Course	Title	Credits
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.]	11*

*Plan B students take 6 – 10 supporting credits and 7 – 11 capstone credits.

Part-Time In Two Years
Fall Semester Year One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (Th 11:15 am – 1:10 pm; additional work is done via hybrid teaching of taped lectures, etc.)	3
PubH 6341	Epidemiologic Methods I (T/Th; one section is 3:35 – 4:50, the other is 4:15 – 5:30)	3
PubH 6450	Biostatistics I (Lecture and one lab required; lecture is T/Th 1:25 – 3:20. Six lab time options; you may not get your 1st choice of lab so please plan accordingly. Alternatively, can be taken online)	4

Spring Semester Year One

Course	Title	Credits
PubH 6342	Epidemiologic Methods II (PubH 6341, 6450 are prerequisites) (T/Th 4:00 – 5:15)	3
PubH 6451	Biostatistics II (PubH 6450 is prerequisite) (M/W 10:10 – 12:05 or can be taken online)	4

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 6-10 cr required	3

Spring Semester Year Two

	Supporting program credits; can take any term; total 6-10 cr required	3
PubH 7420	Clinical Trials (T/Th 9:45 – 11) (PubH 6450 is prerequisite; PubH 6451 must be taken previously or concurrently)	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.]	7 – 11*

*Plan B students take 6 – 10 supporting credits and 7 – 11 capstone credits.

Part-Time In Three Years
Fall Semester Year One

Course	Title	Credits
PubH 6301	Fundamentals of Clinical Research (see "Part-Time in Two Years" for class times)	3
PubH 6450	Biostatistics I (Lecture and lab; in-person 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, Year Two; in-person or online)	4
PubH 6742	Ethics in Public Health: Research and Policy (In-person and online Fall; online Spring)	1

Fall Semester Year Two

PubH 6341	Epidemiologic Methods I (either section fits schedule)	3
	Supporting program credits; can take any term; total 6-10 cr required	3

Spring Semester Year Two

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

Fall Semester Year Three

Course	Title	
	Supporting program credits; can take any term; total 6-10 cr required	4

Spring Semester Year Three

Course	Title	
	Supporting program credits; can take any term; total 6-10 cr required	4
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.]	9*

*Plan B students take 6 – 10 supporting credits and 7 – 11 capstone credits.

A specific Plan B example from a student with supporting program credits included:

Fall Year 1: PubH 6450, Biostatistics I

Spring Year 1: PubH 6451, Biostatistics II

Fall Year 2: PubH 6301, Fundamentals of Clinical Research and PubH 6341, Epidemiologic Methods I

Spring Year 2: PubH 6342, Epidemiologic Methods II and PubH 7420, Clinical Trials: Design, implementation and Analysis

Fall Year 3: PubH 6343, Epidemiologic Methods III (supporting program course), PubH 6742, Ethics in Public Health: Research and Policy, and PubH 6348, Writing Research Grants (supporting program course), and started registering for 8394: Culminating Experience: Clinical Research credits

Spring Year 3: Phar 6224 Pharmacogenetics: Genetic Basis for Variability in Drug Response (supporting program course)

Fall Year 4: PubH 7470 Statistical Methods for Translational and Clinical Research +/- PubH 7445Statistics for Human Genetics and Molecular Biology (supporting program courses)

The student has through Year 5 to complete the Culminating Experience work and hold the final oral exam.

1.3   Program Requirements, Resources and Policies

Grade Point
The CR MS program requires a **cumulative GPA of at least 3.00** for graduation. Regular meetings with advisors and reviews by the Director of Graduate Studies and a Program Coordinator 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. The total number of course credits—not including thesis credits--for Clinical Research MS students is 28 semester credits. Therefore, Clinical

Research students can transfer in a maximum of 11 credits; see the program coordinator 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 Culminating Experience credits and an oral examination. See *sections 1.5 through 1.7* for detailed information.

Graduate Degree Plan Form for Degree Completion
Students are required to submit a **Graduate Degree Plan (GDP)** form. Students list all coursework, completed and proposed, taken in fulfillment of degree requirements, including any transfer work. Please see the "Checklist" in *section 1.8* for details on completing the degree. Andrea Kish, Program Coordinator, will help you complete the form. Students must turn in the form **at least one term prior** to scheduling the oral defense. Turning in the form later than one term prior to the defense may delay the oral defense date.

Setting the Oral Exam Committee
Students are required to complete 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 Andrea Kish. 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
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 (see below) is available and is a free, zero-credit, non-graded option. Active status is required for students to be able to register for courses, take exams, submit official forms, file for graduation, or otherwise participate in the University community as a Graduate School student.

Students who do not register for a fall or spring term must re-enroll. Please contact Andrea Kish for more information. Summer registration is not required to maintain active status.

The Graduate School has a new website dedicated to information for special registration categories (e.g. Grad 999, thesis credits, advanced status, etc.). This new page can be accessed at: http://www.grad.umn.edu/current-students-graduate-student-services-progress/registration

Graduate School Active Status
Grad 999 is a free, zero-credit, non-graded registration mechanism for MS or PhD students who must register solely to meet the registration requirement. Remember: 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.

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://research.umn.com/

Responsible conduct of research and scholarship, and professional ethics
This site (www.research.umn.edu/reo/education/index.html) introduces graduate students to these very important concepts; to institutional expectations regarding intellectual honesty and integrity; and to the Graduate School's commitment to provide educational opportunities and resources for students to learn about these topics.

1.4   Faculty

Additional faculty can be added as the program needs grow and specific skills are required. Please note that all academic and thesis advisors must be Clinical Research faculty. Please see the program coordinator, Andrea Kish, to verify potential committee members.

CR Faculty/Home Department	Email	Research Interests
Gary C. Anderson, DDS, MS School of Dentistry	ander018@umn.edu	Investigation of clinical measurement of occlusion, occlusal wear, clinical diagnosis of temporomandibular disorders and related headaches, clinical trials in the treatment of temporomandibular disorders and clinical measurement of facial cleft and craniofacial anomalies. He has also developed a recent interest in the translation of concepts of evidence-based health care into clinical dental practice
Linda Bearinger, PhD, MS, RN School of Nursing	beari001@umn.edu	Health promotion and youth development with vulnerable adolescents, focused on sexual behavior, substance abuse and violence involvement; youth development for American Indian children and adolescents
Gregory Beilman, MD, FACS Surgical Critical Care; Surgery	beilm001@umn.edu	Tissue energetics in hemorrhagic and septic shock; new monitoring strategies in the ICU; Novel treatments of sepsis; outcomes in ICU and surgical infections
Melena Bellin, MD	bell0130@umn.edu	Research interests include clinical research in chronic pancreatitis, and islet transplantation to treat surgical diabetes and type 1 diabetes.
Michelle Biros, MD, MS Department of Emergency Medicine Hennepin County Medical Center	biros001@umn.edu	Research interests focusing on emergency medicine and research ethics
Donna Bliss, PhD, RN, FAAN Nursing	bliss@umn.edu	Effects of dietary fiber therapies on fecal incontinence; nutrition support - dietary fiber, tube feeding and diarrhea; prevention of perineal dermatitis associated with incontinence
Hanna Bloomfield, MD, MPH General Internal Medicine; VA Medical Center	bloom013@umn.edu	Health services and outcomes research, chronic disease, cardiovascular disease prevention and clinical trials

Paul Bohjanen, MD, PhD Microbiology Department	bohja001@umn.edu	T Lymphocyte mRNA Stability. Research focuses on the role of mRNA decay in regulating T lymphocyte activation and function.
Gert Bronfort, DC, PhD Professor Integrative Health & Wellbeing Research Program Center for Spirituality & Healing	bronf003@umn.edu	Integrative health and wellbeing. Clinical trials, and systematic reviews for complementary and integrative therapies. Main focus: mind and body therapy, self-care interventions, exercise, and brain imaging for musculoskeletal pain (mainly low back pain, neck pain and headache).
Linda F, Carson, MD Obstetrics & Gynecology; Medicine	carso001@umn.edu	Clinical interests are vulvar cancer, cervical cancer, endometrial cancer and ovarian cancer; premalignant and malignant conditions of the lower genital tract, gestational trophoblastic disease, and nutrition and cancer.
Lin-Yee Chen, MD, MS **Cardiovascular Division** **Department of Medicine**	chenx484@umn.edu	Clinical expertise in atrial fibrillation ablation with research on the epidemiology of heart rhythm disorders, particularly atrial fibrillation. My overall research goal is to elucidate the determinants and health impact of heart rhythm disorders in the population.
Lisa Chow, MD Diabetes, Endocrinology and Metabolism, Department of Medicine	chow0007@umn.edu	Actively engaged in clinical research and is especially interested in the effects of exercise and fitness on insulin resistance/diabetes
Jay N. Cohn, MD Cardiovascular Division, Rasmussen Center for Cardiovascular Disease Prevention	cohnx001@umn.edu	Congestive heart failure diagnosis and treatment, hypertension, early detection of CV disease, arterial compliance
Allan Collins, MD Renal Diseases and Hypertension; Medicine; Director, Chronic Disease Research Group, Minneapolis Medical Research Foundation	colli026@umn.edu	Observational studies using large registry databases for kidney disease patients; causes and consequences of anemia and other complications of end-stage renal disease
Levi S. Downs, Jr., MS, MD, FACOG Obstetrics, Gynecology, & Women's Health; Medical School	Downs008@umn.edu	Research interests include HPV induced carcinogenesis, molecular therapeutics for cervical cancer and gynecologic oncology clinical trials
Daniel Duprez, MD, PhD Cardiology; Medicine	dupre007@umn.edu	Clinical trials cardiology, primary and secondary prevention, arterial stiffness, lipid disorders, arterial hypertension, peripheral vascular disease, cardiovascular risk scores. New techniques for early detection of cardiovascular disease
Susan Duval, PhD Division of Epidemiology and Community Health; Public Health	duval002@umn.edu	Cardiovascular and diabetes epidemiology, biostatistical methods, meta-analysis, publication bias, statistical consulting
Maurice Dysken, MD Psychiatry; GRECC Program, VA Medical Center	maurice.dysken@med.va.gov	Clinical trials with Alzheimer patients for treatment of cognitive impairment and/or behavioral problems: delirium assessment and prevention
Lynn Eberly PhD Biostatistics – School of Public Health	eberl003@umn.edu	Area of expertise is methods for and applications to correlated data. My statistical research has expanded into the area of methods for imaging data (NMR spectroscopy, MRI, MEG, etc.)
Kristine Ensrud, MD, MPH Epidemiology/Medicine; VA Medical Center	ensru001@umn.edu	Epidemiology of chronic diseases with focus in osteoporosis prevention and treatment, management of menopausal symptom, sleep disorders
Roni Evans, DC, MS, PhD Associate Professor Integrative Health & Wellbeing Research Program Center for Spirituality & Healing	evans972@umn.edu	Clinical trials, qualitative research, and systematic reviews for complementary and integrative therapies, self-care interventions, and rehabilitative exercise for musculoskeletal pain (mainly low back pain, neck pain and headache). Recent interests include dissemination and implementation research to affect evidence based change in clinician behaviors.

Robert N. Foley, MD, MSc, FRCPI, FRCPC Director of Scientific Affairs, Chronic Research Group, Hennepin County Medical Center	foley034@umn.edu	Chronic kidney disease
Patricia Fontaine, MD, MS Family Practice/Community Health; Medical School	fonta002@umn.edu	Cervical cancer screening. Perinatal and newborn care, including pain management for labor. Practice-based research networks.
Richard Grimm, MD, PhD Berman Center; Hennepin County Medical Center	grimm001@umn.edu	Clinical trials on hypertension, lipids, CV risk; women's Health and complementary and alternative medicine
Pankaj Gupta, MD Division of Hematology/Oncology; VA Medical Center	gupta013@umn.edu	Treatment of myelodysplastic syndromes and gastro-intestinal malignancies. Examining the role of heparan sulfate proteoglycans (HSPG) and glycosaminologycans (GAGS) in stem cell biology
Stephen J. Haines, MD, FACS Department of Neurosurgery Medical School	shaines@umn.edu	Primary research interest focuses on applying advanced clinical research techniques to neurosurgery and developing resources for the evidence-based practice of neurosurgery
Dorothy Hatsukami, PhD Psychiatry; Medical School	hatsu001@umn.edu	Behavioral pharmacology and treatment of nicotine addiction; toxicity of tobacco products
Charles Herzog, MD Hennepin County Medical Center: Medicine	herzo003@umn.edu	International expert in assessing cardiovascular disease among individuals with chronic kidney disease
John Himes, PhD Epidemiology and Community Health: School of Public Health	himes001@umn.edu	Child growth and nutrition; Anthropometric assessment of nutritional status; Dietary assessment; Obesity and body composition
Alan T. Hirsch, MD Vascular Medicine and Cardiology; Epidemiology and Community Health; School of Public Health; Medical School; and Minneapolis Heart Institute Foundation	hirsc005@umn.edu	Epidemiology of peripheral arterial disease (PAD); clinical trials of PAD pharmacotherapies, endovascular interventions, and tobacco cessation interventions to improve non-coronary vascular outcomes; clinical trials of lipid and hypertension cardiovascular risk reduction interventions; evaluation of quality-of-life in vascular diseases; health economics of PAD.
Hassan Ibrahim, MD, MS Renal Diseases and Hypertension; Medicine	ibrah007@umn.edu	Clinical research in progressive renal disease, diabetic nephropathy and chronic renal transplant rejection
Areef Ishani, MD, MS VA Medical Center, Renal Division	Isha0012@umn.edu	The prevention of chronic kidney disease and complications associated with kidney disease. Is involved in a number of epidemiological studies to define the epidemiology of complications associated with chronic kidney disease such as osteoporosis and progressive loss of bone mineral density.
Ajay Israni, MD, MS Renal Division, Department of Medicine	isran001@umn.edu	Molecular epidemiology and renal transplantation, outcomes in renal transplantation and end-stage renal disease
Mike T. John, DDS, MPH, PhD Diagnostic/Biological Sciences; School of Dentistry	johnx055@umn.edu	Investigation of the etiology, diagnosis and classification of temporomandibular disorders and the assessment of outcomes of common oral treatments using the concept oral health-related quality of life
James R. Johnson, MD VA Medical Center, Infectious Disease Section	johns007@umn.edu	Molecular pathogenesis of urinary tract infections, with an emphasis on the virulence properties, ecology, and phylogenetic aspects of uropathogenic E. coli; molecular epidemiology of antibiotic resistance in E. coli; virulence factors and molecular epidemiology of enterococci, including VRE.

Anne Joseph, MD, MPH General Internal Medicine Medicine	amjoesph@umn.edu	Primary research interests are in tobacco control. Conducted research focused on reducing harm from tobacco use, with an emphasis on randomized controlled clinical trials and health services research. Her work has focused on smoking cessation and smoking reduction interventions for special populations of smokers that experience unique barriers to delivery of tobacco treatment.
Robert A. Kratzke, MD Division of Hematology/Oncology/Transplant	kratz003@umn.edu	Research has centered around molecular abnormalities in lung cancer and mesothelioma, focusing primarily on cell cycle regulator genes and their loss of function in cancer.
Mary Jo Kreitzer, PhD, RN, FAAN Center for Spirituality and Healing; School of Nursing	kreit003@umn.edu	Optimal healing environments; complementary therapies and healing practices; mindfulness-based stress reduction
Kamakshi Lakshminarayan, MD, PhD, MS Epidemiology and Community Health Director of Graduate Studies (DGS)	laksh004@umn.edu	Stroke epidemiology; quality of stroke care and long term stroke outcomes; interventions to improve stroke outcomes; stroke genetics
Kelvin Lim, MD Department of Psychiatry	kolim@umn.edu	Brain imaging
John Look, DDS, MPH, PhD Diagnostic and Biological Sciences	lookj@umn.edu	Temporomandibular joint disorders
Russell Luepker, MD, MS Epidemiology and Community Health; Public Health; Cardiology Division, Department of Medicine	luepk001@umn.edu	Cardiovascular disease epidemiology and clinical trials
Robert D. Madoff, MD Colon/Rectal Surgery	madoff@umn.edu	Analintraepithelial neoplasia, fecal incontinence, benign colorectal disease, colorectal cancer
Philip McGlave, MD Medicine	mcgla001@umn.edu	Experimental therapy for malignant and non-malignant hematologic disorders including stem cell transplantation, immunotherapy, and gene transfer.
Bryan S. Michalowicz, DDS, MS Department of Developmental and Surgical Sciences School of Dentistry	micha002@umn.edu	Current research interests include studying associations between oral health and general health and the use of antimicrobial agents in the treatment of periodontitis.
Jeffrey S. Miller, MD Division of Hematology, Oncology and Transplantation; Medicine	mille011@umn.edu	How undifferentiated stem cells develop into functioning NK cell lymphocytes; How to manipulate NK cells to treat or prevent cancer relapse. A major emphasis is on natural killer (NK) cell development. Pre-clinical and clinical studies to develop effective anti-tumor immunotherapies.
James R. Miner, MD, FACEP Department of Emergency Medicine Hennepin County Medical Center	miner015@umn.edu	Emergency medicine setting including diagnosis, therapy and clinical trials.
Antoinette Moran, MD Endocrinology; Pediatrics	moran001@umn.edu	Diabetes mellitus/cystic fibrosis
James Neaton, PhD Biostatistics; Public Health	neato001@umn.edu	Randomized clinical trials - HIV treatment, hypertension, and heart failure trials
Joseph Neglia, MD, MPH Pediatrics, Division of Hematology/Oncology/Bone Marrow Transplantation	jneglia@umn.edu	Long-term effects of cancer therapy. Occurrence of second malignancies following childhood cancer.
Dennis E. Niewoehner, MD VA Medical Center	niewo001@umn.edu	Principal academic effort in recent years has involved the initiation, design, and execution of clinical trials that evaluate preventative and treatment measures for chronic obstructive pulmonary disease (COPD), as increasingly important public heath problem.

Donald R. Nixdorf, DDS, MS Division of TMD/OFP School of Dentistry	nixdorf@umn.edu	Epidemiological aspects of tooth pain association with dental procedures, specifically root canal therapy; functional imaging of chronic orofacial pain conditions; classification of orofacial pain disorders; dental MRI
Paul Orchard, MD Medical Director, Inherited Metabolic and Storage Disease Bone Marrow Transplantation Program	orcha001@umn.edu	Hematopoietic Cell Transplantation of Genetic Disorders; Osteopetrosis; Gene Therapy; Development of Alternative Cellular Therapy
Jose V. Pardo, MD, PhD Cognitive Neuroimaging Unit Veterans Administration Medical Center	jvpardo@umn.edu	Cognitive neuroscience of higher cognitive functions and mental disorders; Neuroimaging of brain physiology; Application of high performance computing to biomedicine; Application of brain imaging to psychiatry and neurosurgery
Bruce Peterson, MD Hematology, Oncology, Transplantation; Medicine	peter001@umn.edu	Clinical research/Hematologic malignancies
Anna Petryk, MD Department of Pediatrics	petry005@umn.edu	Mammalian development and the molecular mechanisms underlying tissue differentiation and organogenesis. Endocrine late effects in long term survivors of cancer and/or bone marrow transplantation,
Melissa Polusny, PhD, LP Mental/Behavioral Health Veterans Administration Medical Center	melissa.polusny@va.gov	Main research focus has been on the mental health of the National Guard, veterans and their families
Adnan Qureshi, MD Department of Neurology	qureshi@umn.edu	Acute treatment of hypertension in stroke; Endovascular treatment of ischemic stroke; Treatment of intracerebral hemorrhage
Mark Reding, MD Medicine	redin002@umn.edu	Research efforts focus on the immune response to factor VIII, the cellular mechanisms involved in the synthesis of factor VIII inhibitors, and the immunologic consequences of gene therapy.
David Rothenberger, MD Department of Surgery; Colon/Rectal Surgery	rothe002@umn.edu	Rectal cancer; Familial Colorectal cancer; Clinical research in a managed care environment
Daniel Saltzman, MD, PhD, FACS, FAAP Pediatric Surgery	saltz002@umn.edu	Surgical procedures and treatment of pediatric malignancies. Biologic Delivery Systems for Interleukin-IL2 for Unresectable Hepatic Metastases
Eric Schiffman, DDS, MS School of Dentistry	schif001@umn.edu	Study of temporomandibular disorders (TMD), especially randomized clinical trials to assess treatment efficacy and diagnostic tests for TMD.
S. Charles Schulz, MD Department of Psychiatry	scs@umn.edu	Schizophrenia, borderline personality disorder, psychiatric illnesses in adolescents, brain imaging
Sarah Schwarzenberg, MD Division of Pediatric Gastroenterology, Hepatology & Nutrition	schwa005@umn.edu	Gastrointestinal, nutritional, and liver disease in cystic fibrosis. Pediatric obesity
Elizabeth Seaquist, MD Endocrinology and Diabetes; Medicine	seaqu001@umn.edu	Diabetes and diabetes complications
Julia Steinberger, MD, MS Pediatrics, Division of Cardiology	stein055@umn.edu	Metabolic syndrome in youth
Marie E. Steiner, MD Pediatrics	stein083@umn.edu	Coagulation disturbances in the critically ill pediatric patient.
Carolyn Torkelson, MD, MS Family Medicine and Community Health	tork0004@umn.edu	Complementary/alternative medicine, women's health, nutrition, probiotics
Todd Tuttle, MD Surgery, Oncology	tuttl006@umn.edu	Clinical trials evaluating therapies for breast cancer, melanoma, and gastrointestinal malignancies

Michael Verneris, MD Division of Hematology-Oncology and Blood and Marrow Transplantation	verneris@umn.edu	Immunology, transplantation biology and therapy, and translational research. Areas of specific interest include NK cell development and activating and inhibitory NK receptors.
Beth A. Virnig, PhD, MPH Division of Health Services Research and Policy; Public Health	virni001@umn.edu	Access and quality of end-of-life care, cancer care and differences in care between the Medicare Fee-for service and managed care systems.
Daniel Weisdorf, MD Hematology, Oncology, Transplantation; Medicine	weisd001@umn.edu	Clinical bone marrow transplantation and management of hematologic malignancy
Timothy Wilt, MD, MPH, FACP Chronic Disease Outcomes Research VA Medical Center	wiltx001@umn.edu	Evidence-based chronic disease prevention and management; prevention, detection, treatment and outcomes of prostate diseases; chronic disease epidemiology and health outcomes research; randomized controlled trials; preparing, maintaining and disseminating systematic reviews
Douglas Yee, MD Hematology, Oncology, Transplantation; Medicine	yeexx006@umn.edu	Breast cancer: on insulin growth factors (IGF) in breast cancer, including their signaling pathways and receptors
Bevan Yueh, MD, MPH Department of Otolaryngology	byueh@umn.edu	Head and neck cancer survivorship and treatment effectiveness

1.5 Thesis/Culminating Experience

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.

The culminating experience 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 a culminating 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.

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 A. Kish.

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

How many exam members must you have?

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 Andrea Kish as soon as you've identified that person as the thesis/project advisor. Andrea 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 Andrea Kish 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 Andrea Kish 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 Andrea Kish;

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 and Lynn Eberly: 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 call/email the program coordinator, Andrea Kish.

Costs Associated with the Thesis/Culminating Experience

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.

1.6   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.

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 R23 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/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 http://www.grad.umn.edu/sites/grad.umn.edu/files/grad_content_460854.pdf for more information.

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

1.7   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 1.5*.

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 Andrea Kish 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 Andrea Kish 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.

Andrea Kish 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.

1.8   Checklist for Completing Degree

Step and Deadline	Check when complete

1. Register for coursework before late fee kicks in.
 	
Deadline: First day of each term.
 	
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 Andrea Kish 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 Andrea Kish. There is an extensive list of CR MS faculty and their research interests in *section 1.4.* **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 Andrea Kish.	☐

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 Andrea Kish, who can assist with questions about forming a committee. You can find guidelines about the committee in *section 1.5.* **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 Andrea Kish.	☐
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 Andrea Kish to fill out and complete the **Graduate Degree Plan** (GDP) form after you have completed about 50% of your coursework. You will list all completed and anticipated coursework on the form. Andrea will help you complete the form correctly; you can meet with her in-person or on the phone. This form can be filled out as a pdf, but is submitted in paper copies with original signatures. The GSSP office states the form should be turned in at least one semester prior to the final exam; there is some latitude with this deadline, but a minimum of 8 – 10 weeks is required. Download the form from this site: http://www.grad.umn.edu/students/forms/masters/index.html and set up a time to meet (on the phone or in person) with Andrea to get assistance with the form. With her help, you will complete the form, get your advisor's signature on the form, and then send Andrea the original form. She gets the DGS's signature and turns the form in. When the GSSP staff approves the form, they will send you a personalized email with a scanned copy of the form and a link to an online checklist that outlines remaining requirements. Their checklist website: http://www.grad.umn.edu/sites/grad.umn.edu/files/MastersA.pdf **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 Andrea Kish.	Meet with program coordinator 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 Andrea Kish 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 Andrea Kish on the phone to do this: it's a quick process (less than 10 minutes). Set up the meeting with Andrea 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 program coordinator to complete this step
9. Once your final oral exam committee has been approved, the next administrative step is to request the Graduation Packet--it contains important forms that allow you to proceed with your final oral exam. Submitting the **Graduate Degree Plan** form (paper) and submitting the **Final Exam Committee form** electronically clears you to request a packet at http://www.grad.umn.edu/current-students-graduate-student-services-progress/masters (click on Graduation Packet Request). 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 Andrea Kish 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 Andrea Kish 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 Andrea Kish 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. Andrea Kish 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 (in the Graduation Packet), which you must return to the GSSP office at 160 Williamson Hall to obtain the Examination Report form. The reviewers should not sign off on the form until they have read your final thesis/project draft, and this form should be turned in about week before the defense.
 	
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 the 160 Williamson 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.
 	
Tips:
  ✦ If you have any reviewers who might be out of town right before your final oral, this form can be turned in a little early but the reviewers need to have your final draft in hand in order to sign off on the Reviewer's form that you are ready to defend.
  ✦ One, and only one, of the three reviewers can sign remotely; two signatures have to be on the original form; you can scan or fax the form to a third reviewer, they will print it out, sign the form, and scan or fax it back. You attach the scanned/faxed form to the original and turn both in.
  ✦ The Reviewer's form is normally turned in sometime after you have given your committee the final draft (two weeks prior to the final oral exam) and one week before the final oral exam. However, if your reviewers are traveling, the form can be turned in as late as the day of the exam. However, before you hold your final oral exam, you must turn in the Reviewer's Report form and obtain the Final Oral Exam form.
 	
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.

2. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH

2.1 Welcome

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

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

The Interim Division Head is Dr. Dianne Neumark-Sztainer

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

Shelley Cooksey   **Andrea Kish**   **Kathryn Schwartz-Eckhardt**

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

2.2 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 http://www1.umn.edu/twincities/maps/WBOB/.

Forms
We have PDF versions of forms at Student Forms.   Microsoft Word documents of all the forms are also available upon request. Contact the Program Coordinators at epichstu@umn.edu to obtain the Word documents via e-mail.

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

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

Computer Lab
The Division computer lab in WBOB includes four PC's available for student use. The computer lab is located in the student lounge in room 466. The general policy for use of these computers is that they are for Division

graduate students for work pertaining to their degree program. All four of the computers have SAS and two of them have STATA. Printers are available.

Copier and Fax Access

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

2.3 Division Communication with Students

The Division communicates information to students in the following ways:

- **E-mail:** Students should read their U of M e-mail daily or at a minimum twice a week. Communication between the Program Coordinators and students regarding changes in programmatic requirements or announcements, as well as advisor, faculty, and student-to-student contacts is usually through e-mail. If you do not register for courses for two full academic years 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.
- **Division Newsletter:** The Division administrative staff produces a more extensive monthly newsletter titled EpiCHNews. EpiCHNews is available on the Epi web site at http://www.isph.umn.edu/epich/.
- **Bulletin Boards:** There is a student bulletin board to the right of the reception desk on the third floor of WBOB.
- **School/University News:** The School of Public Health distributes a monthly electronic newsletter. The University of Minnesota student newspaper is called The Daily and is available campus-wide.

2.4 Seminars

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

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

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

2.5 Academic Credit for Independent or Directed Coursework

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

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

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

Examples of Independent and Directed Coursework

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

2. The student wants to attend a conference, workshop, or mini-course, but there is no academic credit involved. The student must find a faculty member willing to work with the student to develop academic work over and above

   the actual event to fulfill some elective credits. This must be arranged ahead of time, not after the event has occurred.

Additional comments

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

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

Choosing Course Numbers

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

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

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

Procedures

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

2. Student fills out an *Independent/Directed Study Contract* form outlining the requirements for the course and has the form signed by their academic advisor and Independent/Directed Study instructor. This information is vital to receive proper credit for this course (i.e., a grade). The instructor needs to agree to work with the student and both need to agree on the requirements. The form can be downloaded from the web at http://www.isph.umn.edu/epich/current-student-forms-and-policies/.

3. Student gives the completed/signed *Independent/Directed Study Contract to* a Program Coordinator. She then enters in electronic permission enabling students to register for the course.

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

2.6 Division Resources and Policies

Incomplete Grades

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

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

Six Credit Minimum Exemption

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

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

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

Sitting in on a Class

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

Support for Student Travel

The current Division policy is as follows:

1. The Division will provide up to $800 per student in a 12 month period [a maximum of $3,200 available for all students during the fiscal year] for travel to a scientific meeting under the following conditions:

    ▪ The student is currently enrolled in the Epi PhD/MS/MPH, 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 is at a national or international level and has scientific relevance to the student's field of study.

    ▪ There are no other sources of support specifically allocated for such travel. For example, whenever a training grant provides funds for travel for its fellows, those fellows will not be eligible for travel support under this policy. However, students whose work was supported by a research grant with no funds

specifically for student travel will be eligible for travel support under this policy. Principal Investigators are encouraged to provide support for student travel from their grants since their grants benefit as well as the students.

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

   ▪ The dates, location and purpose of the meeting and describe the student's role.

   ▪ A copy of the abstract and letter of acceptance must be attached to the request. In addition, a letter from a member of the Division's faculty indicating that he/she is familiar with the student's work, judges it to be of good quality, and supports the student's request.

   ▪ The request must be made in advance of the scientific meeting. Since the DTC only meets once per month, it is suggested that complete requests be submitted at least six weeks prior to the scientific meeting.

   ▪ A summary of the travel expenses (cost of air fare, hotel price, registration fees, etc.).

   ▪ Students need to include information about any other sources of funding they have applied for, even if the funds have not been awarded yet, including SPH Student Senate funds.

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

Payment for TA English Program

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

SAS Access

Students can purchase the SAS program for a fee if it is necessary for them to complete research. Additional information on ordering the software is available at http://it.umn.edu/sas-sas-inc. Please note that all 4 of the computers in the student computer lab (466 WBOB) have SAS.

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

J.B. Hawley Student Research Award

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

STANDARD AWARD

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

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

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

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

How Long?
Normally projects are funded for one year.

DOCTORAL AWARD

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

How Much?
$7,500 maximum, including fringe benefits when applicable.

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

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

How Long?
Normally projects are funded for one year.

What is the Format for the Proposal?

1. Cover Letter
   Please indicate in the letter whether the project will help support a master's project, master's thesis, PhD thesis, or field experience.

2. Face Page (1 page)
   a. Title
   b. Investigator information, including name, address, telephone, and e-mail address
   c. Your degree program
   d. Collaborating investigators (faculty, staff, students), if any

3. Research Proposal (4 pages maximum; font: 12-point Times or larger)
   a. Background and Significance (1 page maximum):
      Describe the background and justification for the study and state the research questions/hypotheses.
   b. Research Methods (2 pages maximum):
      Describe the study design and detailed methods. Be sure to include information on each of the following issues (and others, as appropriate):
      • Study population
      • Sample selection and recruitment

- Measurements
- Data analysis plan (required for both quantitative and qualitative research)
- Timeline
- Sample size (justified by formal statistical calculations or other means)

    c. Human Subjects (no page limit):
All proposals must address protection of human subjects and have the project approved by the University of Minnesota's Institutional Review Board (IRB) prior to receiving funds. However, a project will be reviewed by the Research Awards Committee prior to receiving final IRB approval.

    d. References (no page limit):
Citations for articles referenced in the background and significance and research methods portions of the proposal should be listed after the Human Subjects section of the proposal.

4. Detailed Budget (2 page maximum):
The proposed budget should include precise amounts requested in various categories (e.g., postage, supplies, printing, personnel, etc.). Provide a brief justification for the amount requested in each category and state why these funds are needed to conduct the proposed research. The budget should clearly itemize and justify expenditures. If the request is part of a larger project, the proportion to be supported by this award and the rationale and need for this funding mechanism, should be specified clearly.

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

5. Letter of Endorsement from Faculty Advisor (1 page):
A primary or adjunct faculty member in the Division of Epidemiology and Community Health must provide a brief letter to accompany the proposal, specifically endorsing the applicant's request. First, applicants must discuss their proposals with the faculty advisor, who must review the proposal before it is submitted. Then, the faculty advisor's letter of funding endorsement must state that the faculty member has read and provided input on the proposal. The faculty member must also indicate his opinion of the quality and importance of the research.

6. Appendices, if needed (no page limit)

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

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

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

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

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

- The **Colleen Berney Scholarship** is given to an incoming first-year student in the Maternal and Child Health major who has demonstrated a strong academic background and an interest in child welfare. The scholarship consists of a $2,000 award.

- The **Henry Blackburn Award** recognizes the writing and presentation of scholarly work among students in the Master's programs within the Division. The recipient of the award will receive a certificate and a check for $1,000.

- The **Lester Breslow Award** is awarded to a public health student(s) pursuing a graduate degree in the Division of Epidemiology and Community Health who has demonstrated academic excellence in the area of health promotion and disease prevention. The recipient of the award will receive a plaque and a check for $1,000.

- The **Marguerite J. Queneau Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students who portray the characteristics of Marguerite Queneau, a nationally and internationally accomplished nutritionist.

- The **Ruth Stief Award** recognizes a current Public Health Nutrition student for her/his leadership qualities, academic excellence and potential for an exemplary career in public health. The recipient of the award will receive a certificate and a $500 check.

- The **Ruth Stief Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students.

- The **Henry Taylor Scholarship** is awarded to help support the expenses of students who are attending the American Heart Association Council on Epidemiology. Students presenting papers at this conference are encouraged to apply for this financial support. One student will be selected to receive a $400 stipend to attend this meeting.

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 a Program Coordinator to discuss their student support policy.

Master's Student Support Policy

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

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

Post-baccalaureate professional students in doctoral-level programs (e.g. dental, medical, law, veterinary students) who have completed two years of their professional studies will be paid at the rate of those who have completed a master's degree. Those who have not completed the first two years will be paid at the rate of those

whose highest degree is a bachelor's degree. This policy is effective beginning Spring semester, 2004. Adopted 12/17/03.

Requesting Letters of Support – 10 Tips for Students

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

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

2. **THINK AHEAD.** Many faculty members in EpiCH have 10 or more advisees, so they may not be able to respond immediately to student requests. If they receive a request with short notice, they may not be able to respond positively, so contact them well ahead of deadlines so they can schedule your request.
    Deadlines: Clearly convey the deadline for the materials you are requesting. It is also fine to re-contact the faculty member a week before the deadline as a gentle reminder. Such contact should include, in addition to the reminder about the deadline, your reiteration that you are happy to provide additional information about yourself, or the opportunity and details about where and how to submit the reference (in case the original contact information was misplaced).

3. **REQUEST LETTERS FROM PEOPLE WHO KNOW YOU.** A letter from someone who does not know you well may not be a strong letter, as the lack of familiarity is usually reflected in the text. Many requests for references also require individuals to specifically indicate how well they know an applicant. Reviewers may not give much weight to a referral from someone who does not know the applicant well—and they may wonder why the applicant did not select someone who knows her/him well. For example, they could think that either the applicant does not know anyone well OR everyone who knows the applicant well would write a lousy letter—both imagined scenarios are bad.
    Try to gauge if the person can write a "good" letter for you. A strategy is to ask this question directly: don't ask "will you write a letter for me?" Instead, ask "will you write a supportive letter for me?" A hard life lesson is that some faculty members may be unable to strongly recommend you, and it is best to find that out—and respect it—before you agree that the person will write a letter. Most faculty members will reveal any hesitation they have and it is important to listen to it and accept it. A tentative, or a poor, letter can have a strong negative impact on an application.

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

5. **DON'T ASSUME THAT FACULTY MEMBERS KNOW ANYTHING ABOUT THE APPLICANT ORGANIZATION.** There are hundreds of fellowships, scholarships, etc. for which faculty members are asked to write letters. Faculty members have little or no connection with many organizations beyond writing letters for students. They often receive what, to them, are garbled messages, with acronyms instead of full organization names, and find them incomprehensible. Don't rely on acronyms or assume any knowledge about the opportunity for which you are applying, even if it is at the SPH or UMN.
    To inform faculty members, it is fine to e-mail them URLs and PDFs about the applicant organization, but also include a 1-page synthesis of relevant information. You are asking the faculty member to volunteer time: don't ask him/her to also go to a website and/or open multi-page PDFs. Those materials can be optional— your one-pager should be all your letter writer needs, along with your CV and some guidance about the text of the letter.

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

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

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

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

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

Division of Epidemiology and Community Health Websites

EpiCH website.. http://www.sph.umn.edu/academics/divisions/epich/

EpiCH Student Guidebook and Forms ....www.isph.umn.edu/epich/current-student-forms-and-policies/

EpiCH course grid ....www.isph.umn.edu/epich/current-student-forms-and-policies/

Course syllabi...http://www.sph.umn.edu/academics/syllabi/

Job Tip Sheet ....www.isph.umn.edu/epich/current-student-forms-and-policies/

EpiCH faculty information...http://sph.umn.edu/faculty1/ech/

EpiCH seminar ....http://www.isph.umn.edu/epich/

EpiCH telephone directory ....http://docs.sph.umn.edu/epich/EpiCHDirectory.pdf

2.7 Division Advising Information

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

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

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

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

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

The University of Minnesota's Board of Regents policy on Nepotism and Consensual Relationships (including student and faculty relationships) can be found at http://regents.umn.edu/sites/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 student support staff, appropriate Program Director/DGS, or DTC Chair should discuss the situation and have access to records. Any confidential information shared by a student with a faculty member must remain confidential – whether the student approaches you as an advisor, instructor, Program Director, DGS, or DTC Chair. Talking about individual students in hallways and other public areas should be avoided.

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

Guidelines for Changing Advisors

Master's Students
At the master's level, students may change academic advisors if they have serious personality or other conflicts with their assigned advisor. In that case, they should discuss their reasons and their preferences for a different advisor with the program chair or program coordinator. The change will be finalized at the discretion of the program chair.

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

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

Student Guide to Mission, Definitions and Expectations of Advising

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

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

1. **Administrative Advising**: advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.

2. **Academic Advising**: general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.

3. **Field Experience/Internship/Practicum Advising**: specific and targeted advising for field experience/internship/practicum development, placement and completion.

4. **Masters Project/Thesis/Plan A&B/Dissertation Advising**: specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

Advising Expectations for Students
SPH students are expected to…

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

Faculty Guide to Mission, Definitions and Expectations of Advising

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

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

1. **Administrative Advising**: advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.

2. **Academic Advising**: general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.

3. **Field Experience/Internship/Practicum Advising**: specific and targeted advising for field experience /internship/practicum development, placement and completion.

4. **Masters Project/Thesis/Plan A&B/Dissertation Advising**: specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

Advising Expectations for Faculty

Faculty advisors are expected to…

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

University of Minnesota Calendar 2015-2016

The official University Calendar can be found at onestop.umn.edu.

Fall Semester 2015

August	26-28	Equivalency Exams
September	2	SPH New Student Orientation
	2	New PhD Student Reception
	7	Labor Day holiday – University closed
	8	Classes begin
November	10	Registration for Spring Semester 2016 begins
	26-27	Thanksgiving holiday – University closed
December	16	Last day of instruction
	17-19, 21-23	Final examinations
	23	End of Fall semester
	24-25	University Closed
	28	Grades due

Spring Semester 2016

January	TBA	Equivalency Exams
	18	Martin Luther King holiday – University closed
	19	Classes begin
March	14-18	Spring break – no classes
May	6	Last day of instruction
	9-14	Final examinations
	14	End of Spring Semester
	17	Grades due
	23	May Intersession begins

3. THE SCHOOL OF PUBLIC HEALTH

3.1 About the School

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

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

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

This interdisciplinary approach allows us to collaborate with many other schools throughout the University, including the College of Veterinary Medicine, the School of Dentistry, the College of Pharmacy, the Medical School, the H. Humphrey School of Public Affairs, the Carlson School of Management, College of Biological Sciences, School of Social Work, School of Nursing and Law School. By combining our expertise, we can explore innovative, far-reaching ways of maintaining and improving the health of the people in Minnesota and throughout the country and world.

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

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

3.2 School of Public Health Office of Admissions and Student Resources

Office Hours (Fall and Spring Terms)
Monday – Friday, 8:00 AM - 4:30 PM

Office Hours (Summer)
Monday – Friday, 8:00 AM – 4:30 PM
Closed every day from 12:00 PM – 1:00 PM

Location
Mayo Memorial Building, Room A395

Telephone
612.626.3500 or 800.774.8636

Fax
612.624.4498

Email
sph-oasr@umn.edu

Mailing Address
Office of Admissions and Student Resources
School of Public Health
MMC 819, Rm A395 Mayo Bldg
420 Delaware Street SE
Minneapolis, MN 55455-0381

Office of Admissions and Student Resources (OASR)

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

We coordinate many functions including:

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

Career Services

The Career and Professional Development Center offers a variety of resources to assist you in your efforts to locate and apply for professional positions – from field experiences (internships) and residencies to fellowships to full-time career 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 development process to ensure confidence in conducting a competitive job search and helping to maximize each individual's career potential. We do so, by directly working with employers. As a student and later as an alumnus/alumna, you are able to take advantage of the following resources to help you achieve your career goals.

Career Services Website

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

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

Programming

Through collaboration with student organizations and numerous programs we provide professional and career development programming tailored to your needs. Examples may include: Job Search Strategies, Personal Branding; Interview Preparation; Leadership & Team Development; Communication Skills, and much more. In addition, we connect you to employers through programming and events. We look forward to seeing you at future events!

Appointments

You may schedule individual appointments with 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. To schedule an appointment, please email sphcareers@umn.edu.

Recruitment Services

Recruitment Services seeks to make the School of Public Health a welcoming place to all prospective students and is the center for recruitment activities at the School of Public Health. Recruitment staff - which includes Maggie Aftahi, Director of Admissions and Student Leadership Development and Sherlonda Clarke, Coordinator for Diversity Initiatives and Programs - meets with prospective students to learn about their interests and goals, and discusses the School of Public Health's learning opportunities. Recruitment Services also coordinates preview days, information sessions, diversity events and other special events, as well as attends career fairs and recruitment venues to meet with prospective students.

OASR Staff

Career Services			
Vic Massaglia	Director of Career Services	612-626-5443	victorm@umn.edu
Darren Kaltved	Associate Director, Career Services	612-626-4448	dkaltved@umn.edu
Megan Lafontaine	Field Experience/Employer Relations	612-301-9502	meganlaf@umn.edu
Recruitment Services			
Maggie Aftahi	Director of Admissions and Student Leadership Dev.	612-624-0601	med@umn.edu
Sherlonda Clarke	Director of Diversity and Inclusion	612-624-9970	sdclarke@umn.edu
Guy Piotrowski	Coordinator for Applications and Admissions	612-624-1991	piotr005@umn.edu
Student Services			
Carol Francis	Registrar and Director of Academic and Student Affairs	612-624-6952	franc004@umn.edu
Chuck Oberg	Interim Associate Dean of Admissions and Educational Operations	612-626-5005	oberg001@umn.edu

3.3   Mentor Program

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

The School of Public Health boasts the largest mentor program of any public health school. Each fall we match about 200 students with alumni and other professionals who share their interests.

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

For more information, go to sphalumni.umn.edu/mentorprogram.

3.4   SPH Student SPHere

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

- Locker room – Free lockers are assigned in the Office of Admissions and Student Resources (Mayo A395). Students need to renew their locker each year and provide their own lock.
- Kitchen area with tables, chairs, microwaves, refrigerators, sink, and a telephone for free local calls.
- Lounge area with couches, chairs, and wireless internet.
- Study room with tables, chairs, computers (with internet connectivity, Microsoft Office, SAS and STATA software) and a printer.

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

- Keep all areas of the SPHere clean in consideration of others.

- Please protect the security of access. Do not allow anyone to enter behind you that you do not know to be 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 OASR (A395 Mayo) as soon as possible.
- Avoid being alone in the commons during the evening or early morning.
- If you believe you are in danger or see improper activity in progress, call 9-1-1.

Printing in the SPHere

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

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

3.5   Complaints and Grievances

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

- Provide comments on the yearly student survey (in 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 www.eoaffact.umn.edu. For student issues that are not resolved through SPH channels or for which you seek external support, the Student Conflict Resolution Center will assist in resolving campus-based problems or concerns www.sos.umn.edu.

3.6   Field Experience Learning Agreement

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

3.7   Minors and Interdisciplinary Concentration Areas

Minors

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

Interdisciplinary Concentration Areas

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

3.8   Community Engagement Agreement

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

Prior to registration, students are required to provide information about the experience by completing the Community Engagement Agreement available at www.ahc.umn.edu/sphcommunity. The agreement is complete once it has been approved by the student's advisor and the Field Experience/Employer Relations Coordinator.

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.

3.9 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 moodle.umn.edu. All students taking SPH courses are welcome to enroll in the SPH E-Learning Resources course site at z.umn.edu/sphelearningresources. When prompted, enter the enrollment key "sphstudent" and you will have access to a variety of resources to support you in navigating University resources, such as the Libraries and Writing Center, and refreshing the skills you need to succeed in SPH courses. You must have a university ID in order to access Moodle.

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

3.10   Course Evaluations and Yearly Student Survey

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

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

Career Survey

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

3.11 The Roles of Your Advising team

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DEFINING ADVISING

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

5. **Administrative Advising**: advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University. Your program coordinator is your first point of contact for these questions.

6. **Academic Advising**: general guidance on topics related to program/major including, but not limited to, program focus (may include identifying appropriate course work options), project selection and career planning. Students find their faculty advisors, coordinators and career services staff helpful in answering these questions.

7. **Field Experience/Internship/Practicum Advising**: specific and targeted advising for field experience/internship/practicum development, placement and completion. Your faculty advisor can assist you as you select the type of field experience that would best match your goals. Career Services staff can help you to learn how to network with other students and alums to explore possible field experiences sites.

8. **Masters Project/Thesis/Plan A&B/Dissertation Advising**: specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication. Your faculty advisor will assist you in developing a direction for your project or dissertation.

ADVISING EXPECTATIONS FOR STUDENTS

SPH students are expected to:

Regularly read and respond to University email (ideally once per day); email is the official mode of communication at the University of Minnesota.

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

3.12 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, contact your program coordinator.

4. THE UNIVERSITY OF MINNESOTA

4.1 Mission

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

1. **Research and Discovery**
   Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

2. **Teaching and Learning**
   Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

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

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

4.2 Twin Cities Campus

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

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

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

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

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

4.3   U of M Services

4.3.1 First Steps

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

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

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

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

Students can retrieve email messages in many locations including the SPH student commons, SPH Career Resource Center, and SPH division computer facilities. Other computer facilities are located in numerous locations on campus; see http://it.umn.edu/computer-labs-learning-spaces-testing for a list.

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

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

The account must be accessed at least once every three months through the Web Interface to keep the email account active. If the account remains suspended for 90 days, it is then deleted. All data associated with the account will be deleted and cannot be recovered. If the user contacts the Service Desk [help@umn.edu] after the account is deleted, the account can be recreated without any content.

U Card   www.umn.edu/ucard
The U Card identifies you as a student on the Twin Cities campus. Your first U Card is free and can be obtained at the U Card Office. Bring your driver's license, state ID, or passport and be prepared to have your picture taken.

> **U Card Main Office**
> G22 Coffman Memorial Union
> 300 Washington Avenue SE
> Phone 612.626.9900
> Weekdays: 8:30 to 4:00pm

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

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

Use your U Card for:

Access to the SPHere and lockers

Campus ID purposes

All your checking needs

Making Gopher GOLD purchases

Charging textbook purchases at the U of M Bookstores to your student account

Checking out library materials

Entering the recreation center, golf course, computer labs, buildings, and residence hall dining rooms

Art and athletic ticket discounts (available at place of purchase)

Accessing art materials, student employment, business school services, and more

Report lost or stolen U Cards immediately. There is a $25.00 replacement fee for lost, stolen, or damaged U Cards. The fee can be paid by cash or check at all U Card Office locations. Debit, check or credit cards are not accepted.

LinkedIn

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

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

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

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

Metro Transit and the U Pass
Take advantage of the deeply discounted Metro Transit bus pass. U-Pass is the ultimate transit pass that provides unlimited rides 24 hours a day. It is valid on all regular bus and light-rail train routes, as well as express, local, limited-stop, or Downtown Zone routes. It may not, however, be used on some special event services. Information can be found at http://www1.umn.edu/pts/bus/metropass.html.

Parking
Contract parking for students is sold through a lottery system each semester. Locations may vary but include spaces on the East Bank, West Bank, and St. Paul campuses. Hourly parking is available in several University public facilities. Parking rates vary depending on proximity to campus and the facility type. Visit the Parking and Transportation website, www1.umn.edu/pts/, or call 612.626.PARK (7275) for more information.

The Motorist Assistance Program offers free services (unlocking vehicles, jump-starts, changing flat tires, and referral to a service station) to all customers parked in U parking facilities. Hours are Monday through Thursday from 7 a.m. to midnight, Friday from 7 a.m. to 10 p.m. (Service is not

available on weekends or official University holidays). Call 612.626.PARK for motorist assistance or any other questions.

Disability parking is available in many parking facilities and metered areas. Use of these designated spaces requires a state-issued permit or license plate. For additional information, call the State of Minnesota at 651.296.6911 or Disability Services at 612.624.4037.

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

Housing   www.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/tc/
Find the way to any University building.

Digital Signage

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

4.3.2 Health and Well Being

Boynton Health Services   www.bhs.umn.edu
Boynton Health Services offers comprehensive medical services for students, faculty, and staff.

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

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

Testing Services
▪HIV Testing and Counseling
▪Pregnancy Testing
▪STI Testing

General Care
▪Pharmacy
▪Physical Exams
▪Primary Care/Urgent Care

Boynton also offers a variety of programs and classes including:

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

Mental Health Resources

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

Boynton Health Service Mental Health Clinic, www.bhs.umn.edu/services/mentalhealth.htm.

International Student and Scholar Services counseling. www.isss.umn.edu/office/advising/personal.html

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

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, including tobacco-users and non-users. 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   www.umn.edu/aurora

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

Nursing Mothers' Room   www.bhs.umn.edu/east-bank-clinic/nursing-mothers-room.htm

Spaces are available on campus offering private and comfortable rooms that are designed specifically for nursing mothers to be able pump and store breast milk.   This service, offered through Boynton Health Services, requires a brief orientation for users to familiarize themselves with the rooms. For addition information or questions please email Dennis Lui at dlui@bhs.umn.edu

Recreation & Wellness Center   recwell.umn.edu/

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

Aquatics
Fitness
Golf
Intramurals
Outdoor Recreation
Sport Clubs
Wellness
Youth Programs

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

4.3.3 Diversity

Diversity and Inclusiveness

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

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

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

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

For more information please visit:

- •University policy library - regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf
- •Office for Equity and Diversity - diversity.umn.edu/eoaa/home
- •SPH website on Diversity in Minnesota - www.sph.umn.edu/prospective/diversity/

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

Disability 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.

Diversity in Graduate Education   diversity.umn.edu/gradeducation/
Location: 333 Johnston Hall, 101 Pleasant Street SE (East Bank)
Phone: (612) 625-6858

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

GLBTA Programs Office   diversity.umn.edu/glbta/
Location: 46 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 625-0537

Through its various services, the Gay, Lesbian, Bisexual, Transgender, Ally (GLBTA) Programs Office is dedicated to improving campus climate for all University constituents by developing and supporting more inclusive understandings of gender and sexuality. GLBTA Programs Office seeks to build and bridge communities that welcome and affirm people to be their whole selves, honoring their multiple identities and life experiences.

International Student and Scholar Services   www.isss.umn.edu/
Location: 109 Hubert H. Humphrey School, 301 19th Avenue S (West Bank)
Phone: (612) 626-7100

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

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

Multicultural Center for Academic Excellence   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   http://www.sos.umn.edu/
Location: 254 Appleby Hall, 128 Pleasant St. SE (East Bank)
Phone: (612) 624-7272

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

Women's Center   diversity.umn.edu/women/
Location: 64 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 625-9837

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

4.3.4 Academic

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

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

The Subject Librarian for the School of Public Health is Del Reed. Please email him or call to set up an appointment: reedx@umn.edu or 612-624-3128.

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, we help students develop productive writing habits and revision strategies. This may be through appointments or online.

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

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

Computing Services   it.umn.edu/services/

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

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

myU Portal   myu.umn.edu

The myU web portal permits you to:

Sign-in once to access all major applications.

Receive personalized information.

Register for classes

See Student Account information including finances and grades

University Counseling and Consulting Services   www.uccs.umn.edu/

Provides the following services to the University community:

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

4.3.5 Campus Safety

Police   www.umn.edu/umpolice/

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

Security Monitor Program   www1.umn.edu/police/escort.html

The Security Monitor Program offers a walking/biking escort service to and from campus locations and nearby adjacent neighborhoods. This service is available at no charge to students, staff, faculty, and visitors to the University of Minnesota – Twin Cities campus. To request an escort by a trained student security monitor, please call 612.624.WALK (9255) shortly before the desired departure time and walk safe.

TXT-U Emergency Notification   www1.umn.edu/prepared/txtu/

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

TXT-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 allow for an alert tone and vocal instructions in the event of a campus emergency.

4.3.6 Social

Student Unions and Activities Office   www.sua.umn.edu

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

More than 400 student groups on campus are registered with the Student Unions and Activities Office, including academic societies, cultural centers, sports clubs, political action groups and fraternities and sororities. These organizations provide students with endless involvement opportunities and the chance to interact with others who share a similar interest.

Campus Events Website for events hosted by the University of Minnesota.	https://events.umn.edu/Online/default.asp
School of Public Health Events Website for events specific to the School of Public Health.	www.sph.umn.edu/news/
Academic Health Center Events News and events specific to the Academic Health Center.	hub.ahc.umn.edu/news-capsules

4.3.6 Additional Resources

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

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

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

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

5.   REGISTRATION

5.1   Full-Time Status

All SPH students need to register for at least six (6) credits in fall and spring semester to be considered full-time.
In summer MHA and MPH students must be registered for 6 credits to be considered fulltime and 3 credits to be
considered halftime.

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

5.2   Registration Process

Step One
Select courses for the term with your advisor before registering (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 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 x.500 login and password to register. If you have forgotten your password, call 612.301.4357 to have your password reset. You can also call this number if you have problems logging in to register.

Step Three
Register via the web at myu.umn.edu or go to the University's 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 helpingu@umn.edu. You may also contact your Program Coordinator or the School of Public Health Office of Admissions and Student Resources at 612.626.3500. Please note the following when registering:

- Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the major section of this guidebook for more information. Stricter policies may be enforced by individual majors/programs. 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 are in agreement with the instructor as to the number of credits appropriate for the work proposed.

5.3   Grade Option Changes, 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 section 5.4 University Senate Uniform Grading and Transcript Policy.

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

Registration Exception Form

Students must consult with their program coordinator prior to submitting any paper or electronic forms. After this consultation, 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. Please ask your program coordinator for the appropriate form. 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 Office of Admissions and Student Resources at sph-oasr@umn.edu for further information.

Repeat and Bracket Course Policy

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

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

Only courses with the same catalog number may be bracketed.

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

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

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

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

Students can consult with their advising team for alternative core course options.

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 Office of Admissions and Student Resources.

Transfer [T]
There shall be a symbol T, **transfer**, posted as a prefix to the original grade, to indicate credits transferred from another institution or from one college or campus to another within the University when reevaluation is required.

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

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

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

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

Other Provisions

Course Credit Transfer Policy

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

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

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

Students must:

1. Meet with their academic advisor to discuss the petitioning process. If the petition is acceptable to the advisor, the student will complete and sign the Academic Policy Petition form, and attach an official transcript on which the final grade has been posted.

2. Submit the Academic Policy Petition form to the Program Coordinator for processing. The Academic Policy Petition form can be found at http://www.sph.umn.edu/current/resources/. The Program Coordinator will forward the petition to the Program Director for approval and signature and then to the Office of Admissions and Student Resources for the Associate Dean for Learning Systems and Student Affairs for final evaluation and/or approval. The Academic Policy Petition forms may be used for other academic reasons. Students are encouraged to discuss petition issues with their academic advisor or Program Coordinator to determine the appropriate process and procedure.

Equivalency Exams

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 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 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: Bill Toscano tosca001@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 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 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 sgollust@umn.edu

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

Course Prerequisites

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

Grade Submission

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

Course Evaluations

Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered. The SPH collects student course evaluations electronically using a software system called CoursEval: http://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: secure.ahc.umn.edu/publichealth/sphgrades/. 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.

6. TUITION, FEES, BILLING, AND FINANCES

6.1 Tuition and Fees

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

6.2 Billing

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

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

Third Party Billing onestop.umn.edu/finances/pay/third_party_billing/index.html

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

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

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

6.3   Financial Aid and Scholarships

A variety of resources to assist students in financing their education can be found at sph.umn.edu/admissions/paying/. Information specific to SPH Divisions and/or Programs may be found in the Division and/or degree program sections of this guidebook.

Information on financial aid can be found at onestop.umn.edu or by -mailing helpingu@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, the Dean's Scholarship	Your Program Coordinator	
Medica Scholarships, and scholarships that support specific US minority groups	SPH Student Services	sph-oasr@umn.edu
Federal Loans, Financial Aid Package	Liz Holm	holmx029@umn.edu

Loan Deferment

A temporary postponement of loan payments available only under certain conditions; some loans do not accrue interest in deferment, such as subsidized loans 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 : onestop.umn.edu

6.4   Graduate Assistantships

Many SPH students use graduate assistantships to help finance their education. These are campus working/learning positions that take the form of research, teaching, or administrative appointments. Degree-seeking students in the SPH registered for six or more credits, including international students, are eligible to apply for any assistantship on campus. Because many assistantships are funded by grants, the vigorous research activity of SPH faculty makes available numerous opportunities in the school.

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

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

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

7.   UNIVERSITY GUIDELINES AND POLICIES

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

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

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

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

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

7.2   University of Minnesota Board of Regents' Policies

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

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

University of Minnesota Board of Regents Policy
Student Conduct Code
Adopted: July 10, 1970
Amended: December 13, 1974; March 11, 1994; June 13, 2003; December 8, 2006; October 11, 2012
Supersedes: (see end of policy)

SECTION I. GUIDING PRINCIPLES.

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

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

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

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

(e) The University is dedicated to the rational and orderly resolution of conflict.

SECTION II. SCOPE.

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

SECTION III. DEFINITIONS.

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

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

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

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

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

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

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

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

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and internet use. Students are encouraged to seek out information about these methods from instructors and other resources and to apply this information in all submissions of academic work.[1]

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

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

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

SECTION IV. JURISDICTION.

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

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

Subd. 3. At the discretion of the president or delegate, the Student Conduct Code also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial University interest and either:

(a) constitutes a criminal offense as defined by local, state, or federal law or ordinance, regardless of the existence or outcome of any criminal proceeding; or

(b) indicates that the student may present a danger or threat to the health or safety of the student or others.

SECTION V. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.

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

SECTION VI. DISCIPLINARY OFFENSES.

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

Subd. 1. Scholastic Dishonesty. Scholastic dishonesty means plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

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

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

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

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

Subd. 6. Harm to Person. Harm to person means engaging in conduct that endangers or threatens to endanger the physical and/or mental health, safety, or welfare of another person, including, but not limited to, threatening, stalking, harassing, intimidating, or assaulting behavior.

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

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

Subd. 9. Disorderly Conduct. Disorderly conduct means engaging in conduct that incites or threatens to incite an assault or breach of the peace; breaching the peace; obstructing or disrupting teaching, research, administrative, or public service functions; or obstructing or disrupting disciplinary procedures or authorized University activities.

Subd. 10. Illegal or Unauthorized Possession or Use of Weapons. Illegal or unauthorized possession or use of weapons means possessing or using weapons or articles or substances usable as weapons, including, but not limited to, firearms, incendiary devices, explosives, and dangerous biological or chemical agents, except in those instances when authorized by law and, where applicable, by proper University authority.

Subd. 11. Illegal or Unauthorized Possession or Use of Drugs or Alcohol. Illegal or unauthorized possession or use of drugs or alcohol means possessing or using drugs or alcohol illegally or, where applicable, without proper University authorization.

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

Subd. 13. Unauthorized Use of University Facilities or Services. Unauthorized use of University facilities or services means wrongfully using University properties or facilities; misusing, altering, or damaging fire-fighting equipment, safety devices, or other emergency equipment or interfering with the performance of those specifically charged to carry out emergency services; or acting to obtain fraudulently—through deceit, unauthorized procedures, bad checks, or misrepresentation—goods, quarters, services, or funds from University departments or student organizations or individuals acting on their behalf.

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

Subd. 15. Unauthorized Access. Unauthorized access means accessing without authorization University property, facilities, services, or information systems, or obtaining or providing to another person the means of such unauthorized access, including, but not limited to, using or providing without authorization keys, access cards, or access codes.

Subd. 16. Disruptive Behavior. Disruptive behavior means willfully disrupting University events; participating in a campus demonstration that disrupts the normal operations of the University and infringes on the rights of other individuals; leading or inciting others to disrupt scheduled or normal activities of the University; engaging in intentional obstruction that interferes with freedom of movement, either pedestrian or vehicular, on campus; using sound amplification equipment on campus without authorization; or making or causing noise, regardless of the means, that disturbs authorized University activities or functions.

Subd. 17. Hazing. Hazing means any act taken on University property or in connection with any University-related group or activity that endangers the physical and/or mental health or safety of an individual (including, without limitation, an act intended to cause personal degradation or humiliation), or that destroys or removes public or private property, for the purpose of initiation in, admission to, affiliation with, or as a condition for continued membership in a group or organization.

Subd. 18. Rioting. Rioting means engaging in, or inciting others to engage in, harmful or destructive behavior in the context of an assembly of persons disturbing the peace on campus, in areas proximate to campus, or in any location when the riot occurs in connection with, or in response to, a University-sponsored event. Rioting includes, but is not limited to, such conduct as using or threatening violence to others, damaging or destroying property, impeding or impairing fire or other emergency services, or refusing the direction of an authorized person.

Subd. 19. Violation of University Rules. Violation of University rules means engaging in conduct that violates University, collegiate, or departmental regulations that have been posted or publicized, including provisions contained in University contracts with students.

Subd. 20. Violation of Local, State, or Federal Laws or Ordinances. Violation of local, state, or federal laws or ordinances means engaging in conduct that violates a local, state, or federal law, or ordinance, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson.

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

SECTION VII. SANCTIONS.

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

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

Subd. 2. Warning. A warning means the issuance of an oral or written warning or reprimand.

Subd. 3. Probation. Probation means special status with conditions imposed for a defined period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation during the probationary period.

Subd. 4. Required Compliance. Required compliance means satisfying University requirements, work assignments, community service, or other discretionary assignments.

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

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

Subd. 7. Restriction of Privileges. Restriction of privileges means the denial or restriction of specified privileges, including, but not limited to, access to an official transcript for a defined period of time.

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

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

Subd. 10. Suspension. Suspension means separation of the student from the University for a defined period of time, after which the student is eligible to return to the University. Suspension may include conditions for readmission.

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

Subd. 12. Withholding of Diploma or Degree. Withholding of diploma or degree means the withholding of diploma or degree otherwise earned for a defined period of time or until the completion of assigned sanctions.

Subd. 13. Revocation of Admission or Degree. Revocation of admission or degree means revoking a student's admission to the University or revoking a degree already awarded by the University.

SECTION VIII. INTERIM SUSPENSION.

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

SECTION IX. HEARING AND APPEALS OF STUDENT DISCIPLINE.

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

The appeals procedure must describe:

(a) grounds for an appeal;

(b) procedures for filing an appeal; and

(c) the nature of an appellate review.

SECTION X. DELEGATION OF AUTHORITY.

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

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

Supersedes: Existing disciplinary appeals policies in contradiction and specifically repeals the appeals policies dated February 9, 1979.

University of Minnesota Board of Regents Policy
Sexual Harassment
Adopted: May 11, 2012

Supersedes: (see end of policy)

SECTION I. SCOPE.

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

SECTION II. DEFINITIONS.

(a) Sexual Harassment. *Sexual harassment* shall mean unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

(1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program;

(2) Submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program: or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or academic environment in any University activity or program.

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

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

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

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

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

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

SECTION III. GUIDING PRINCIPLES.

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

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

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

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

SECTION IV. IMPLEMENTATION.

The University shall:

(a) Prohibit sexual harassment or retaliation.

(b) Ensure that department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer.

(c) Adopt procedures on each campus for investigating and resolving complaints of sexual harassment in coordination with the director of equal opportunity and affirmative action.

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

SECTION V. MONITORING.

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

SUPERSEDES: SEXUAL HARASSMENT DATED SEPTEMBER 11, 1998

7.3   Scholastic Dishonesty and Plagiarism

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Conduct and Academic Integrity (OSCAI, www1.umn.edu/oscai/).

The University's Student Conduct Code defines scholastic dishonesty as "Plagiarism shall mean representing the words, creative work, or ideas of another person as one's own without providing proper documentation of source. Examples include, but are not limited to:

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

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

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

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

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

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

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

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to 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 are referred to the Associate Dean for Learning Systems and Student Affairs.

7.4   University Senate Uniform Grading & Transcript Policy

A. Establishment and Use of University Grading Systems

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

B. Permanent Grades for Academic Work for Credit

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

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

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

C. Permanent Grades for Academic Work for which No Credit is Given

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

F	"0" Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see Section D). The F carries 0 grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course will count in the grade point average.
N	Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see Section C). The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.

2.
   a. **Scholastic dishonesty**. Scholastic dishonesty in any portion of the academic work for a course will be grounds for awarding a grade of F or N for the entire course, at the discretion of the instructor. This provision allows instructors to award an F or an N to a student when scholastic dishonesty is discovered; it does not require an instructor to do so. Students who enroll for a course on the A-F grading system will receive an F if such grade is warranted; students who enroll for a course on the S-N system will receive an N if such grade is warranted. (See Board of Regents Policy: *Student Conduct Code* for a definition of scholastic dishonesty.)

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

D. Incompletes

1. There will be a symbol I (incomplete) awarded to indicate that the work of the course has not been completed. The I will be assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course's work with a passing grade was prevented from completing the work of the course on time.
2. The assignment of an I requires a written agreement 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 (except as provided in section D (8).
3. Work to make up an I must be submitted within one year of the last day of final examinations of the term in which the I was given for all students except graduate and professional students. If not submitted by that time, the I will automatically change to an F (if the student was registered on the A-F system) or an N (if the student was registered on the S-N system) for the course. If an I changes automatically to an F or an N, the instructor has the discretion to reinstate the I for one additional year only.
4. For graduate and professional students, an I remains on the transcript until changed by the instructor or department.
5. When an I is changed to another symbol, the I is removed from the record. Once an I has become an F or an N, under the provisions of the preceding paragraph, it may subsequently be converted to any other grade, upon petition by the instructor (or the department if the instructor is unavailable) to the college.
6. 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. (Depending on the timing of when the work is turned in and the ability of the instructor to award a grade, an F or an N may appear temporarily on the transcript.) Students who have received an I in a course are not allowed to sit in on the class again (that is, without registering for it) to complete the grade
7. If a student graduates with an I on the transcript, the I will remain permanently an I. A student may petition his or her college, within a year of graduation, to complete the work in the course and receive a grade. The degree GPA is frozen upon graduation but the cumulative GPA will reflect the change in GPA if a student chooses to complete the work and change the I to a grade within a year of graduation.
8. 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).
9. Receipt of an I in a course does not create an entitlement for a student to take the course a second time.

E. Other Transcript Symbols

1. **Auditing a course.**
   a. There will be a symbol V, visitor, indicating registration as an auditor or visitor, which will carry no credit and no grade.
   b. Students auditing a course are required to pay full tuition but do not take exams and are not required to do homework. An auditor is entered on the class roster (grade report), is counted as filling a seat in a controlled entry course, and is counted in an instructor's student contact hours.
   c. Students may not sit in on a course without registering for it.
   d. A student will be allowed to take a previously audited class for a grade.
2. **Withdrawing from a course.**
   a. There will 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 (Twin Cities) or the third through ninth week of class (Morris) or during the second or third weeks of summer sessions.

   b. If a student officially withdraws from a course during the first two weeks of classes, there will be no record of that course registration entered on the student's transcript.
   c. One-time late withdrawal: Each student may, once during his or her undergraduate enrollment, withdraw from a course without college approval, and receive the transcript symbol W, after the deadline for withdrawal and at any time up to and including the last day of instruction for that course. A student may not withdraw after completing the final examination or equivalent for a course.
   d. Except as provided in the preceding section, withdrawal after the deadlines will 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.

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

F. Other Provisions

1. **Zero-credit courses.** Courses that carry zero credits do not count in either term or cumulative grade point averages. Such courses carry normal tuition and fee charges.
2. All grades for academic work are based on the quality of the work submitted, not on hours of effort. Instructors have the responsibility and authority to determine how final grades are assigned, including, in classes where they use numeric scores, the method that will be used to translate numeric scores into letter grades. (Examples: the instructor may decide that 90% equals an A, 80% a B, and so on, or the instructor may decide that the top 10% of the scores will receive an A, the next 20% a B, and so on.)
3. **Counting credits toward a University degree.**
   a. A course that carries University credit toward a degree in one department or college must carry University credit in all other departments and colleges (except insofar as those credits exceed the limit on skills credits established in the policy Credit Requirements for an Undergraduate (baccalaureate) Degree.
   b. A department or college has discretion to decide whether a course completed in another unit will count towards the specific college or department/program/major requirements.
4. When a student graduates, no further changes to his or her transcript will be made (to that portion of the transcript related to the program from which the student graduated) except as expressly allowed under the provisions of this policy.
5. **Releasing transcripts.** The University's official transcript, the chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes.
6. **Repeating courses.**
   a. An undergraduate student may repeat a course only once (except as noted in section 6(c)). The college offering the course may grant an exception to this provision. [Morris only] Students who receive a grade of S or C or higher may repeat a course only if space permits.
   b. When a student repeats a course before receiving his/her degree, (a) both grades for the course will appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course will count in the student's grade point average.
   c. Provisions 6 (a) and (b) of this policy will not apply to courses (1) using the same number but where students study different content each term of enrollment and (2) to courses designated as "repetition allowed."
   d. If an undergraduate student repeats a course after his/her degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA.
   e. Bracketing is the practice of not including a course in the calculation of a student's GPA and not counting the course as satisfying any degree requirements, including electives, because a student has repeated a course. When a student repeats a course, all prior attempts are bracketed

and only the most recent attempt counts (except as provided in 6 (c)). No department or college may bracket the courses of another department or college for any reason other than course repetition. An F may not be bracketed with an N. A University course may not be bracketed with a course taken at another institution. The Graduate School does not bracket courses.

    f.   When a student enrolled in the Graduate School repeats a course, provisions 6(a) and (b) apply, but all grades for the course will be counted in the student's grade point average.

7. **Grade point average.** Every student will have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which will be the ratio of grade points earned divided by the number of credits attempted with grades of A-F (including pluses and minuses). Both the term and cumulative grade point average will appear on each student's record.

8. **Final grade due date.** Final grades will be submitted to the Registrar no later than three business days after the last day of the final examination period.

9. This policy may be modified from time to time but existing transcripts will not be modified when there are changes in policy. Changes to the grading and transcript policy will be reflected on the legend on the back of the official transcript.10.

10. **Compiling and reporting grading data.**
    a. Data on the mean grade point average by designator and course level, on the percentage of A's awarded by course level, and on overall collegiate grade point averages will be prepared for grades awarded each Fall Semester. Data should be reported for all undergraduate students. Cells in the tables with fewer than 10 grades should be suppressed, in order to protect the privacy of students, but the numbers should be included in the totals.
    b. The Office of Institutional Research will produce the required tables and provide them to the chair of the Senate Committee on Educational Policy and to the Office of the Senior Vice President for Academic Affairs and Provost.
    c. The data tables and graphs required in 10 (a) and (b) will be reported annually to the Faculty Senate. These data should also be provided to all deans and department heads and made available to faculty and students.

11. All undergraduate colleges and campuses will publish each term a dean's list, consisting of students who achieved a 3.666 GPA or higher and who completed a minimum of 12 credits on the A-F grading system. There will be a transcript notation for each term that a student achieves the dean's list. Students who have chosen to suppress all their public information (which includes academic awards and honors) will not be included on the published dean's list.

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

7.5   Health Insurance

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

The 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. Please understand that this requirement is University-wide and not specific to the School of Public Health.

All students who are 1) admitted to a degree program*, and 2) 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 of these criteria are automatically enrolled in the University-sponsored Student Health Benefit Plan. Students may choose to waive the University-sponsored Student Health Benefit Plan by providing proof of enrollment in an alternative Eligible Health Plan.

Non-degree seeking, certificate-seeking, and distance learning students are not eligible to enroll in the University-sponsored Student Health Benefit Plan. Please contact the Office of Student Health Benefits to determine exact eligibility status.

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 (must meet J-1 U.S. Federal regulation requirements).

Benefits

The Student Health Benefit Plan (SHBP) is a cost-effective, comprehensive health plan designed to meet the unique needs of students.

Key features of the SHBP include:

- No deductible;
- 100% coverage for routine preventive care like annual checkups and eye exams;
- Minimal out-of-pocket costs;
- Unlimited lifetime benefits; and
- Emergency travel assistance through FrontierMEDEX.

Many students find the University-sponsored plan to be a better value than alternative plans under parents, spouses, and employers, or individual health plan options.

The Office of Student Health Benefits negotiated with Blue Cross and Blue Shield of Minnesota to create the most robust student health plan possible. And because the Office of Student Health Benefits receives these features at cost—meaning with no inflated prices—the SHBP is an extremely cost-effective health plan for students. Plan details can be found online at www.shb.umn.edu/index.htm

Long Term Care Disability Insurance Fee

www.shb.umn.edu/twincities/ahc-students/disability-insurance-plan.htm

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 of $42.50—an average cost of $7.08 per month—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.

Waiver

Eligible students are automatically enrolled in the University-sponsored Student Health Benefit Plan (SHBP) unless they waive the coverage. A charge for coverage on the SHBP will appear on your student account. The coverage and charge may be waived for Fall 2015 if you complete the waiver process per established guidelines by **September 15, 2015.** Approved waivers are valid for one year.
You are eligible to waive enrollment on this plan if you have health plan coverage for the entirety of each semester. If you do not appropriately waive the SHBP by **September 15, 2015**, you will be enrolled and billed for the entire semester. Additional information and deadlines for other terms can be found on the website for the Office of Student Health Benefits

To waive enrollment in the SHBP please submit details of your active health plan coverage when you register for classes, by providing the following:

1. the name of your insurance company,
2. your member ID number,
3. your group number, and
4. your payer ID number.

This information can be entered provided online through the deadline in the MyU Student Center.

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/

7.6   Leave of Absence

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 Office of Admissions and Student Resources, A395 Mayo Memorial Building, MMC 819, 420 Delaware Street SE, Minneapolis, MN 55455.

7.7   Privacy

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

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

For further information, go to privacy.ahc.umn.edu.

FERPA (Family Educational Rights and Privacy Act): Student records
FERPA grants four specific rights to a post-secondary student:

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

2. To seek amendment to those records and in certain cases append a statement to the record.

3. To consent to disclosure of his/her records.

4. To file a complaint with the FERPA Office in Washington.

In addition:

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

HIPAA (Health Insurance Portability and Accountability Act)

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

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

Login to www.ahc.umn.edu/privacy/training/home.html. Assigned courses are available for completion through ULearn. See the Training Instructions page for step-by-step instructions.

7.8   Immunizations

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

More details and the downloadable *Student Immunization Record* form are available from Boynton Health Service at http://www.bhs.umn.edu/index.htm and click on immunizations.

7.9   Criminal Background Checks

Students should be aware that certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. Students placed in such facilities may be asked by the institution to submit paperwork, or the institution may require that they have this check facilitated by the School of Public Health or Division. The School is prepared to assist students with this process. Facilities that are covered by this law are hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, and board/lodging establishments providing health supervision services. Client contact must be direct and unsupervised (outside the hearing or vision of a supervisor at the facility). In the unlikely event that this situation arises, students should call the School of Public Health Office of Admissions and Student Resources at 612.626.3500 or go to A395 Mayo for assistance.

7.10   Use of Human Subjects in Research

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

The IRB is a committee of faculty, students, and community members that follows federal regulations and ethical principles in order to protect human research subjects. Learn more about the IRB here: http://www.research.umn.edu/irb.

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

are debriefed after their participation so that subjects can make an informed decision about participation.

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

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

What research must be reviewed by the IRB?

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

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

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

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

Additional guidelines for students involved in international fieldwork

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

How do I apply for IRB approval?

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

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

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

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

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

What does the IRB look for?

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

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

Some tips

- **Call or email the IRB if you have *any* questions. They are paid to help you and have seen thousands of studies, many just like yours!**

- Students should work closely with their faculty advisors when completing IRB forms.

- If you are collecting primary data, you will need a copy of the questions you intend to ask subjects, a protocol for collecting data, a consent form with all the elements (see website), and a plan to encrypt identifiable data. If you will be using participant recruitment materials (letters, advertisements, etc.), you must also include them along with your application.

- The IRB looks very closely at research involving children, prisoners, incapacitated persons, the elderly, deception, and higher risk interventions.

- If you're hoping to work with children, plan on getting informed consent from parents.

- All research entails some risk to subjects, even if merely boredom. It is best to overestimate the risks your study poses to subjects and to underestimate its benefits.

- Write short, pithy answers to each question on the IRB form.

- The length of time it takes for the IRB to review and approve your application is highly correlated with the completeness and qualify of your application. Incomplete or vague answers often result in "deferrals" which can greatly lengthen the time to approval.

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

7.11 International Student Requirements

Note: International student requirements may change over time. For up-to-date information go to www.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 (information below).

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 www.isss.umn.edu for directions, office hours, and services. ISSS will review immigration documents, register new students for the International Student Orientation Program, and provide information on how to release registration holds. These processes are mandated by the Department of Homeland Security (DHS); formerly known as Immigration and Naturalization Service (INS).

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

Student and Exchange Visitor Information System (SEVIS)

SEVIS is an electronic reporting system that provides the Department of Homeland Security with information on international students and scholars in the United States who hold F, J, and M visas. This internet-based record-keeping system maintains electronic data on all international students. The system 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 www.isss.umn.edu.

Academic Status

International students must maintain full-time status. MPH students must register for at least 6 credits each semester. Under special conditions, students may apply for an exemption from the full-time status rule at the ISSS office. Students must apply for the exemption before registering for less than a full course of study.

Address Change

International students MUST update their address **within 10 days** of a change of address to maintain their legal immigration status. For more information go to www.isss.umn.edu/INSGen/address.html

8. GROUPS, ASSOCIATIONS AND SOCIETIES

8.1   Student Groups

School of Public Health Student Senate   https://sites.google.com/a/umn.edu/sphss/

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

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

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

The student senate officers for the 2015-2016 academic year are:

Office	Name
President	Javi Monardez
VP of Communications	Maria Bitanga
VP of Operations	Daniel (Danny) Ackert
VP of Student Advancement	Kristen Werner
VP of Finance	Rebecca (Becky) Horton

Student Senate 2015-2016 Leadership Team:

Committee	Name
Social Events Committee Lead(s)	Amanda Pederson
	Ellen Howard (Pamoja)
	Jessica Leaf (Taste Diversity)
Professional Development Committee Lead(s)	Ellen Ward
	Baigalmaa Tsolmonbaatar
Community Outreach Committee Lead	Lauren Bade
Marketing Committee Lead	Jake Tanumihardjo
Academic Improvement Committee Lead	Kathryn (Katie) Verchota

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

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

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

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

Minnesota International Student Association (MISA)   http://www.misa-umntc.com/
The Minnesota International Student Association (MISA) is a non-profit organization that aims at working in the interest of international students at the University of Minnesota. MISA represents the international community of the University of Minnesota Campus. There are about 3000 international students on this campus, whose length of stay varies from 3 months to several years. MISA plays a vibrant role in students' social lives, by being the forum for international students on the U of M campus and by organizing events throughout the year.

Other Groups   www.sua.umn.edu/groups/
More than 400 student groups on campus are registered with the University's Student Unions and Activities Office, including academic societies, cultural centers, sports clubs, political action groups and fraternities and sororities. These organizations provide students with endless involvement opportunities and the chance to interact with others who share a similar interest.

8.2 Public Health Related Associations and Agencies

Minnesota Public Health Association   www.mpha.net/

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

American Public Health Association   www.apha.org

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

Association of Schools and Programs of Public Health   www.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   www.cdc.gov

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

National Institutes of Health   www.nih.gov

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

American College of Healthcare Executives   www.ache.org

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

8.3 Alumni Societies

School of Public Health Alumni Society   www.minnesotaalumni.org
                                                          sphalumni.umn.edu

The University of Minnesota School of Public Health Alumni Community is represented around the world. Consisting of 10,000+ alumni, the SPH Alumni Community 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. As an extension of the University of Minnesota Alumni Association, the SPH Alumni Society currently has more than 1,400 members. Membership is open to 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 bridge professional opportunities.

MHA Alumni Association   mhaalumni.umn.edu/

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 2200+ active alumni, the Association supports MHA students through scholarships and by providing learning opportunities, and strives to provides its alumni with education, engagement and philanthropy.