

# Health Services Research, Policy and Administration, MS and PhD

Division of Health Policy and Management

## 2016-2017 Student Guidebook

The logo for the University of Minnesota School of Public Health. It features a vertical gold line on the left. To the right of the line, the text "UNIVERSITY OF MINNESOTA" is written in a black, serif, all-caps font. Below that, "School of Public Health" is written in a bold, dark red, sans-serif font.

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/>.

*The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.*

This publication can be made available in alternative formats for people with disabilities. Direct requests to the Student Services Center, School of Public Health, MMC 819 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455; 612.626-3500 or 800.774.8636.

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## University of Minnesota Calendar 2016-2017

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The official University Calendar can be found at [onestop.umn.edu](http://onestop.umn.edu).

### Fall Semester 2016

August	24, 25, 26	Equivalency Exams
	31	SPH New Student Orientation
September	1	New PhD Student Reception
	5	Labor Day holiday – University closed
	6	Classes begin
November	8	Registration for Spring Semester 2016 begins
	24-25	Thanksgiving holiday – University closed
December	14	Last day of instruction
	16-17,19-22	Final examinations
	22	End of Fall semester
	23-26	University Closed
	28	Grades due

### Spring Semester 2017

January	TBA	Equivalency Exams
	16	Martin Luther King holiday – University closed

	17	Classes begin
March	13-17	Spring break – no classes
May	5	Last day of instruction
	8-13	Final examinations
	13	End of Spring Semester
	16	Grades due
	22	May Intersession begins

# 1. THE SCHOOL OF PUBLIC HEALTH

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## 1.1 About the School

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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 Humphrey School of Public Affairs, the Carlson School of Management, College of Biological Sciences, School of Social Work, School of Statistics, 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.

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## 1.2 School of Public Health Student Services Center

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### 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

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

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## School of Public Health Student Services Center (SSC)

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

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

We coordinate many functions including:

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

## School of Public Health Student Services Center Staff

Title	Name	Email	Phone
<b>Associate Dean for Learning Systems and Student Affairs</b>	Dr. Kristin Anderson	ander116@umn.edu	
<b>STUDENT SERVICES</b>			
<b>Senior Director for the Student Services Center</b>	Tim Kamenar	kamen001@umn.edu	(612) 626-5005
<b>Registrar and Director of Academic and Student Affairs</b>	Carol Francis	franc004@umn.edu	(612) 624-6952
<b>Receptionist/Student Services Specialist</b>	Lee Vue	vuexx097@umn.edu	(612) 624-7660
<b>CAREER SERVICES</b>			
<b>Director of Career and Professional Development Center</b>	Vic Massaglia	victorm@umn.edu	(612) 626-5443
<b>Associate Director of Career and Professional Development Center</b>	Darren Kaltved	dkaltved@umn.edu	(612) 626-4448
<b>Employer Relations and Field Experience Coordinator</b>	Megan Lafontaine Gallert	meganlaf@umn.edu	(612) 301-9502
<b>RECRUITMENT, ENGAGEMENT, DIVERSITY AND INCLUSION</b>			
<b>Recruitment and Enrollment Manager</b>	Jenna Egan	egan0056@umn.edu	(612) 624-0601
<b>Director of Diversity and Inclusion</b>	Sherlonda Clarke	sdclarke@umn.edu	(612) 624-9970
<b>Coordinator for Student Recruitment and Engagement</b>	Crystal Esparza	espa0018@umn.edu	(612) 624-6915
<b>Coordinator for Applications and Admissions</b>	Jennifer Arntzen	arntz007@umn.edu	(612) 624-1991

<b>Graduate Assistant for Recruitment and Student Leadership</b>	Gabriela Lazalde	lazal002@umn.edu	
<b>Graduate Assistant for Recruitment and Student Leadership</b>	Andrea Stoesz	stoese025@umn.edu	(612) 616-7511

## Career Services

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

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

- **One-on-one Career Coaching:** Schedule an appointment with one of our award-winning, evidence-based career coaches (<http://sphcareers.appointments.umn.edu>).
- **Jobs / Internships:** Our online job posting system includes listings for internships/field experiences, graduate assistantships and fellowships, volunteer, part-time and full-time career opportunities (<http://www.ahc.umn.edu/sphjobs/>).
- **Field Experiences:** Apply your public health coursework, knowledge and skills in a real-world setting through your field experience. All Master's in Public Health (MPH) students must complete a field experience as part of degree program requirements. Field experiences can be paid or unpaid. For more information on resources, past opportunities and requirements please visit: <http://www.sph.umn.edu/careers/fe/>. In addition, individual appointments for field experience questions can be scheduled with the Field Experience Coordinator at: <http://sphfield.appointments.umn.edu>.
- **Career Resources:** General career-related links, guides and tip sheets on a variety of job-search related topics (<http://www.sph.umn.edu/careers/students/>).
- **Blog:** Our Career Services Blog hosts several career-related posts for students and alumni (<http://www.sph.umn.edu/careers/careers-blog/>).
- **Alumni Networking Database:** A searchable Alumni Networking Directory, to help you connect with SPH alumnae all over the world (<http://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 one of our award-winning, evidence-based career coaches (Vic Massaglia and Darren Kaltved) to discuss any career or professional development topics, from creating a top-notch resume to ideas for field experiences, interviewing, and presentation skills. To schedule an appointment, please email [sphcareers@umn.edu](mailto:sphcareers@umn.edu) or schedule an appointment electronically at <http://sphcareers.appointments.umn.edu>.

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## 1.3 Mentor Program

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

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

For more information, visit [sph.umn.edu/current/mentor/](http://sph.umn.edu/current/mentor/).

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## 1.4 SPH Student SPHere

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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 Student Services Center (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 SSC (A395 Mayo) as soon as possible.
- Avoid being alone in the commons during the evening or early morning.
- If you believe you are in danger or see improper activity in progress, call 9-1-1.

### Printing in the SPHere

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

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

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## 1.5 Complaints and Grievances

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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](mailto: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](http://www.eoaffact.umn.edu). For student issues that are not resolved through SPH channels or for which you seek external support, the Student Conflict Resolution Center will assist in resolving campus-based problems or concerns [www.sos.umn.edu](http://www.sos.umn.edu).

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## 1.6 Field Experience Learning Agreement

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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/](http://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.

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

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## 1.7 Minors and Interdisciplinary Concentration Areas

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### 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 <https://onestop2.umn.edu/pcas/viewCatalogSearchForm.do>.

### Interdisciplinary Concentration Areas

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

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## 1.8 Community Engagement Agreement

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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](http://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.

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## 1.9 Online Learning and E-Learning Resources

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Students can access their online courses, as well as support sites for hybrid and face-to-face courses at [moodle.umn.edu](http://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](http://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 [decsp@umn.edu](mailto:decsp@umn.edu).

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## 1.10 Course Evaluations and Yearly Student Survey

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### 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.

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## 1.11 The Roles of Your Advising team

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

### DEFINING ADVISING

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

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

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

## ADVISING EXPECTATIONS FOR STUDENTS

SPH students are expected to:

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

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

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## 1.12 Commencement Eligibility

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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.

## 2. THE UNIVERSITY OF MINNESOTA

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### 2.1 Mission

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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.

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## 2.2 Twin Cities Campus

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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.

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## 2.3 U of M Services

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### 2.3.1 First Steps

#### One Stop

[onestop.umn.edu](https://onestop.umn.edu)

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

The School of Public Health encourages ALL students to use LinkedIn as an invaluable career and networking resource. Not only will this benefit and enhance your experience now, but will serve as a life-long



resource in advancing your career. To help you get started, check out our LinkedIn Guide (<http://www.sph.umn.edu/careers/tipsheets/linkedin/>). To learn more about connecting with the School of Public Health through LinkedIn and social media, please visit: <http://www.sph.umn.edu/socialmedia>.

### **Parking and Transportation**

[www.umn.edu/pts/](http://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 [www1.umn.edu/pts/index.html](http://www1.umn.edu/pts/index.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/](http://www1.umn.edu/pts/), or call 612.626.PARK (7275) for more information.

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

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

### **Bookstore**

[www.bookstore.umn.edu](http://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](http://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/](http://campusmaps.umn.edu/tc/)

Find the way to any University building.

### **Digital Signage**

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

## **2.3.2 Health and Well Being**

### **Boynton Health Services**

[www.bhs.umn.edu](http://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](http://www.bhs.umn.edu/services/mentalhealth.htm).

International Student and Scholar Services counseling. [www.iss.umn.edu/office/advising/personal.html](http://www.iss.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](http://www.umn.edu/aurora)

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

**Nursing Mothers' Room**

[www.bhs.umn.edu/east-bank-clinic/nursing-mothers-room.htm](http://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 additional information or questions please email Dennis Lui at [dlui@bhs.umn.edu](mailto:dlui@bhs.umn.edu)

**Recreation & Wellness Center**

[recwell.umn.edu/](http://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/](http://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.

## 2.3.3 Diversity

### Diversity and Inclusiveness

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

The global, population-based nature of public health demands that the School of Public Health (SPH) seek and train students of all racial, ethnic, economic and educational backgrounds. We believe such diversity enriches the learning experience and helps build excellence in public health leadership. The SPH is dedicated to providing our students with a supportive and welcoming academic experience in and out of the classroom. Our Diversity Matters series and [Taste Diversity](#) 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](mailto: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](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf)
- Office for Equity and Diversity - [diversity.umn.edu/eoaa/home](http://diversity.umn.edu/eoaa/home)
- SPH website on Diversity in Minnesota - [www.sph.umn.edu/prospective/diversity/](http://www.sph.umn.edu/prospective/diversity/)

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

### Disability Resource Center

[diversity.umn.edu/disability/](http://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/](http://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.

**The Gender and Sexuality Center for Queer and Trans Life**[diversity.umn.edu/glbta/](http://diversity.umn.edu/glbta/)

Location: 46 Appleby Hall, 128 Pleasant Street SE (East Bank)

Phone: (612) 625-0537

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

**International Student and Scholar Services**[www.iyss.umn.edu/](http://www.iyss.umn.edu/)Location: 109 Hubert H. Humphrey School, 301 19<sup>th</sup> 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/](http://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/](http://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/](http://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**

[www.sos.umn.edu/](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/](http://diversity.umn.edu/women/)

Location: 64 Appleby Hall, 128 Pleasant Street SE (East Bank)  
Phone: (612) 625-9837

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

### **2.3.4 Academic**

#### **University Libraries**

[hsl.lib.umn.edu/biomed](http://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](http://www.lib.umn.edu).

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

#### **Center for Educational Innovation**

[cei.umn.edu/about/about-cei](http://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/](http://writing.umn.edu/)

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

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

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

## Computing Services

[it.umn.edu/services/](http://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](http://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/](http://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

## 2.3.5 Campus Safety

### Police

[www.umn.edu/umpolice/](http://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](http://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/](http://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.

## 2.3.6 Social

### Student Unions and Activities Office

[www.sua.umn.edu](http://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.

<b>Campus Events</b> Website for events hosted by the University of Minnesota.	<a href="http://events.umn.edu/">events.umn.edu/</a>
<b>School of Public Health Events</b> Website for events specific to the School of Public Health.	<a href="http://www.sph.umn.edu/news/">www.sph.umn.edu/news/</a>
<b>Academic Health Center Events</b> News and events specific to the Academic Health Center.	<a href="http://hub.ahc.umn.edu/news-capsules">hub.ahc.umn.edu/news-capsules</a>

### 2.3.6 Additional Resources

**Post Office**

[sua.umn.edu/services/postal-stations/](http://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](http://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](http://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/](http://www.umn.edu/usls/)

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

## 3. REGISTRATION

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### 3.1 Full-Time Status

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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.

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### 3.2 Registration Process

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**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](http://myu.umn.edu).
- You can find your registration queue date and time on the web at [myu.umn.edu](http://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](http://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](mailto:helpingu@umn.edu). You may also contact your Program Coordinator or the School of Public Health Student Services Center at 612.626.3500. Please note the following when registering:

- Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the 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.

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## 3.3 Grade Option Changes, Course Additions, Withdrawal and Evaluations

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### 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](http://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](http://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](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at [sph-SSC@umn.edu](mailto:sph-SSC@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 Student Services Center.

### **Transfer [T]**

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

### **Withdrawal [W]**

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

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

### **Continuation [X]**

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

### **In Progress [K]**

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

## **Other Provisions**

### **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 Student Services Center 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](http://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: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

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

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

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### 4.1 Tuition and Fees

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

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### 4.2 Billing

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

#### Third Party Billing

[onestop.umn.edu/finances/pay/third\\_party\\_billing/index.html](http://onestop.umn.edu/finances/pay/third_party_billing/index.html)

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

Sponsor's payments are subject to the same federal reporting requirements as other financial aid. Some sponsorships don't require a billing invoice and are administered by the University through One Stop Student Services.

Whether you are a student or a sponsor, you will find answers in the frequently asked questions (FAQ ) about how the third party billing processes these payments at the links on the left. In addition, you can view current tuition and fee information.

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

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### 4.3 Financial Aid and Scholarships

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A variety of resources to assist students in financing their education can be found at [sph.umn.edu/admissions/paying/](http://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](http://onestop.umn.edu) or by -mailing [helpingu@umn.edu](mailto: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	Your Program	

Traineeships, the Dean's Scholarship	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](http://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](http://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](http://onestop.umn.edu)

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## 4.4 Graduate Assistantships

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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](http://www1.umn.edu/ohr/gae).

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

## 5. UNIVERSITY GUIDELINES AND POLICIES

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### 5.1 Student Responsibility and Conduct

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

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

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

1. **Respect others**  
Students are expected to behave in a respectful and professional manner with other students, faculty, and staff in the classroom and on campus.
2. **Honor privacy**  
Every student's course grades are private and are not to be shown to anyone else. This also applies to the grades of students in courses for which you are a Teaching Assistant.
3. **Present your work honestly**  
Plagiarism is defined as the presentation of another's writing or ideas as your own. For a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <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](http://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.**

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### 5.2 University of Minnesota Board of Regents' Policies

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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](http://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.<sup>1</sup>

**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.



## 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

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### **5.3 Scholastic Dishonesty and Plagiarism**

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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/](http://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](http://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.

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## 5.4 University Senate Uniform Grading & Transcript Policy

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### 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).

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## 5.5 Health Insurance

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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 <https://shb.umn.edu/health-plans/shbp-home>

## Long Term Care Disability Insurance Fee

<https://shb.umn.edu/students-and-scholars/ahc-disability>

Academic Health Center students (which includes the School of Public Health), enrolled in a qualifying AHC program, will be automatically covered under a group Long Term Disability plan while a student. **This coverage is not optional.** They will see a charge of \$43.50—an average cost of \$7.25 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 2016 if you complete the waiver process per established guidelines by **September 20, 2016**. 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 20, 2016**, 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](mailto:umshbo@umn.edu)

[shb.umn.edu/](http://shb.umn.edu/)

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## 5.6 Leave of Absence

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### Leave of Absence

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

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

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## 5.7 Privacy

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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](http://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](http://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.

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## 5.8 Immunizations

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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.

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## 5.9 Criminal Background Checks

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

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## 5.10 Use of Human Subjects in Research

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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 quality of your application. Incomplete or vague answers often result in "deferrals" which can greatly lengthen the time to approval.
- This page on the IRB website offers specific guidance for student researchers:  
<http://www.research.umn.edu/IRB/guidance/student-researchers.html>.

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## 5.11 International Student Requirements

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

## **6. GROUPS, ASSOCIATIONS AND SOCIETIES**

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### **6.1 Student Groups**

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#### **School of Public Health Student Senate**

[www.sph.umn.edu/current/senate/](http://www.sph.umn.edu/current/senate/)

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](mailto:sphss@umn.edu).

The student senate officers for the 2016-2017 academic year are:

<b>Office</b>	<b>Name</b>
<b>President</b>	Keerthanaa Jeeva
<b>VP of Communications</b>	Kusha Mohammadi
<b>VP of Operations</b>	Meghan (Meggie) Howell
<b>VP of Student Advancement</b>	Valentina Lin
<b>VP of Finance</b>	Subin Jang

Student Senate 2016-2017 Leadership Team:

Committee	Name
Social Events Committee Lead(s)	Mackenzie Riley
	Nathan Rogers
Professional Development Committee Lead(s)	Natalie Hauser
Community Outreach Committee Lead	Aldona Martinka
Student Engagement Lead	Makshita (Maks) Luthra
Academic Improvement Committee Lead	Maggie Horvath

### **Graduate and Professional Student Assembly (GAPSA)**

[www.gapsa.umn.edu](http://www.gapsa.umn.edu)

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

### **Council of Graduate Students (COGS)**

[www.cogs.umn.edu](http://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](http://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/](http://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.

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## **6.2 Public Health Related Associations and Agencies**

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### **Minnesota Public Health Association**

[www.mpha.net/](http://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](http://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/](http://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](http://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](http://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](http://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.

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## **6.3 Alumni Societies**

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### **School of Public Health Alumni Society**

[www.minnesotaalumni.org](http://www.minnesotaalumni.org)

[www.sphalumni.umn.edu](http://www.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**

[www.mhaalumni.umn.edu](http://www.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 provide its alumni with education, engagement and philanthropy.

# 7. DIVISION OF HEALTH POLICY AND MANAGEMENT

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## 7.1 Introduction

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Welcome! Health Policy and Management (HPM) is one of four Divisions in the School of Public Health (SPH). The Division of HPM offers five degree programs and a certificate in Public Health Informatics:

### Degree Programs

**The M.P.H. degree in Public Health Administration and Policy (PHAP)** provides management training in public health administration, focusing on the public health functions of management, analysis, and policy. The program emphasizes a population-based health improvement approach to public health. There are three paths to earn this M.P.H. The traditional PHAP Program, the PHAP Program, hosted by Arizona State University which is a mostly-online program, with some in-person elements at ASU in Phoenix, Arizona. Both the traditional and E-PHAP programs are for students who are just beginning their careers in public health; the Executive PHAP (E-PHAP) program is for students who have been in the public health field for at least three years and are looking to move into leadership roles or enhance their leadership skills. The E-PHAP program is a distance program with 17 days of on-campus instruction and may be completed in 25 months.

**The M.P.H Degree in Public Health Informatics** prepares students for leadership positions that bridge information technology and public health. Public health informatics concerns the organization and integration of information from multiple sources to make it available for monitoring and evaluating the health of populations and programs. A certificate is also available.

**The M.S. degree in Health Services Research, Policy and Administration** emphasizes a policy/population orientation, a research perspective, analytic methods, and broad exposure to the field. Graduates enter careers in policy analysis, and health services research positions in public and private sector organizations such as state legislatures, public health agencies, managed care organizations, large multi-specialty medical group practices, and hospital/physician organizations.

**The Ph.D. in Health Services Research, Policy and Administration** trains students for positions as researchers and teachers in top research universities, in government agencies at the state and federal level, and in the research arms of private health insurance, provider, or consulting organizations. The program is known for its rigorous training in statistical methods and for its emphasis on economic, sociological and political theory as a basis for organizing thought.

**The M.H.A. Master of Healthcare Administration** degree is the traditional preparation for those who want to build their careers in the management, financing, and marketing of healthcare delivery. Students pursue coursework in the classic management disciplines and apply those concepts to the healthcare industries. M.H.A. graduates are employed in a variety of settings such as, clinics and hospitals, consulting firms, managed care and insurance companies, and medical device and pharmaceutical companies. There are two routes to the M.H.A: The Full Time M.H.A. is for students just beginning their careers and requires two years in residence on the Minneapolis campus, as well as a summer clerkship; the Executive M.H.A. is for students with at least three years' managerial or clinical leadership experience in healthcare. It requires 25 months to complete and includes both online course work and five on-campus sessions.

### Certificate Program in Public Health Informatics

This unique certificate prepares students to implement and manage public health information systems such as vital statistics systems, online analytic processing tools that support public health decision-making, immunization registries, population health surveillance, community health information networks

and electronic public health data interchange. Students can pursue a certificate in PHI concurrently with their degree program. The PHI certificate can be a valuable “add on” to a master’s or doctoral degree. The PHI certificate requires the completion of an admissions application.

Policies and requirements vary by degree and program.

Students in the M.H.A. and M.P.H degree programs are School of Public Health students. Degree program requirements, along with tuition rates are under the authority of the SPH.

Students in the M.S. and Ph.D. degree programs currently have dual association with the SPH and the Graduate School. M.S. and Ph.D. students are required to adhere to certain Graduate School regulations and degree milestones and pay tuition based on the Graduate School rates.

See the section in this guidebook for your specific degree program that outlines policies and procedures.

### **Student Mail**

**HSRP&A and M.H.A. day program students have a mailbox or folder for mail and should check it frequently for printed mail.**

- MHA day program student mailboxes are located in the HPM Educational Programs Office in Mayo D262.
- HSRP&A MS and PhD students have an individual folder for their mail. A file cabinet with the mail folders is located in the HPM student lounge, Mayo D367. This room is locked at all times. Use your U Card to gain access to the room.
- PHAP, E-PHAP, and E-MHA students will receive all communications via email.

### **HPM Student Lounge and Study Areas**

The HPM student lounge is in room D367 Mayo. A study area with computers is located in the Stauffer Room, D387 Mayo. These rooms are locked and require students to swipe their U Card to obtain access.

### **Seminar Series**

The Division of Health Policy and Management sponsors two seminar series:

- **Health Services Research Seminars (HSR)** - Nationally and internationally known leaders in health services research speak on current topics. These seminars, offered two to four times each academic year, are free and open to the public. HPM will announce the speaker, topics and location prior to each seminar.
- **Work in Progress Seminars (WIP)** - Work in Progress Seminars feature Division faculty, visiting colleagues, and other University faculty, students and research staff. Doctoral students also present on their dissertation research in progress, and use this forum to present job talks. These seminars provide an opportunity to discuss current work and share ideas. Seminars take place on Wednesdays, between 12:00-1:15 PM. The location, exact time, and topic will be announced prior to each seminar.

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## **7.2 Joint/Dual Degree and Collaborative Programs**

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The Division of Health Policy and Management offers the following joint/dual degree and collaborative programs. These programs contain some coursework that is shared with the partner degree, thus permitting the student to complete two degrees in less time than if pursued separately. Students must apply for admission and acceptance to each program separately. Admissions requirements, including entrance exams, may vary by program.

Joint Degree In Law, Health and Life Sciences

Joint Degree in Law, Health, and the Life Sciences with a JD in Law and one of the following:

- MPH in Public Health Administration and Policy (PHAP)
- MHA in Healthcare Administration (MHA)
- MS in Health Services Research, Policy, and Administration (HSRP&A)
- PhD in Health Services Research, Policy, and Administration (HSRP&A)

Required Entrance Exams:

- The joint degree requires separate applications to the Law School (which includes completion of the LSAT entrance exam) and the School of Public Health.
- MS and PhD programs in HSRP&A (requires the GRE entrance exam)
- MPH in PHAP: Requires either the GRE, GMAT, LSAT, DAT, or MCAT
- MHA Requires either: GRE or GMAT

This joint degree trains experts in the legal, ethical, and policy problems that affect the delivery of health services in the 21<sup>st</sup> century. Students are educated to become leaders in managed care and health policy, intellectual property issues in biotechnology, and law. The program presents an on-going speaker's series, colloquia, and other meetings to draw scholars to campus. For more information, see [www.jointdegree.umn.edu](http://www.jointdegree.umn.edu) or contact the following major coordinators.

- PHAP (on-campus program) major coordinator, Andy Le at [lexx0122@umn.edu](mailto:lexx0122@umn.edu).
- E-PHAP (online program) and AZ State U PHAP, major coordinator, Katy Murphy, at [kathr005@umn.edu](mailto:kathr005@umn.edu)
- MHA major coordinator, Diane McClellan at [mccle005@umn.edu](mailto:mccle005@umn.edu)
- EMHA students may contact Administrative Director, Tom Gilliam at: [gilli032@umn.edu](mailto:gilli032@umn.edu).
- HSRP&A, MS and PhD, and Public Health Informatics (PHI) major coordinator, Maureen Andrew at: [andre031@umn.edu](mailto:andre031@umn.edu).

**Master of Healthcare Administration and Master of Business Administration**

The MHA/MBA Dual Degree Program meets both the MHA and MBA requirements. A strong curriculum integrates the skills and breadth of understanding needed for leadership both the delivery of healthcare and the medical industry.

To be considered for the MHA/MBA Dual Degree applicants must apply to both the Full-Time MHA and the Full-Time MBA Programs. Applications are available at:

- The Full-Time MHA Office, 612-624-9588, D262 Mayo
- The Full-Time MBA Office, 612-625-5555, 2-210 Carlson School of Management

For more information, students may also contact Tom Gilliam, Administrative Director, at: [gilli032@umn.edu](mailto:gilli032@umn.edu).

**Doctoral Program in Occupational Health Services, Research and Policy**

This option is a collaboration between the PhD program in HSRP&A and the doctoral program in the division of Environmental and Occupational Health Sciences. The program's curriculum integrates statistics, research design, sampling, survey methodology, economics, occupational and environmental epidemiology, toxicology, exposure assessment, and policy.

Students in this collaborative program major in either the HSRP&A, or Environmental Health and Occupational Science doctoral program, and minor in the other. For example, a student who majors in the doctoral program in HSRP&A would minor in Environmental Health and Occupational Science. This minor is individually tailored to the particular needs and objectives of the student. For more information, PhD students may contact the HSRP&A major coordinator, Maureen Andrew, [andre031@umn.edu](mailto:andre031@umn.edu).



### **Collaboration with Applied Economics and the HSRP&A Doctoral Program**

The Division of Health Policy and Management is a co-sponsor of the Applied Economics Graduate Program, a unique partnership of applied economists in four units within the University of Minnesota. Students in this program major in applied economics and complete a concentration in health economics in the Division of HPM. Interested students should contact the department of Applied Economics for more information at: [apecdgs@umn.edu](mailto:apecdgs@umn.edu) and see their webpage at: <http://www.apecgrad.umn.edu/>

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## **7.3 Division Travel Funds and Policy for HPM Division Students**

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### **Funding for Travel**

HPM has some limited funding available for student travel that varies by program. Contact the major coordinator for your program if you have questions or want to apply for funding.

**PHAP:** Travel funds are available to attend a conference at which they will give an oral presentation or present a poster, or compete for a national fellowship. The amount of individual funding will depend on the number of students who request funds. Contact Andy Le for details at: [7lexx0122@umn.edu](mailto:7lexx0122@umn.edu).

**E-PHAP:** Two \$1,000 travel awards are available for students to present work done as part of their degree at a professional conference. For more information, contact Katy Murphy at: [kathr005@umn.edu](mailto:kathr005@umn.edu).

**MS in HSRP&A:** No travel funds are available for 2016-17.

**MHA:** Funding for a one trip while in the program. Contact Tom Gilliam for details at [gilli032@umn.edu](mailto:gilli032@umn.edu).

**MPH in Public Health Informatics:** No travel funds for 2016-17.

**PhD in HSRP&A:** See the PhD specific travel section in section 10.2, p.89.

### **Policy for Travel Funding, Pre-approval and Reimbursement (All Students)**

All students must obtain pre-approval from their academic program prior to making any travel arrangements. Students must obtain an Employee Expense Worksheet and complete it with estimated expenses for the travel. The Employee Expense Worksheet can be obtained from your program coordinator. (For MHA, contact Tom Gilliam, for PHAP contact Andy Le, for HSRP&A contact Maureen Andrew). Proposed expenses for travel are required to be reviewed approved by multiple people. It is best to get travel expenses pre-approved BEFORE booking any flights or hotel.

Steps for pre-approval for travel:

- Obtain an Employee Expense Worksheet from your program coordinator and fill it in with estimated expenses.
- Return completed form to your program coordinator for review.
- Once reviewed, bring form to the accounting staff person, (either Patty Homyak or Sarah Trachet), as instructed by your coordinator.

This pre-approval must include the signature of the Program Chair (or designee). Final approval of proposed travel expenditures must be signed by Assistant to the Division Head; Patty Homyak or assigned designee.

Upon return from travel, students are required to submit all original receipts and appropriate documentation for reimbursement to Patty Homyak or Sarah Trachet as instructed.

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## 7.4 PLAGIARISM

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### The Division of Health Policy and Management Prohibition against Plagiarism

There is a general assumption that students engaged in graduate level work understand the concept of plagiarism and the prohibitions against it. In general, it is considered unacceptable behavior to use the intellectual work of others without giving the source proper credit for the ideas. It is even less acceptable to use another person's direct words and appear to claim them as your own.

This sort of unacceptable behavior can take several forms:

1. Taking the work of others directly and claiming it as your own. This would involve directly quoting someone else's work and providing neither references to acknowledge the source nor quotation marks. This and subsequent categories include using material from non-print sources such as the web.
2. Taking the work of others directly and failing to show that it is a direct quote through the use of quotation marks. In this case, you might provide a reference but use someone else's words without using quotation marks.
3. Using someone else's ideas (although not their specific words) and failing to reference the source. This might include paraphrasing someone else's writing.
4. Having someone else write the work for you and claiming it as your own.

### The University of Minnesota Student Conduct Code defines scholastic dishonesty as follows:

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

Part of the problem with plagiarism may stem from a failure to appreciate what level of work is expected of a graduate student. It is not sufficient to simply recite the work of others, even of your professors. You are expected to know that material and then to use it to synthesize new ideas, weaving ideas together to produce a rational and coherent argument. It is permissible and encouraged to use citations, but simply reciting the work of others is not sufficient. It is never acceptable to claim the work of others as your own.

Selective use of quotations may help to bolster an argument but excessive quoting suggests a failure to master the material. Your work should reflect an understanding of the topic.

If you have questions about what constitutes plagiarism or academic dishonesty, you should talk with your faculty advisor or you might want to look at the following web site How to Recognize Plagiarism: <https://www.indiana.edu/~istd/>

### For Additional Information:

**University of Minnesota Center for Writing** is an excellent resource for all types of writing support, including definitions and examples of plagiarism. See: <http://writing.umn.edu/>

**Office for Student Conduct and Academic Integrity (OSCAI)** provides resources that help students identify and understand inappropriate behaviors, and resolves complaints of student conduct brought forth by faculty, instructors, and departments. This includes plagiarism, cheating, and non-scholastic inappropriate behavior. The OSCAI will investigate complaints and serve as the judicial body that will reach a resolution. The OSCAI also works with the Campus Committee on Student Behavior that conducts a hearing for cases that the OSCAI is unable to resolve. For more information see: <http://oscai.umn.edu/>

A copy of the University Student Conduct Code can be found in the SPH section of this Guidebook.

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## 7.5 DIVISION POLICIES ON GRADUATE ASSISTANTSHIPS

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**Tuition Benefits:** The purpose of this policy is to clarify tuition reimbursement guidelines for Research Assistants, Teaching Assistants and Administrative Fellows appointed in the Division of Health Policy and Management.

In order to hold a graduate assistantship during fall or spring semester, students are required to be registered full time, for credit, (audit registration is not acceptable). A minimum of six credits of registration is required for all students except for Advanced Master's and Ph.D. candidate students who may be eligible for a special full time Status with one credit registration, course number PubH 8333 for MS students, and PubH 8444 for PhD students. To register for either PubH 8333 or PubH 8444, a permission form is required that can be found on the Graduate School website: [www.grad.umn.edu](http://www.grad.umn.edu). Registration during May Intersession and summer term are not required to hold an assistantship.

Typically graduate/professional students in the Division take classes during the fall and spring semesters, summer courses are not typically required by the degree programs.

Graduate students will be hired into job classifications during the fall and spring terms that include tuition benefits. Tuition reimbursement is not automatic for appointments during summer session. During the summer all graduate assistants will be hired in a non-tuition bearing job class unless they can document a specific extenuating need to take a course(s) in the summer that is required for graduation. The Principal Investigator must approve summer tuition benefits if hired on a sponsored account. If hired on an account using Division funds the program chair overseeing the student's degree program must approve the need to take the course(s) during the summer.

**Compensation:** Students hired as a TA grader will be paid an hourly salary, but are not eligible for tuition or health insurance benefits. The hourly commitment for serving as a grader is usually less than 10 hours per week.

The purpose of this policy is to define compensation guidelines for Research Assistants, Teaching Assistants and Administrative Fellows appointed in the Division of Health Policy and Management.

The floor and top of the salary range for graduate assistant compensation in the Division will be established by the University of Minnesota. The mid-level salary will be established by HPM at the beginning of each fiscal year and will be within the University's range. The following salary levels will be used for all graduate students employed as Research Assistants, Teaching Assistants and Administrative Fellows in HPM during the 2015-2016 academic year

Degree Status of Student	Salary Levels for 2016-17
Baccalaureate degree	Floor level of University range (\$19.15/hr)
Master's degree	Mid-level of HPM range (\$23.87/hr)
PhD student without a Master's degree who has completed all preliminary written exams	Mid-level of HPM range (\$23.87/hr)
Doctoral/Professional degree (relevant field)	Up to top of University range - at Principal Investigator's discretion

Should a student earn a Master's degree or pass all of the preliminary written exams during an appointment period as a RA, TA or AF, the individual's salary will increase at the start of the next appointment period after which they become eligible for such increase.

Students with a foreign medical degree who hold an RA or TA and who have the Educational Commission for Foreign Medical Graduates (ECFMG) certificate, will be paid at the Doctoral/Professional degree level, pending PI approval. Those who do not will be paid at the Master's degree level.

All employees in these job classes will receive salary increases based on mandated changes of the University's fixed salary range for these job classifications, regardless of length of employment.

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## 7.6 HPM Division Faculty and Coordinator Staff

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### Faculty

Faculty	Title	Office Location	Phone	E-mail Address
Jean Abraham, PhD	Associate Professor	15-221 PWB	625.4375	abrah042@umn.edu
Tim Beebee, PhD	Division Head	15-205 PWB	625.6949	beebe026@umn.edu
Jim Begun, PhD	Professor	D262 Mayo	624.9319	begun001@umn.edu
Lynn Blewett, PhD	Associate Professor	15-217 PWB	626.4739	blewe001@umn.edu
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Kathleen Call, PhD	Professor	15-223 PWB	624.3922	callx001@umn.edu
Jon Christianson, PhD	Professor	15-225 PWB	625.3849	chris001@umn.edu
Bryan Dowd, PhD	Professor	15-213 PWB	624.5468	dowdx001@umn.edu
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Roger Feldman, PhD	Professor	15-210 PWB	624.5669	feldm002@umn.edu
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Leslie Grant, PhD	Assoc. Professor and Director of the Center for Aging Services Management	D384 Mayo	624-8844	grant004@umn.edu
Rachel Hardeman, PhD	Assistant Professor	D359 Mayo	626.2803	Hard0222@umn.edu
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Karen Kuntz, ScD	Professor, Director of Graduate Studies	D360 Mayo	625.9333	kmkuntz@umn.edu
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Donna McAlpine, PhD	Associate Professor, PHAP Program Director	15-232 PWB	625.9919	mcalp004@umn.edu
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Douglas Wholey, PhD, MBA	Professor	D527 Mayo	626.4682	whole001@umn.edu
Rebecca Wurtz, MD, MPH	Associate Professor and Program Director, PHAP, E- PHAP and PHAP Az State U	C-305 Mayo	625.1387	rwurtz@umn.edu
White, Katie, EdD	Assistant Professor	D361 Mayo	625.9169	kmwhite@umn.edu

## Teaching Program Staff

Staff	Title	Office	Phone	E-mail
Thomas Gilliam	Associate Program Director MHA and E-MHA	D262 Mayo	625.4437	gilli032@umn.edu
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Diane McClellan	MHA Major Coordinator	D262 Mayo	626.7349	mccle005@umn.edu
Janet Duff	E-MHA and Saudi Program Coordinator	A272 Mayo	625-0857	duffx003@umn.edu
Stephanie Hagel	MHA Major Coordinator	D262 Mayo	626.9588	shagel@umn.edu
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\* All phone numbers are in area code 612

## 7.7 HPM Division Course Descriptions

The following courses are taught by Division faculty and are part of at least one of the four teaching program's required curriculum. Students should always refer to their program curriculum for required courses, but may want to consider any of the following for course planning.

### **PubH 3801 Health Economics and Policy (3 cr)**

Economics of health care markets. Problems faced by consumers/health care services. Builds on principles of supply/demand for health, health care/insurance, and role of government. Theoretical/empirical models/applications. *This is an undergraduate course that cannot be applied toward a graduate degree.*

### **PubH 6535 Health Services Accounting (3 cr)**

How markets work, how positive economic rents (profits) are made and how strategic behavior affects profits. Four major topical areas include market micro-structure, industrial structure, uncertainty, and incentives and firm governance.

- PubH 6541                      Statistics for Health Management Decision Making (3 cr)**  
Variation; frequency distribution; probability; significance tests; estimation; trends; data handling; simple operations research applications. Statistical approach to rational administrative decision making. Lectures and lab exercises.
- PubH 6542                      Management of Healthcare Organizations (3 cr)**  
Role of the hospital in health services delivery and relationships with other elements of the healthcare system. Problems of achieving results with emphasis on governance, medical staff, and role of administrator.
- PubH 6544                      Principles of Problem Solving in Health Services Organizations (3 cr)**  
Lectures, seminars, and demonstrations on problem-solving theory and technique. Management problem solving of cases. Solving a management problem within a health services organization and presenting a report.
- PubH 6577                      Advanced Problem Solving in Health Services Organizations (2 cr)**  
Defining, analyzing, and solving significant senior management-level operational or health public policy problems by student groups in Twin Cities health services organizations.
- PubH 6547                      Healthcare Human Resources Management (2 cr)**  
Concepts in human resources management as applied to health services organizations. Relationship between human resources management and general management, nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal and discipline, union-management relations.
- PubH 6553                      Health Care Management Ethics (1cr)**  
Ethical issues faced by health care managers as leaders of an organization, members of a profession, and coordinators of clinical processes. Perspectives of managerial, organizational, professional, and clinical ethics.
- PubH 6554                      Healthcare Marketing and Strategy (2 cr)**  
Managing the marketing function; marketing planning, strategy, and management concepts. Identifying marketing problems and opportunities; constructing evaluating and managing a marketing plan.
- PubH 6555                      Topics in Health Economics (2 cr)**  
This course will introduce the student to the methods of health economics and demonstrate how these methods can be applied to managerial decision-making processes.
- PubH 6556                      Health and Health Systems (3 cr)**  
Sociopolitical, economic, and moral/ethical issues confronting the U.S. public health and medical care system. Trends in service provision, human resources, financing and health services organization, and implications for the public's health.
- PubH 6557                      Health Finance I (3 cr)**  
Basic principles of finance and selected insurance concepts integrated and applied to healthcare with public sector emphasis. NPV; public financing; capital and operating budgets; Medicare PPS and RBRVS; risk-adjusted capitation; healthcare reform.
- PubH 6558                      Health Finance II (3 cr)**  
Principles of financial management and insurance are integrated and applied to the health field. Topics include: health care capital and operating budgets; health care payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population-based health care finance and managed care; and financing aspects of public health policy. Experience with computerized spreadsheets such as EXCEL is necessary.
- PubH 6560                      Operations Research & Quality in Health Care (2 cr)**  
Decision-making framework for both operating and control systems in the hospital environment. Basic modeling techniques and examples of actual hospital applications.
- PubH 6562                      Information Technology in Healthcare (2 cr)**  
How to analyze organization information needs, incorporate these needs into information technology (IT) policy and planning, and implement IT policies.

**PubH 6564                      Private Purchasers of Health Care: Roles of Employers and Health Plan in U.S. Health Care System (2 cr)**

Development and organization of HMOs: risk-sharing, provider contracts, utilization management, quality improvement. HMO and PPO marketing and new product development; employer relations; Medicare and Medicaid contracting; budget processing; financial performance; pricing; government regulation.

**PubH 6565                      Health Care Delivery Design and Innovation (2 cr)**

Designing/creating health care delivery services/experiences. Innovation process, methodologies/tools of innovation design, strategies/processes to ensure execution.

**PubH 6568                      Interprofessional Teamwork in Health Care (2 cr)**

Leading/participating in interdisciplinary teams. Team communication, problem solving, conflict management, organizational support.

**PubH 6570                      Service Line Management (2 cr)**

Introduction to history and drivers that led to the development of clinical service lines, their structural models, benefits, and challenges.

**PubH 6571                      Leading Performance Improvement (2 cr)**

Leading Performance Improvement in Health Care, is an elective course for students who intend to lead, design, or staff performance improvement programs in healthcare institutions.

**PubH 6573                      The Nature of Clinical Care (2 cr)**

Provides an understanding of clinical care for future health care professionals who are not health care professionals. The primary aim for this course is to enable administrators in health care delivery or public health to feel comfortable in discussing clinical matters with their clinical colleagues and to participate as peers in managing health care performance in hospitals, medical groups, and other settings. The course is also suitable for future health services researchers who do not have clinical backgrounds. Medical terminology, basic human anatomy, common diseases, the scope of practice for medical and surgical specialties, common medical and surgical procedures, and the culture of health care clinical professionals are covered.

**PubH 6578                      (section 2) Negotiation Strategies (2 cr)**

Negotiation is the art and science of securing agreements between two or more parties who are interdependent and who are seeking to maximize their own outcomes. The central issues of this course deal with understanding the behavior of individuals, groups and organizations on the context of competitive situations.

**PubH 6589                      Medical Technology Evaluation and Market Research (2 cr)**

Provides knowledge of the skills, data and methodology required to critically evaluate new medical technologies in order to meet financial investment as well as regulatory compliance objectives, such as FDA approval. This course is designed to provide the analytic tool kit for a manager of a new medical technology to formulate the evaluation necessary for this enterprise as well as effectively disseminate results in order to get a new product to market.

**PubH 6596                      Legal Considerations in Health Services Organizations (3 cr)**

Laws affecting administration of hospitals and other healthcare organizations; administrative law, corporate and business law, labor law, civil liability, tax-related issues. Legal issues relevant to administration, decision-making, and planning process.

**PubH 6700                      Foundations of Public Health (3 cr)**

Organization of public health, predominately in the United States. Role of public health administration. Problem-solving skills necessary for effective administration.

**PubH 6702                      Integrative Leadership Seminar (3 cr)**

Offers training in leadership theory and civic engagement, stimulating students to apply their knowledge by developing ideas to resolve real-world case studies. Meets with OLPD 6402 section 001, PA 5150, and MGMT 6402 section 060

**PubH 6711                      Public Health Law (2 cr)**

Basic concepts of law, legislative process, and legal bases for existence/administration of public health programs. Legal aspects of current public health issues/controversies, regulatory role of government in health services system.

**PubH 6717                      Decision Analysis for Health Care (2 cr)**

Introduction to methods/range of applications of decision analysis and cost-effectiveness analysis in health care technology assessment, medical decision making, and health resource allocation.

**PubH 6724                      The Healthcare System and Public Health (3 cr)**

Overview of health care delivery, finance systems within public health context. Components of health care system: financing, role of employers/public programs, health care delivery system, managed care. Collaborative interventions between managed care, public health.

**PubH 6727                      Health Leadership and Effecting Change (2 cr)**

Applications of a broad theoretical base in planned change to solve managerial/organizational problems in health professions.

**PubH 6735                      Health Services Policy (2 cr)**

Social, political, and economic context within which U.S. health-care system developed. Influence of these contextual elements on public policies guiding/regulating organization/delivery of health services.

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

Introduction to ethical issues in public health practice/policy. Ethical analysis, recognizing/analyzing moral issues.

**PubH 6742                      Ethics in Public Health: Research and Policy (1 cr)**

Introduction to ethical issues in public health research/policy. Ethical analysis. Recognizing/analyzing moral issues.

**PubH 6744                      State Health Policy and Politics (2 cr)**

Federal health reform debate and debate over reinstating the MN General Assistance Medical Care program. Intergovernmental relationship between the federal and state governments in health policy and finance; role of state and local policy makers and policy advocates. Political context for state health policy development.

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

Role of health-care services administrators, principles of management, administrative process. Lectures, case studies.

**PubH 6755                      Planning and Budgeting for Public Health (2 cr)**

The basic principles of budgeting, planning, forecasting and analyzing with a focus on nonprofit and government organizations are applied to health care administration and public health in a single course.

**PubH 6758                      Managing Public Health Systems (2 cr)**

Three essential skills are developed within the context of managing and organizing public health core functions and essential services: Problem Solving, Process Management and Quality Improvement, and Collaboration and Partnership Management.

**PubH 6762                      Health Finance Applications (2 cr)**

Top management perspective of healthcare financial management responsibility in context of strategic issues. Emphasizes balancing theory and applications. Capstone course.

**PubH 6765                      Continuous Quality Improvement: Methods and Techniques (3 cr)**

Understanding and applying statistical process control techniques to health care management and clinical problems. Provides a comprehensive overview of the history, methods, and issues in quality within the health care system.

**PubH 6772                      Health Disparities Capstone Seminar (1 cr)**

This is the capstone course for second year MPH students completing the SPH Health Disparities Interdisciplinary Concentration (HDIC).



**PubH 6780                      Topics: Public Health Administration and Policy (1-4 cr)**

New courses or topics of interest in public health administration/policy.

**PubH 6800                      Topics: Health Services Research, Policy and Administration (1-4 cr)**

New courses or topics of interest in Health Services Research, Policy and Administration.

**PubH 6800                      Using Medicare Data in Research (2 cr)**

Students will learn about the Medicare Program and the routinely collected administrative data, as well as ancillary data and surveys, that can be used to understand and improve the Program, conduct health services and public health research, and improve the health of Medicare beneficiaries.

**PubH 6801                      Health and Human Rights (2 cr)**

Explores the relationship of health and human rights in the context of public health. It examines philosophical frameworks and groundings of human rights, development of the nexus between health and human rights, and a variety of historical and contemporary topics at the crossroads of health and human rights.

**PubH 6802                      Managing Electronic Health Information (3 cr)**

Overview of data collection tools in health care studies. Workflow design. Scanned/faxed, web-based forms. Voice response, palmtop computers, relational databases. Managing workflow. Selecting tools to ensure data quality and low cost. Case studies.

**PubH 6803                      Conducting a Systematic Literature Review (2 cr)**

How to conduct systematic literature review. Draws on skills/experience of staff at Minnesota Evidence-based Practice Center, an AHRQ-funded program

**PubH 6804                      Community Mental Health (3 cr)**

Provides an overview of social and social-psychological processes that shape the experience of mental health and illness and the consequences of disorders for individuals, families, and communities, and examines these issues in the context of public health rather than attributes of individuals

**PubH 6805                      Introduction to Project Management for Health Professionals (2cr)**

Many public health interventions and information systems are implemented using projects and project teams. This course introduces you to the core concepts and skills for managing these projects effectively – making sure they are completed on time, within budget, and meeting performance objectives.

**PubH 6806                      Principles of Public Health Research (2 cr)**

Evaluation of public health research literature and planning for independent research projects. Formulation of research question, research design, sampling techniques, use of research concepts, and data analysis. Data collection techniques, including questionnaires, interviews, and data analysis.

**PubH 6808                      Professional Practice in Health Intelligence & Analysis (2 cr)**

Effective Professional Practice in Health Intelligence & Analytics requires both the understanding of academic material, such as research methods, statistics, epidemiology, relational data theory and health systems, and practice material including institutional rules related to funder requirement compliance (CMS, NSF, etc.) and regulatory compliance (HIPAA, FISMA), risk management related to data management, integrating and normalizing data from disparate data sources, managing very large scale projects, organizing data warehouses, and supporting collaboration with stakeholders. Course covers these professional practice issues and relates them to conducting projects in Health Intelligence & Analytics and Public Health Informatics.

**PubH 6809                      Advanced Methods in Health Decision Science (3 cr)**

Methods applicable to issues of medical decision making. Analyses of environmental/safety decisions. How to apply methods at cutting-edge of clinical decision science.

**PubH 6810                      Survey Research Methods (3 cr)**

Theory/application of survey research in data collection. Sampling, item development, instrument design/administration to conduct survey or be aware of issues related to design/implementation. Identification of sources of error in survey research.

**PubH 6811 Health Disparities Research: Measures, Methods and Data (2 cr)**  
Explore research methods using publicly available data sources. Course covers conceptualization of disparities, measurement and analytic choices, and debates strengths and weaknesses within topic areas to produce sound decisions in disparities research.

**PubH 6812 Applied Projects in Health Intelligence & Analysis (1 cr)**  
Course teaches how to translate academic skills such as those learned in biostatistics, research methods, data management, and substantive areas to real world Health Intelligence & Analytics tasks. Students will complete two five-week long analytic projects provided by a sponsor, such as community organization or researcher. In each of the two projects student teams complete, the team members will gain experience conducting literature reviews, organizing and describing data, estimating models, writing an executive report on their findings, and presenting the findings to their sponsor.

**PubH 6813 Managing Electronic Health Information (2 cr)**  
This course describes relational data theory, normalization, and Structured Query Language (SQL) will be used to create and query databases. Students will be introduced to the basic programming skills necessary to manage data in research projects. Programming aspects of the course will use SQL procedure in the SAS language.

**PubH 6814 Data and Information for Population Health Management (2 cr)**  
This course describes the organizational context of health information and how to use health data to manage population health. Sources and types of health information, organizational processes affecting information quality, consistency, completeness, and accuracy, methods for organizing information, and use of information will be discussed.

**PubH 6815 Community-based Participatory Research (CBPR) (2cr)**  
This is an introductory course about Community-based Participatory Research (CBPR) intended for junior faculty, post-docs, graduate students and community practitioners interested in adding CBPR to their repertoire of effective approaches to understanding and addressing social and health disparities. We will explore topics such as the purpose and applications of CBPR; partnership formation and maintenance; issues of power, trust, race, class, and social justice; conflict resolution; ethical issues; CBPR's relationship to cultural knowledge systems, and funding CBPR projects. Students will complete a final individual or group project of their choosing.

**PubH 6832 Economics of the Health Care System (3 cr)**  
Development of traditional issues in health economics. Production of health, demand for health capital and health care, insurance theory and markets, managed care, pricing, physician's services, production and costs in health care institutions, role of government, cost effectiveness analysis, reform.

**PubH 6845 Using Demographic Data for Policy Analysis (3 cr)**  
How to pose researchable policy questions, locate existing data, turn data into a usable format, understand data documentation, analyze data, communicate findings according to standards of the professional policy community. Quantitative issues.

**PubH 6852 Program Evaluation in Health and Mental Health Settings (3 cr)**  
Provides an overview of evaluation, models of evaluation, objectives of an evaluative study, sampling of subjects, methods of data collection, methodological designs, interpretation of data, preparation of final report, ethical/political considerations.

**PubH 6855 Medical Sociology (3 cr)**  
Introduction to common theoretical/empirical approaches used by sociologists to study health/illness. How content reflects social inequalities in health/illness. Social processes that shape experience of health/illness.

**PubH 6862 Cost-Effectiveness Analysis in Health Care (3 cr)**  
Government regulations. New technologies. Diagnosis/treatment protocols. Strengths, limitations, appropriateness of different approaches.

**PubH 6863 Understanding Health Care Quality (2 cr)**  
Introduction to assessing/assuring quality of care. Emphasizes both process and outcomes approaches, paralleling interest in appropriateness/effectiveness of care. Issues around creating needed behavioral changes.

**PubH 6864                      Conducting Health Outcomes Research (3 cr)**

Major concepts/principles in conducting health outcomes research that evaluates medical care. Developing study designs matched to research questions. Frequently used study designs. Evaluating health outcomes. Analytical approaches.

**PubH 6876                      Public Health Systems Analysis and Development (2 cr)**

This course is designed to give you the opportunity to learn the basic knowledge and skills to design, develop, and implement public health information systems. The course will cover the systems development lifecycle, including problem definition, feasibility analysis, logical model, system architecture and implementation.

**PubH 6877                      Public Health Systems Analysis and Development: Practicum**

Course provides a hands-on group project to practice the skills of design, development, and public health information systems. Project teams will employ site visits, interviews, surveys and other collection methods to gather system requirement specifications.

**PubH 6880                      Introduction to Public Health Informatics (2cr)**

Information is key to effective public health administration. Surveillance systems provide information on infectious disease tracking, disease clusters, food-borne outbreaks, and injuries. Environmental monitoring systems provide information on health risks such as toxic chemicals or airborne pollutants. Registries contain information on vital statistics such as birth, death, and immunization. e-Public Health integrates information from electronic health records to use in improving population health. Introduction to Public Health Informatics describes these public health information systems and key issues in managing this information effectively, such as data standards, common functions, decision support, meaningful use, health information exchange, privacy and security.

**PubH 7535                      Health Services Accounting (3 cr)**

How markets work, how positive economic rents (profits) are made, and how strategic behavior affects profits. Four major topical areas include market micro-structure, industrial structure, uncertainty, and incentives and firm governance.

**PubH 7536                      Health Finance I (3 cr)**

Basic principles of finance and selected insurance concepts integrated and applied to healthcare with public sector emphasis. NPV; public financing; capital and operating budgets; Medicare PPS and RBRVS; risk-adjusted capitation; healthcare reform.

**PubH 7537                      Health Finance II (3 cr)**

Principles of financial management and insurance are integrated and applied to the health field. Topics include: health care capital and operating budgets; health care payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population-based health care finance and managed care; and financing aspects of public health policy. Experience with computerized spreadsheets such as EXCEL is necessary.

**PubH 7541                      Statistics for Health Management Decision Making (3 cr)**

Variation; frequency distribution; probability; significance tests; estimation; trends; data handling; simple operations research applications. Statistical approach to rational administrative decision making. Lectures and lab exercises.

**PubH 7547                      Healthcare Human Resources Management (2 cr)**

Concepts in human resources management as applied to health services organizations. Relationship between human resources management and general management, nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal and discipline, union-management relations.

**PubH 7551                      Principles of Management in Health Services Organizations (2 cr)**

Role of the hospital in health services delivery and relationships with other elements of the healthcare system. Problems of achieving results with emphasis on governance, medical staff, and role of administrator.

**PubH 7553                      Health Care Management Ethics (1cr)**

Ethical issues faced by health care managers as leaders of an organization, members of a profession, and coordinators of clinical processes. Perspectives of managerial, organizational, professional, and clinical ethics.

**PubH 7555                      Topics in Health Economics (2 cr)**

This course will introduce the student to the methods of health economics and demonstrate how these methods can be applied to managerial decision-making processes.

**PubH 7556                      Health and Health Systems (2 cr)**

Sociopolitical, economic, and moral/ethical issues confronting the U.S. public health and medical care system. Trends in service provision, human resources, financing and health services organization, and implications for the public's health.

**PubH 7557                      Competitive Marketing and Strategy in Healthcare (3 cr)**

Managing the marketing function; marketing planning, strategy, and management concepts. Identifying marketing problems and opportunities; constructing evaluating and managing a marketing plan.

**PubH 7560                      Operations Research & Quality in Health Care (3cr)**

Decision-making framework for both operating and control systems in the hospital environment. Basic modeling techniques and examples of actual hospital applications.

**PubH 7562                      Information Technology in Healthcare (2 cr)**

How to analyze organization information needs, incorporate these needs into information technology (IT) policy and planning, and implement IT policies.

**PubH 7564                      Private Purchasers of Health Care: Roles of Employers and Health Plan in U.S. Health Care System (2 cr)**

Development and organization of HMOs: risk-sharing, provider contracts, utilization management, quality improvement. HMO and PPO marketing and new product development; employer relations; Medicare and Medicaid contracting; budget processing; financial performance; pricing; government regulation.

**PubH 7565                      Health Care Delivery Design and Innovation (2cr)**

Designing/creating health care delivery services/experiences. Innovation process, methodologies/tools of innovation design, strategies/processes to ensure execution.

**PubH 7566                      Henry Capstone Project (2cr)**

Seminar course supporting students as they complete their capstone project.

**PubH 7568                      Interprofessional Teamwork in Health Care (2cr)**

Leading/participating in interdisciplinary teams. Team communication, problem solving, conflict management, organizational support.

**PubH 7569                      Healthcare Policy (1cr)**

Public policy environment surrounding health care and public health systems. Political context of health policy. Approaches to policy formation/analysis. Tools/strategies for influencing health policy outcomes.

**PubH 7576                      Legal Considerations in Health Services Organizations (2 cr)**

Laws affecting administration of hospitals and other healthcare organizations; administrative law, corporate and business law, labor law, civil liability, tax-related issues. Legal issues relevant to administration, decision-making, and planning process.

**PubH 7596                      MHA Clerkship (2 cr)**

Survey and solution of management problems within a local health services organization, preparation of a formal report.

**PubH 7784                      Master's Project Seminar: PHAP and HSRP&A (1 cr)**

Students participate in exercises to improve written/verbal communication, enhance skills related to giving constructive feedback. Ways that public health administration/policy is practiced. How to integrate knowledge into individually designed master's project.

**PubH 7794**                    **Plan B Master's Project: Public Health Administration and Policy (2 cr)**  
Students work with their adviser to complete one of three types of master's projects: research project, critical literature review, or applied field project.

**PubH 7796**                    **Field Experience: Public Health Administration and Policy (2 cr)**  
Supervised public health administration and policy field study in health or public health setting under academic/professional supervision. Emphasizes application of acquired knowledge/skills to relevant issues/problems.

**PubH 8801**                    **Health Services Policy Analysis: Theory (3 cr)**  
Integrated overview of U.S. health services policy. Related theoretical/empirical literature. Analysis of alternative policy-making models, political/philosophical underpinnings of those models.

**PubH 8802**                    **Health Services Policy Analysis: Applications (2 cr)**  
Emphasizes relationships between health services research and policy, and uses case studies to examine how research influences policy and vice versa.

**PubH 8803**                    **Long-Term Care: Principles, Programs, and Policies (2 cr)**  
Long-term care policy for functionally impaired persons, particularly the elderly. Team taught from healthcare and social services perspective; grounded in research literature on evidence of program effects. Innovative programs addressing current fragmentation of services.

**PubH 8804**                    **Advanced Quantitative Methods Seminar (3 cr)**  
This course teaches students to understand and competently use advanced quantitative methods in applied social science, policy, and demographic research.

**PubH 8805**                    **Sociology of Health and Illness (3 cr)**  
Affect of social structure on health outcomes/behaviors. Current/historical events/issues from perspective of sociological/social psychological theories. Students apply theories to a topic they identify.

**PubH 8810**                    **Research Studies in Health Care (3 cr)**  
Introduction to philosophy of science, conceptual modeling, experimental design, survey/sample design, issues relevant to health services research.

**PubH 8811**                    **Research Methods in Health Care (3 cr)**  
Research methods commonly used in analysis of health services research and health policy problems.

**PubH 8813**                    **Measurement of Health-Related Social Factors (3 cr)**  
How social factors such as innovativeness, compliance, religiosity, and stress are measured and tested for reliability and validity. Relationships between theory, concepts, variables, data.

**PubH 8820**                    **Health Economics I (3 cr)**  
Application of microeconomic theory to healthcare decisions of consumers and producers under different assumptions about market structure and behavior.

**PubH 8821**                    **Health Economics II (3 cr)**  
Examines application of microeconomic theory to health services research through selected reading from published and unpublished health economics literature.

**PubH 8830**                    **Writing for Research (2 cr)**  
This is the first course in a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.

**PubH 8831**                    **Writing for Research (2 cr)**  
This is the second course in a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.

# 8. HEALTH SERVICES RESEARCH POLICY & ADMINISTRATION MS AND PHD DEGREE PROGRAMS

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## 8.1 PROGRAM POLICIES

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### Expectations of Students

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

### Maximum Time to Complete the MS and PhD Degree

Beginning January 2013, the University instituted new policies regarding the amount of time permitted to complete a graduate degree.

- MS students have 5 years from the date of admission to complete the degree.
- PhD students have 8 years from the time of admission to complete the doctoral degree.

Periods of non-enrollment are counted in the total timeframe to complete the degree.

### Responsible Conduct of Research

University of Minnesota policy states that research related to either a grant, thesis or project, shall be conducted in a responsible and ethical way. The Division of Health Policy and Management ensures that their researchers, (both students and faculty), obtain adequate training to meet this requirement and several training formats are available. Researchers will be notified when the training is offered.

Students should consult with the principal investigator (PI) of their research assistantship, or project or thesis advisor whether they need to obtain approval for the research from the University's Research Subjects' Protection Program. Procedures and application materials are available from their office in D528 Mayo, Box 820. Depending on the nature and methodology of their project, students may be able to file for exemption from the Committee review. For further information call 612.626.5654 or go to [www.irb.umn.edu](http://www.irb.umn.edu). The nature of the research will determine which form needs to be completed.

### Division Seminars

The Division of HPM sponsors a number of seminars that are intended to augment learning and inquiry. Doctoral students are required to attend the seminars, and they are considered an integral part of the doctoral program. MS students are not required, but are encouraged to attend. PhD Students may be excused from attending a seminar if there is a conflict with a class or job. Contact Maureen Andrew with questions at: [andre031@umn.edu](mailto:andre031@umn.edu).

HPM sponsors two seminar series: Health Services Research seminars (HSR), are offered 2-4 times per year, and the weekly HPM seminar series. See the HPM section of this Guidebook for the HPM Weekly Seminar Series schedule. You will also find it on the HPM website at: [www.hpm.umn.edu](http://www.hpm.umn.edu).

### **Incomplete Coursework and Required Contract**

An on-line contract between the student and instructor is required in order to request an Incomplete (“I”) for a course. Incompletes are given the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. Students should discuss the situation with the instructor. The assignment of an “I” requires that a contract be initiated and completed by the student by the last date of instruction, (NOT the last day of classes), and electronically signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). If the instructor has not entered a final grade by the end of one year, the SPH will change the “I” to a fail (F). For more information and to initiate an incomplete contract, students should go to: [www.sph.umn.edu/gradespolicy](http://www.sph.umn.edu/gradespolicy).

### **End-of-Semester Course Evaluations (CourseEval)**

At the end of every semester, students are invited and encouraged to complete an on-line evaluation for courses taken, in the CourseEval system. Students will get a reminder toward the end of every semester to complete their CourseEval. Student feedback is an important tool that informs the instructors and the SPH of the strengths and weaknesses of the courses. Student feedback is anonymous, as all identifying information is stripped before being made available to SPH instructors and officials. Students will get access to their grades early when the end-of-semester evaluation has been completed. Those who do not complete the evaluation will have to wait two weeks after finals to get access to their grades.

### **Minimum Grade Requirements**

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

### **Letter Grades Required**

**MS:** All core coursework must be taken on an A-F grading basis. Electives can be taken on either A-F or S/N (pass/fail) basis. No more than 20% of total credits can be taken for S/N.

### **PhD:**

All coursework for the PhD degree must be taken on a A-F grade basis; no pass/fail (S/N) permitted. This includes elective credits, and those in a minor or supporting program. The only exceptions are thesis or pre-thesis credits, which have no grade requirement.

### **Audited Courses**

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

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

### **Registration Required Every Fall and Spring**

To maintain active student status MS and PhD students are required to register every fall and spring. Active status is required to have a graduate assistantship, student loan deferment, receive financial aid, access the library, take any qualifying exams, or orally defend the PhD or MS thesis/masters project. Students not registered by the end of the second week of fall or spring will have their record deactivated. Deactivated students must apply for re-admission. Contact the coordinator, Maureen Andrew, [andre031@umn.edu](mailto:andre031@umn.edu) should you lose student status due to non-enrollment.

### **Options to Maintain Active Student Status**

**GRAD 999, Active Status, but not Enrolled.** Students who have completed all coursework, but are still working on their thesis or master's project have options for maintaining student status. For those who do not need a student loan deferment, and don't have a fellowship, grant, or graduate assistantship, there is a free registration called GRAD 999 whose sole purpose is to maintain active student status. GRAD 999 is considered active, but not enrolled. There are no credits associated with GRAD 999. Periods of non-enrollment count toward the total maximum time period to complete the degree.

Students who need to be registered and enrolled to qualify for student loan deferments, financial aid, fellowships, grants, and graduate assistantships may register for pre-thesis, thesis, or advanced thesis credits depending on your individual progress in the program. Thesis credits are not graded. All types of thesis credits require tuition. Permission is required to register for all categories of thesis credits except the first two terms of pre-thesis credits. 6 credits of pre-thesis and thesis credits is equivalent to full time. Contact the coordinator, Maureen Andrew for permission, [andre031@umn.edu](mailto:andre031@umn.edu).

**PubH 8333, Advanced Master's Status.** This is for MS students who have completed all coursework, but have not yet defended their master's project, and also need to be full time. PubH 8333 is a special status, whereby only one credit of registration is equivalent to full time, and qualifies for benefits of full time enrollment. Students registered for PubH 8333 may have a graduate assistantship, student loan deferments, dissertation grant, and continuation of International student visas. Permission to register is required.

**PubH 8666, Doctoral Pre-Thesis Credits** can be used by students who have completed all coursework, but who have not passed their prelim oral exam. No permission is required for the 1<sup>st</sup> and 2<sup>nd</sup> registrations of pre-thesis credits. Thereafter, students will be prompted for a permission number. A maximum of 24 cumulative of pre-thesis credits is allowed. Students admitted prior to 2007 are allowed a cumulative total of 60 pre-thesis credits.

**PubH 8888, Doctoral Thesis Credits.** 24 are required for the PhD degree. HSRP&A PhD students may take up to 12 thesis credits after passing the methods preliminary exam, but before passing the preliminary oral exam (proposal defense). Once passing the oral prelim, students become eligible for the remaining 12 thesis credits. Permission required.

**PubH 8444, Advanced Doctoral Thesis Credits.** This is for students who have completed all 24 thesis credits, but are still working on the dissertation. PubH 8444 is a special status, whereby only one credit of registration is equivalent to full time, and qualifies for benefits of full time enrollment. Students registered for PubH 8444 may have a graduate assistantship, student loan deferments, dissertation grant, and continuation of International student visas. The form to apply for this status is on the Graduate School website at [grad.umn.edu](http://grad.umn.edu).

### **Leave of Absence (LOA)**

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

### **HSRP&A LOA**

MS and PhD students may request a leave of absence from the program for up to 1 year. An approved LOA obtained from the HSRP&A program is included in the maximum timeframe for completing the MS or doctoral degree. The LOA does not extend the maximum timeframe for completing the degree. The MS degree must be completed within 5 years from the admitted date, and the PhD degree must be completed within 8 years of being admitted. It is recommended that students on an approved HSRP&A LOA maintain their active student status by registering every fall and spring for GRAD 999. There is no tuition charged or credit earned for this special registration. Students who register under Grad 999 are considered "active" but not enrolled, therefore are not eligible for student loan deferments, graduate assistantships, International Student visas, or dissertation grants.



Students seeking a leave of absence (LOA) from the program should submit a written request to their advisor and the Program Director that includes the reason for the LOA request, starting date of the LOA and the date you wish to return. The program specific LOA is best for students who plan to return within one year, and who will also be able to finish their degree within the required degree completion timeframes even with the LOA included.

### **School of Public Health LOA**

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

Students who want to request a SPH Leave of Absence should contact the coordinator, Maureen Andrew, at [andre031@umn.edu](mailto:andre031@umn.edu).

### **Course Transfer and Waiver Requests**

Coursework taken at other schools can be considered for transfer into the MS and PhD programs, or a waiver from a particular course may be requested, if the prior course is equivalent to a required course. The previous course had to have been completed with a grade of "B-" or better to be considered for either transfer or waiver

### **Transfer and Waiver Policies**

Up to 40% of coursework from schools outside of the University of Minnesota may be transferred into the HSRP&A degree, \*pending approval by the program.

Up to 12 credits from course work taken on a non-degree status at the University of Minnesota, may be transferred into the MS or PhD programs in HSRP&A, \*pending approval.

Thesis credits from other programs cannot be transferred into the HSRP&A MS or PhD degree.

No more than 8 credits may be in common between two U of MN masters degrees.

For consideration, submit a HSRP&A 'Course Waiver or Transfer Request' form listing the previous course and the HSRP&A course to which you think it may be equivalent. Attach a syllabus from each previous course that you would like considered, and a copy of your transcript that contains the grade of the previous course. Give that to the program coordinator, Maureen Andrew. A faculty member will review the prior syllabus to determine whether it contains similar content to the required course.

\*HSRP&A program director makes decisions about the acceptance of transfer credits.

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## **8.2 HPM PhD Student Group**

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### **Mission:**

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

graduate-faculty representative and the Director of Graduate Studies, and plans regular social and service activities.

## 8.3 Types of Advisors and Advising

The School, the Division, and your Program have adopted a team approach to advising. This approach acknowledges that different people with different expertise are needed to help you make the most of your education and time in the School of Public Health. Each student will be advised by a team consisting of at least one faculty member, a coordinator (for HSRP&A, the coordinator is Maureen Andrew), and the Program Director. The PhD program Director is Karen Kuntz. The MS Program Director is Doug Wholey.

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

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

Only University faculty members (including adjuncts), may serve as advisors. In the HSRP&A program, several faculty from outside the Division are also on the faculty for the MS and PhD programs in HSRP&A and are available to serve on student examining committees. The list below includes all the faculty with responsibilities to the HSRP&A program. You will also find the Graduate Education Faculty Role listing that includes HSRP&A faculty as well as other Graduate Education faculty from across the University at [https://apps.asr.umn.edu/faculty\\_roles/](https://apps.asr.umn.edu/faculty_roles/)

Faculty membership status determines the level of advising and roles on examining committees in which faculty may engage. Program faculty with Senior Member or Affiliated Senior Member status may serve as academic advisors to both PhD and MS students, and chair both PhD and MS committees. Those with Member/Advising or Affiliate Member/Advising status may serve as advisors to MS students, and co-advisors to PhD students, and can chair only MS committees. Faculty with Member, Affiliate Member, or Examining status cannot advise students, or chair, but may serve on student examining committees.

Faculty Member	Level of Appointment	Faculty Member	Level of Appointment
Abraham, Jean	Member/Advising	Kane, Rosalie	Senior Member
Allison, Kirk	Member/Advising	Kozhimannil, Katy	Member/Advising
Beebe, Tim	Senior Member	Kralewski, John (Emeritus)	Senior Member
Begun, James	Senior Member	Karaca-Mandic, Pinar	Member/Advising
Blewett, Lynn	Senior Member	Kuntz, Karen	Senior Member
Butler, Mary	Member/Advising	Rajamani, Sripriya	Member/Advising
Call, Kathleen	Senior Member	McAlpine, Donna	Senior Member
Christianson, Jon	Senior Member	Moscovice, Ira	Senior Member
Dowd, Bryan	Senior Member	Nyman, John	Senior Member
Enns, Eva	Member/Advising	Parente, Stephen	Senior Member
Everson-Rose, Susan	Member/Advising	Potthoff, Sandra	Senior Member
Feldman, Roger	Senior Member	Radosevich, David	Member/Advising
Golberstein, Ezra	Member/Advising	Schousboe, John	Member
Gollust, Sarah	Member/Advising	Shippee, Nathan	Member/Advising

Grant, Leslie	Senior Member	Shippee, Tetyana	Member/Advising
Gupta, Diwaker	Affiliate Senior Member	VanRyn, Michelle	Member/Advising
Hardeman, Rachel	Member/Advising	Virnig, Beth	Senior Member
Holtzman, Jeremy	Member	Rockwood, Todd	Senior Member
Huckfeldt, Peter	Member/Advising	Weckwerth, Vernon (Emeritus)	Senior Member
Johnson, Pamela Jo	Member/Advising	White, Katie	Member/Advising
Kane, Robert	Senior Member	Wholey, Douglas	Senior Member

The student or advisor may propose a change of academic advisor at any time. Contact the HSRP&A major coordinator, Maureen Andrew, if you would like to change advisors.

### Role of the Academic and Thesis Advisor

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

The advisor is also required to sign-off on various required Graduate School forms that document the student's academic progress through the MS and PhD programs. These documents are to be filed with the Graduate School at various points throughout the program to record milestones, assign committee members, and report the graduate degree plan. Generally, the academic advisor will sign most of the required forms until the student has found a thesis advisor. Once the thesis advisor has been identified and he or she has agreed to serve in that role, the thesis advisor then becomes the primary advisor for signing required forms. See the milestone requirements for degree progress for the MS and PhD degrees the Graduate School website at [www.grad.umn.edu/students/index/html](http://www.grad.umn.edu/students/index/html).

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

## 8.4 Required Forms for the MS and PhD

The Graduate School requires the following forms. Failure to submit required Graduate School forms in a timely manner may cause registration holds, de-activation of student status, prevent a student from scheduling an oral exam, or prevent graduation. Many of the forms are available in an electronic format, others have to be down loaded, filled out and submitted on paper. You find all the required forms here: [www.grad.umn.edu/Current\\_Students/forms/index.html](http://www.grad.umn.edu/Current_Students/forms/index.html).

Form	Which Program(s)	When the Graduate School Requires it
Graduate Degree Plan	MS	At least one term prior to graduation
Graduate Degree Plan	PhD	At least one term prior to the oral preliminary exam
Assign Members to MS Final Exam Committee (On-line form)	MS	At least 1 month prior to the final oral defense <a href="http://www.grad.umn.edu/students/forms/masters/index.html">www.grad.umn.edu/students/forms/masters/index.html</a>
Assign Members to Preliminary Oral Exam Committee		At least 1 month prior to the preliminary oral exam (AKA dissertation proposal defense)

(On-line form)	PhD	<a href="http://www.grad.umn.edu/students/forms/doctoral/index.html">www.grad.umn.edu/students/forms/doctoral/index.html</a>
Preliminary Written Examination Report (Coordinator submits)	PhD	Submitted upon completion of written prelims ( <i>HPM submits to Grad School</i> ) Must be on file to be authorized to take prelim oral
Preliminary Oral Scheduling Form (is submitted on-line)	PhD	At least 1 week prior to taking the prelim oral exam (also known as the defense of the proposal)
Preliminary Oral Examination Report	PhD	Coordinator submits upon completion of prelim oral exam (proposal defense)
Assign Final Exam Committee Members (On-line form)	PhD	At least 1 month prior to the final oral defense <a href="http://www.grad.umn.edu/students/forms/doctoral/index.html">www.grad.umn.edu/students/forms/doctoral/index.html</a>
Graduation Packet contains the Application for Degree and the Final Exam Report (MS) OR the PhD Thesis Reviewers Report	MS and PhD	After Grad School has approved Graduate Degree Plan, and the MS final exam committee has been assigned, MS students should request the packet. After passing the prelim oral and after assigning the PhD final exam committee, up to 1 term prior to the expected final oral defense, request the graduation packet. <a href="http://www.grad.umn.edu">www.grad.umn.edu</a>
Schedule Final Oral Exam (On line form)	PhD	At least one week prior to the date of your final defense Use the scheduling form at: <a href="http://www.grad.umn.edu">www.grad.umn.edu</a>
Application for Degree (In Graduation Packet)	MS and PhD	Submit the Application for Degree by the first day of the month of anticipated graduation. (this form is in the Graduation Packet)
Thesis Reviewer's Report (In Graduation Packet)	PhD	Submit Prior to Final Oral Exam (final oral defense)
Final Exam Report (is enclosed with Graduation Packet)	MS	Bring to your final oral defense for committee members to sign after the final oral defense. Submit no later than the last working day of graduation month
Doctoral Final Exam Report	PhD	Submit no later than the last working day of graduation month
Dissertation Thesis	PhD	Submit dissertation thesis

Other special purpose forms are:

Form	Purpose
Graduate Registration Exception	For changing registration after published deadlines <a href="http://www.onestop.umn.edu">www.onestop.umn.edu</a> (forms)
Petition	To make a change on previously submitted <i>GraduateDegree Program</i> form <a href="http://www.grad.umn.edu">www.grad.umn.edu</a>
Change of Status	For readmission to the MS or PhD HSRP&A program or change of major/degree

## 8.5 Financial Support Options for MS and PhD Students

### Graduate Assistantships: Research, Teaching, and General Assistantships

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

1. Research assistantships (RA): Students work with/for faculty on research projects.

2. Teaching assistantships (TA): Students provide teaching and administrative support to professors. Some TA positions are for a Grader, which pays salary only and does not include tuition or health insurance benefits.
3. General graduate assistantships (GA): These jobs provide clerical or other administrative support to departments within the University.

There are many benefits to obtaining an assistantship including:

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

#### **Hourly Salary for Graduate Assistantships 2016-17**

- Students with a bachelor's degree: \$19.15
- Students with a master's degree, OR PhD students who have passed all written prelim exams: \$23.87.
- Students with a doctorate or professional degree: \$28.95 (this salary rate is contingent upon negotiation)

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

#### **Teaching Assistantships for Non-Native English Speakers:**

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

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

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

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

*This page contains the English Language Proficiency levels and eligibility for various aspects of working as a teaching assistant. <http://www1.umn.edu/ohr/teachlearn/graduate/itap/settaeligibility/index.html> Generally, students with a low ranking may be required to obtain English training before being allowed to work as a TA.*

*Contact the Center for Teaching and Learning, University Office Plaza, Suite 400, 2221 University Ave. S.E., Minneapolis, MN 55414*

- 612-625-3041
- 612-625-3382 (fax)
- [teachlm@umn.edu](mailto:teachlm@umn.edu)

### **Fellowships, Traineeships and Dissertation Grants for PhD Students**

*(MS students are **not** eligible for internally administered fellowships or traineeships)*

A fellowship is a type of financial support awarded to doctoral students. Fellowships may subsidize tuition, some pay for health insurance, and/or may pay a stipend. Most fellowships do not require the student to work. HPM has funding from a federal training grant (often referred to as a traineeship), that is designed to support doctoral students who will eventually become contributors to the field of health services research. Traineeships subsidize tuition and pay the student a stipend. Dissertation grants provide funding during the writing of the dissertation and are usually one to two years in length. Dissertation grants are competitive and require a detailed proposal that must also be formatted in a particular way. Our PhD students have successfully won dissertation grants from the Graduate School and the Agency for Health Care Quality (AHRQ). There are also other organizations that announce dissertation grant competitions throughout the year.

The dollar value of fellowships, traineeships and dissertation grants varies. Funds for these opportunities come from various sources such as government agencies, private organizations, or the University. Most government programs require United States citizenship or permanent residency. All newly admitted doctoral candidates are automatically reviewed for fellowship and traineeship eligibility as part of the admissions process. Students are advised to start seeking out dissertation grant resources by their second or third year.

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

- National Institutes of Health
- Agency for Health Care Research and Quality (AHRQ)
- National Research Service Award (NRSA)
- University of Minnesota Office of Diversity and Equity
- University of Minnesota Graduate School (Doctoral Dissertation Fellowship (DDF), Doctoral Interdisciplinary Fellowship (IDF), Best Dissertation Award)
- Doctoral Program in Environmental and Occupational Health Services and Policy
- HPM John Kralewski Family Fellowship
- Hearst Fellowship for Public Health and Aging
- HPM Doctoral Scholarship for Entering Students

### **Student Loans**

The Office of Student Finance that is housed in the One Stop student center, administers student loan programs. For information contact One Stop at: [www.onestop.umn.edu](http://www.onestop.umn.edu), or visit the One Stop Student Services, University Veterans Services, and Student Accounts Assistance in the new Science Teaching & Student Services building at 222 Pleasant St. S.E., East Bank.

### **School of Public Health Scholarships**

The SPH administers a variety of scholarships. All admitted applicants are automatically considered for SPH scholarships. Most of these are available only when admitted.

## 9. HSRP&A MASTER OF SCIENCE DEGREE PROGRAM

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### 9.1 Degree Requirements

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*Beginning January, 2013, master's degrees must be completed within 5 years of admission to the program. The maximum timeline includes periods of non-enrollment.*

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

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

The degree requires a minimum of 34 credits:

- 19-23 credits in the required core
- 11-15 elective credits in a structured specialization area or design your own
- Completion of a master's project that is either a project based on experiential learning OR write a traditional research and analytics-based project.
- Complete CITI (Collaborative Institutional Training Initiative) course on Working with Human Subjects. (free) <https://www.citiprogram.org/>
- Final oral examination (This is an oral defense of the master's project)

#### **Grades**

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

#### **Time Extension Request**

MS Students concerned that they will not be able to meet the 5 year timeframe may submit a request for an extension to the Graduate School. (Find a Time Extension Request form here: [grad.umn.edu](http://grad.umn.edu)) Extensions are justified only in cases of extenuating circumstances, and situations beyond the student's control. Examples of extenuating circumstances are pregnancy, illness, hospitalization, physical injury, family emergency, or other life-altering circumstances. Poor time management, job conflicts, are NOT extenuating circumstances. Extension requests should be submitted two to three months BEFORE the due date.

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### 9.2 Master's Project

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#### **Purpose**

The purpose of the Master's Project is to demonstrate:

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

#### **Two Options for the MS Master's Project**

*Traditional Research/Analytics Master's Project:*

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

*Experiential learning-based Master's Project OR If Completing the MS in 1 Year:*

Students choosing this option are STRONGLY ADVISED to take PubH 6805, Introduction to Project Management for Health Professionals (2 cr), in the summer.

For the project, students work on a real-world project at a local organization that conducts health services research and analytics, where a mentor from the organization provides a specific issue for analysis, and provides access to their data. Students are encouraged to identify the organization based on their own interests, whether a public health agency, insurance company, managed care organization, or other organization that conducts health research and analytics. The MS program Director will also provide guidance in seeking an organization client.

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

Students are required to register for 2-5 credits of PubH 7894, MS Plan B Project. Credits vary depending on the depth and complexity of the project. Students should confer with their project advisor to determine the appropriate number of credits for which they should register. The registration for these credits should correspond to your project advisor. A permission number to register is required. Students may obtain a permission number from the HSRP&A major program coordinator, Maureen Andrew. Email her with your request and let her know who your thesis advisor is so that your registration can be set up to correspond with your thesis advisor. Your thesis advisor will enter the final grade upon completion and the final oral defense of your master's project. The grading basis for the Plan B project is S/N (pass/fail).

**IRB Approval and Potential Time Constraints**

Research projects that involve using human subjects, or data sets that contain information about people, are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval. IRB approval can be a lengthy process and students should contact the IRB office prior to beginning the research on the master's project, to ensure that their planned project will be approved. The IRB website: [www.irb.umn.edu](http://www.irb.umn.edu) contains information about the policies, procedures, and forms that are required. Students should consult with their thesis advisor with their proposed topic before submitting it to the IRB for review.

**Project Ethics**

Students are expected to abide by the University's Student Conduct Code in completing their master's project. Particularly important is the issue of plagiarism. Please see the University's Student Conduct policy at [www.umn.edu/regents/policies/academic/studentconduct.pdf](http://www.umn.edu/regents/policies/academic/studentconduct.pdf)

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

Consult with your master's project advisor whether you need to obtain approval for your project from the University's Research Subjects' Protection Program, (via IRB). Procedures and application materials are available from their office in D528 Mayo, MMC 820. Depending on the nature and methodology of your project, you may be able to file for exemption from the Committee review. For further information call 612-626-5654, or see <http://www.research.umn.edu/subjects/index.html>

Compliance with regulations under HIPAA is also required. For information about HIPAA, see <http://www.irb.umn.edu/guidance/HIPAA.html#.Ug-v621-rpw>

**MS Plan B Examining Committee and Final Oral Exam**



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

Details regarding eligible faculty status to serve on MS committees, organizing your examining committee and final oral exam is described in section 9.4.

### **Submit Electronic and Bound Copies of Your Master's Project**

Email an electronic PDF version of your Plan B project AND provide a bound final hard copy of your Plan B project to the HSRP&A coordinator. The bound copy should have the title and author visible on the front cover. MS master's projects will be stored in the Division and will be available for review by others upon request.

### **Time Commitment For Plan B Project**

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

### **Project Options**

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

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

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

### **Topic Selection**

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

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## **9.3 Plan B Project Format and Style**

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Generally, papers should be typed, double-spaced, and normally 30-40 pages in length including references. Tables, charts and conceptual models can be used to illustrate and summarize information.

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

- American Medical Association, American Medical Association Manual of Style. 9<sup>th</sup> ed. Chicago, IL: American Medical Association, 1998.
- American Psychological Association, Publication Manual of the American Psychological Association. 5<sup>th</sup> ed. Washington, DC: American Psychological Association, 2001.

Examples of MS student's Master's Projects can be obtained from the program coordinator, Maureen Andrew.

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## 9.4 Final MS Oral Exam and Committee

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### Final Oral Examinations for MS Degrees

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

### Organizing the Final Oral Defense

Students must coordinate the scheduling of the final exam with their examining committee members to ensure all of them are available. In addition, a room in which to take the final oral exam will need to be located and reserved. Students may contact the HSRP&A major coordinator, Maureen Andrew, to reserve a room. A digital projector and laptop computer may also be available for the final exam. Check with the coordinator to reserve a room and equipment.

### MS Final Oral Exam Committee

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

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

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

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

The student's advisor can serve as chair of the committee for the final oral exam.

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

The Graduate Education levels of appointment eligible to serve on student examining committees are: Senior Member, Affiliate Senior Member, Member/Advising, Affiliate member/Advising, Member, and Affiliate Member. The level of appointment determines the role the committee member may have on the

committee. Only faculty with appointment levels of Senior Member and Affiliate Senior member are permitted to chair examining committees. A list of Graduate Education faculty and their levels of appointment is found in this guidebook on page 74.

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

### Including an External Committee Member

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

### Assigning Your Final Oral Exam Committee

Once the committee has been identified and all members have agreed to serve, the student needs to notify the Graduate School. On the Graduate School webpage are forms used to notify the Graduate School of the committee members for each oral exam. (<http://www.grad.umn.edu/students/forms/doctoral/index.html>) The form for the final exam is called "Assign/Update Masters Final Examination Committee." Enter your committee member's names. Faculty with Graduate Education faculty appointments will already be in the system, and no additional information besides their names will be needed to assign them to your committee. To assign an external member, their University ID number will also have to be entered. (If you followed the process above to request an external member, a University ID number will have been created and given to you for the purpose of assigning an external committee member).

### Changes to the Masters Final Examination Committee

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

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## 9.5 MS in HSRP&A Curriculum

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### Required Core Courses, When Offered and On-line Options 2016-2017

*A minimum of 11-15 elective credits **in addition** to the core are required for the MS degree. Electives are not included below.*

REQUIRED CORE	In-Person and When Available	On-line option fall	On-line option spring	On-line option summer

PubH 6450, Biostatistics I (4cr)	<b>Fall</b>	<b>X</b>	<b>X</b>	
PubH 6451, Biostatistics II, (4cr)	<b>Spring</b>		<b>X</b>	
PubH 6806, Principles of Public Health Research (2cr)	<b>Spring</b>	<b>X</b>		
PubH 6341, Epidemiological Methods I (3cr) (in person) <b>OR</b> PubH 6320, Fundamentals of Epidemiology, (3cr)	<b>Fall</b>			
	<b>Fall &amp; Spring</b>	<b>X</b>	<b>X</b>	<b>X</b>
PubH 6724, The Health Care System and Public Health (3cr)	<b>Fall</b>		<b>X</b>	
PubH 6741, Ethics in Public Health, Professional Practice <b>OR</b> PubH 6742, Ethics in Public Health: Research and Policy (1cr)	<b>Fall</b>		<b>X</b>	<b>X</b>
	<b>Fall</b>	<b>X</b>	<b>X</b>	
PubH 7894, Plan B Master's Project Credits (2-5 depending on depth and breadth of project.	<b>Not a class</b>			
<b>If completing the MS in 1 year OR doing an experiential learning project option for the master's this is strongly recommended. Take:</b> PubH 6805, Introduction to Project Management for Hlth Professionals (2)	<b>Summer</b>			
<b>TOTAL CORE CREDITS</b>	<b>19-23</b>			
<b>Required Elective Credits (not included above)</b>	<b>11-15</b>			
<b>TOTAL MINIMUM CREDITS for Degree</b>	<b>34</b>			

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## **9.6 Elective Credits and Sample Specialization Areas for the MS**

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**Electives:**

The MS degree requires a minimum of 11-15 elective credits. Elective credits can be applied to any of the following specialty areas. Students choose specialization areas in consultation with their advisor. Students may also design and propose their own specialization area in consultation with their advisor. Any remaining elective credits can be used for any graduate-level courses that are appropriate to the degree.

Most of these courses are IN-PERSON unless noted. (Course availability subject to change).

### **Specialization Areas and When Courses are Offered**

#### **Health Intelligence and Analytics (6 cr)**

##### **Spring**

PubH 6813 Managing Electronic Health Information (2cr)

PubH 6814 Data and Information for Population Health Management (2cr)

##### **Summer**

PubH 6805 Project Management (2 cr)

#### **Cost Effectiveness (7 cr)**

##### **Fall:**

PubH 6717, Decision Analysis for Health Care (2cr)

##### **Spring:**

PubH 6862, Cost Effectiveness Analysis (3cr)

PubH 6809, Advanced Methods in Health Decision Science (2cr)

#### **Health Care Quality Improvement/Operations Research (Minimum 6 cr)**

##### **Fall:**

PubH 6560, Operations Research and Quality in Healthcare (2cr)

PubH 6765, Continuous Quality Improvement (3cr) *OR completely on-line in spring.*

##### **Spring:**

PubH 6561, Quantitative Methods Applied to Problems in Health Care (2cr)

PubH 6571 Leading Performance Improvement in Health Care (2 cr) **OR** PubH 6727 Health Leadership and Effecting Change (2 cr)

#### **Health Services Research and Evaluation (Minimum 6 cr)**

##### **Fall:**

PubH 6717, Decision Analysis for Health Care (2cr)

##### **Spring:**

PubH 6863 Understanding Health Care Quality (2cr)

PubH 6803 Conducting a Systematic Literature Review, (3 cr)

PubH 6810 Survey Research Methods, (3 cr)

PubH 6845 Using Demographic Data for Policy Analysis, (3 cr)

PUBH 6852 Program Evaluation in Health and Mental Health Settings, (3cr) *Completely online*

#### **Health Policy (Minimum 6 cr)**

##### **Fall:**

PubH 6078 Public Health Policy as a Prevention Strategy (2 cr)

PubH 6835 Principles of Health Policy (2 cr) (Fall OR Spring) **OR** PubH 8802 Health Services Policy Analysis: Applications (2 cr) every other Spring

PubH 6832 Economics of the Health Care System (3 cr) **OR** PubH 6555 Topics in Health Economics (2 cr)

##### **Spring:**

PubH 6711 Public Health Law (2 Cr)

PubH 6780 Public Health Economics for Decision Makers (2 cr)

PubH 6702 Integrative Leadership Seminar (3cr) If this class shows as full, check concurrent sessions: MGMT 6402-060, PA 5105-001, OLPD 6402-001 & LAW 6623-001)

For more policy course options, see the Public Health Policy Interdisciplinary Concentration at <http://sph.umn.edu/programs/ic/>

#### **Health Economics (Minimum 6 cr)**

**Fall:**

PubH 6832 Economics of the Health Care System (3 cr) **OR** PubH 6555 Topics in Health Economics (2 cr)

**Spring:**

PubH 6862 Cost Effectiveness Analysis (3 cr)

PubH 6780 Public Health Economics for Decision Makers (2 cr)

<b>Social Determinants of Health (Minimum 6 cr)</b>
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**Fall:**

PubH 6055 Social Inequalities in Health (2 cr)

PubH 6066 Building Communities, Increasing Health: Preparing for Community Health Work (2 Cr)

PubH 6281 Immigrant Health Issues (3 cr)

PubH 6675 Women's Health (2 cr, odd years)

PubH 6811 Health Disparities Research: Measures, Methods, and Data (2 cr, even years only)

**Spring:**

CSPH 5115 Cultural Knowledge, Health, and Contemporary Cultural Communities (3 cr)

PubH 6855 Medical Sociology (3 cr)

PubH 6634 — Advocacy and Children's Rights (2 cr)

For more sociology themed courses, see the Health Disparities Interdisciplinary Concentration at <http://sph.umn.edu/programs/ic/>

<b>Public Health Informatics (Minimum 6 cr)</b>
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**Fall:**

HINF 5430 Health Informatics (3 cr)

PubH 6876 Public Health Systems Analysis and Development (2 cr)

PubH 6877 Public Health Systems Analysis – Practicum (2 cr)

**Spring:**

PubH 6880 Introduction to Public Health Informatics (2 cr)

PubH 6025 e-Public Health (2 cr)

<b>Certificate in Public Health Informatics (13 cr)</b>
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The Certificate in Public Health Informatics can be earned by being accepted into the Public Health Informatics Certificate program and completing:

**Fall:**

HINF 5430 Health Informatics (3 cr)

PubH 6876 Public Health Systems Analysis and Development (2 cr)

PubH 6877 Public Health Systems Analysis – Practicum (2 cr)

**Spring:**

PubH 6880 Introduction to Public Health Informatics (2 cr)

PubH 6813 Managing Electronic Health Information (2cr)

PubH 6814 Data and Information for Population Health Management (2cr)

<b>MS Student Proposed Specialty Area: Choose a minimum of 11-15 credits in a theme or interest area of your choice in consultation with your advisor.</b>
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# HSRP&A DOCTORAL DEGREE PROGRAM

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## 10.1 Overview and Degree Requirements

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Starting January, 2013, doctoral degrees must be completed within eight years of admission, this includes periods of non-enrollment.

The doctoral program in Health Services Research, Policy and Administration (HSRP&A) is designed primarily for students interested in academic careers or senior research positions in government or the private sector. The core of the curriculum is a multidisciplinary examination of the social, political, and economic forces that affect the organization, financing, and delivery of health care services. There is a strong emphasis on theory, modeling, and quantitative methods. In addition to the core coursework, students will choose an Area of Emphasis that is concentrated in a specific field. Each Area of Emphasis is overseen by a team of faculty who are experts in that particular area.

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

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

The Division's goals for the PhD degree emphasize timely completion of coursework, preliminary exams, prompt notification of academic progress benchmarks to the Graduate School, and completion of the dissertation thesis. Earning a doctoral degree is a challenging and rewarding endeavor that requires a high level of discipline and personal commitment. To ensure that your degree is completed within targeted time frames, an effective start is essential; therefore, we strongly recommend that all required coursework be completed during the first two and a half years in the program. It is also recommended that Area of Emphasis coursework begin as soon possible.

### **Grades and Other Requirements at a glance**

- The doctoral program in HSRP&A requires a grade point average of 3.0 or better.
- All required courses must be taken on an A-F grade basis. This includes core courses and those in the supporting program, Area of Emphasis, or minor, and the optional course, Grad 8101, which is used as a substitute for the teaching requirement.

- All required core courses must earn a grade of B- or better. Those not meeting this minimum may be repeated once to improve the grade.
- PhD students must fulfill a teaching requirement.
- PhD students must pass written and oral preliminary exams by specified deadlines.
- PhD students must complete 24 thesis credits. Up to 12 thesis credits can be completed before passing the prelim oral (conditions apply. See page 105 for details). The remaining 12 are taken after the passing oral prelim.
- Annual progress report is required.
- PhD students must formally declare a chosen Area of Emphasis by the end of spring of their first year. (A form is available for this purpose).
- PhD students are required to attend the Work in Progress (WIP) and other Division hosted seminars.
- PhD students are required to give a work-in-progress seminar after passing the proposal defense, but before the final oral defense.

### Student Progress Review Process for Doctoral Students

Toward the end of spring semester every year, students will be sent via email, an annual PhD Student Progress Report. (See sample in appendix). The Progress Report is completed in consort with the student and advisor. It is intended to guide students and advisors in their discussion about the student's navigation through the PhD program.

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

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

When the PhD Student Progress Report has been completed, signatures are required from the student, advisor and if applicable, co-advisor, and PhD Program Director/DGS. Graduate School and HSRP&A Academic Progress Milestones and Reporting Graduate School policy requires students to maintain academic progress by successfully completing all milestones, and submitting forms that document their progress at various points throughout the program. The table below illustrates HSRP&A academic progress milestones to graduate in four to five years.

### Academic Progress Milestones for the PhD in HSRP&A

Years 1-3	Years 4-5	
Complete core coursework and Area of Emphasis courses	Select examining committee for proposal defense (prelim oral)	Obtain Graduation Packet from Graduate School (contains Application for Degree and Thesis Reviewers Report)
Submit your approved supporting program to coordinator	Submit Graduate Degree Plan to program coordinator	Collect signatures on the Thesis Reviewers Report and submit to Grad School
	Assign prelim oral exam committee members (on-line form)	Coordinate a final oral defense date and time with committee
Complete written preliminary examinations (all must be passed by August 31 of the 3rd year including re-takes)	Set date and time with committee for oral preliminary exam	Submit PhD Final Oral Defense Scheduling Form to Grad School
Submit your approved supporting program to coordinator	Submit prelim oral scheduling form to Graduate School	Defend dissertation



Complete Teaching experience requirement	Take preliminary oral examination (absolute deadline Dec. 30 of 5 <sup>th</sup> year)	Submit electronic dissertation to Graduate School
	Assign final oral exam committee members (up to 1 semester prior to the final defense)	Graduate!!

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## 10.2 Funds and Travel Policy for PhD Students

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**PhD in HSRP&A** students represent the largest percentage of student travel and have access to several funding sources, all of which have different requirements.

**AHRQ Trainees:** Students with an NRSA/AHRQ traineeship have \$2,000 to attend one conference during the *academic year* of the traineeship funding, and travel must be completed by June 30. NRSA/AHRQ expects students to use the travel funding to attend the annual NRSA/AHRQ Trainee Conference in June. Attendance at the NRSA/AHRQ trainee conference can be combined with the AcademyHealth Annual Research Meeting without additional permission. A written justification to attend any other conferences is required. Regardless of the conference, current trainees are not required to present a paper or poster. The NIH Ruth Kirschstein guidelines set the travel limits, but do require prudence and adherence to federal GSA rules.

**Dissertation Awardees and Other Scholarship/Fellowship Recipients:** Students with a dissertation grant often have access to travel funds. All limitations are set by the funding source.

**Faculty Nonsponsored:** Faculty will occasionally provide their RAs or advisees some funds to attend national conferences. Faculty will determine the number and amounts based on their availability of funds.

**Sponsored funds for Research Assistants:** Occasionally, Research Assistants will need to travel to present findings. Funding and allowable costs will be determined by the sponsoring agency. Faculty will determine the number and amounts based on their availability of funds.

**Division Funds:** For students without a current NRSA/AHRQ traineeship, or other sources of travel funding, the Division has funds for travel to conferences for PhD students who are not currently eligible for travel funds through an RA, traineeship, or dissertation grant. Funds are available once per academic year, on a first come, first serve basis, but priority will be for first-time requests. Students are required to give either an oral presentation or poster presentation at the conference to be eligible for funding.

Students doing field work or pursuing other relevant training directly related to their dissertation may also be eligible for travel funds. Examples of field work could include the need to visit a particular organization to access a data set or conduct research on-site that cannot be accomplished at a distance. "Relevant training" can include attending an Institute or colloquium.

Students can also request funds for dissertation-related needs such as datasets, supplies, software in cases where funds are not available through other funding.

Students requesting travel or research-related funds must provide documentation to confirm the relevance of the conference, field work, training, or other activity and how it is beneficial to the student's dissertation research. Advisor signatures are required. The following amounts are proposed and will be finalized during fall, 2016: Requests cannot exceed \$1,500 for international travel, \$1,200 for domestic conferences not widely attended, and \$1,000 for common conferences such as AcademyHealth, GSA, ASHEcon, or APHA.

In order to maximize funds for a larger number of students, travel allowances have been cut. In addition, some cost-savings expectations are: book early enough to get airfare and registration discounts, share a room at the Federal rate (not at the conference hotel rate), minimize meals (you'd have to eat in Minnesota), and take mass transit.

For ALL travel, regardless of category or source of funds, travel must be pre-approved by Sarah Trachet PRIOR to booking expenses (RA travel can go through the grant accountant handling the sponsored funds). The prospective traveler should complete a draft Employee Expense Form (<http://policy.umn.edu/sites/policy.umn.edu/files/forms/um1612.xlsx>) and submit it to Maureen Andrew at [andre031@umn.edu](mailto:andre031@umn.edu). Maureen will submit the form to Sarah Trachet, who will contact you for a short meeting. She will approve the source and limitation of funding sources at the meeting.

Contact Maureen Andrew for more information: [andre031@umn.edu](mailto:andre031@umn.edu).

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## 10.3 PhD Degree Completion Steps

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Links to forms and more detailed description is on the Graduate School website:

[http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion\\_a\\_ppa.pdf](http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion_a_ppa.pdf)

<b>1) Complete Graduate Degree Plan</b>	Submit at least one semester prior to your oral preliminary exam. Have Maureen review it before collecting signatures.
<b>2) Assign members to your prelim oral exam committee</b>	Complete at least one month prior to your prelim oral
<b>3) Complete prelim written exams</b>	Coordinator reports results to Graduate School
<b>4) Schedule oral prelim exam</b>	Notify Grad School at least one week in advance
<b>5) Submit Preliminary Oral Exam Report</b>	Submit to Grad School after completing oral prelim to record doctoral candidacy
<b>6) Assign members to final oral exam committee</b>	Complete at least one month prior to final oral defense
<b>7) Request Graduation Packet</b>	Packet includes Application for Degree, and Thesis Reviewers Report. Can be requested on line or in person up to one semester prior to final oral defense
<b>8) Schedule final oral exam</b>	Notify Grad School at least one week prior
<b>9) Submit Application for Degree</b>	Submit to One Stop by the first business day of anticipated graduation
<b>10) Submit Thesis Reviewers Report</b>	Submit to Grad School prior to defense
<b>11) Submit Doctoral Final Exam Report</b>	Submit to Grad School no later than the last business day of anticipated month of graduation
<b>12) Submit dissertation</b>	Submit by the last business day of anticipated graduation. Consult Graduation Packet for formatting guidelines and submission destinations

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## 10.4 PhD Curriculum

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All doctoral students will complete the core courses, additional required Area of Emphasis courses, and supporting program or minor courses (if in the Multidisciplinary Social Science Area of Emphasis). It is

recommended that students complete the HSR core requirements as a cohort as outlined in the curriculum schedule.

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

**Core Courses Required For All Doctoral Students 2016-2017**

Course	Title	Offered	Credits
PubH 7401	Fundamentals of Biostatistical Inference	Fall	4
PubH 7402	Biostatistical Modeling and Methods	Spring	4
<b>OR</b>			
APEC 8211	Econometric Analysis I	Fall	4
APEC 8212	Econometric Analysis II	Spring	4
	<i>Contact your advisor for which course sequence to take</i>		
PubH 8810	Seminar: Research Studies in Healthcare	Spring	3
PubH 8811	Research Studies in Healthcare	Fall	3
PubH 8830	Writing for Research	Spring Yr 2	2
PubH 8831	Writing for Research	Fall Yr 3	2
PubH 6832	Economics of the Health Care System	Fall	3
PubH 8341	Advanced Epidemiologic Methods: Concepts In some cases, PubH 6341, Epidemiological Methods I (3cr) may be substituted. Consult with your advisor.	Fall	3
PubH 6855	Medical Sociology	Spring	3
PubH 6742	Ethics in Public Health: Research and Policy	Fall/Spring	1
PubH 8801	Health Services Policy Analysis (3) <i>Students unable to attend this course due to scheduling conflicts should obtain permission from the instructors Ira Moscovice/Bryan Dowd to substitute PubH 6835, Principles of Health Policy, 2 cr</i>	Fall	3
PubH 8810	Seminar: Research Studies in Healthcare	Fall	3
PubH 8811	Research Studies in Healthcare	Fall	3
<b>Total Core Credits</b>		<b>31</b>	

**Areas of Emphasis**

Students will select an area of emphasis that includes course options within a particular theme.

- |   |                                 |
|---|---------------------------------|
| Health Decision Science                     | Health Economics                |
| Multidisciplinary Social Sciences           | Clinical Outcomes Research      |
| Health Policy                               | Sociology of Health and Illness |
| Health Organizations and Management Science |                                 |

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## **10.5 See the following tables for each Area of Emphasis**

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- **Health Decision Science**
- **Multidisciplinary Social Sciences**
- **Health Policy**
- **Health Organization and Management Science**
- **Health Economics**
- **Clinical Outcomes Research**
- **Sociology of Health and Illness**

## Health Decision Science 2016-17

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

Required Coursework	
<b>AREA OF EMPHASIS REQUIRED CORE COURSEWORK</b>	
	<ul style="list-style-type: none"> <li>• PUBH 6717: Decision Analysis for Health Care (2) (fall)</li> <li>• PUBH 6862: Cost Effectiveness Analysis in Health Care (3) (spring)</li> <li>• PUBH 6809: Advanced Methods in Health Decision Science (3) (spring)</li> </ul> <p>AND, Choose a minimum of 2 credits from the following:</p> <ul style="list-style-type: none"> <li>• IDSC 8721: Behavioral Decision Theory (3) (periodic fall &amp; spring)</li> <li>• IDSC 8722: Heuristic Decision Making (2) (periodic fall)</li> <li>• IDSC 8511: Conceptual Topics and Research Methods in Information and Decision Sciences (3) (fall)</li> </ul>
<b>SUPPORTING PROGRAM</b> (Must total a minimum of 12 credits, and be approved by the Area faculty)	
	<p>Sample supporting program courses:</p> <ul style="list-style-type: none"> <li>• IE 5112: Introduction to Operations Research (3) (fall)</li> <li>• PUBH 7450: Survival Analysis (3) (fall)</li> <li>• PUBH 7420: Clinical Trials: Design, Implementation and Analysis (3) (spring)</li> <li>• PUBH 7440: Introduction to Bayes Analysis (3) (spring)</li> </ul>
TOTAL CREDITS	77 (includes core, A of E core, supporting and required 24 thesis credits).
PRELIM EXAMS	Methods and Decision Science exam, which is a 5-hour classroom format.
DECISION SCIENCE FACULTY	Karen Kuntz, John Nyman, and Eva Enns

## Multidisciplinary Social Sciences 2016-17

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

<b>Required Coursework</b>	
<b>AREA OF EMPHASIS REQUIRED COURSEWORK</b>	
	<ul style="list-style-type: none"> <li>• PUBH 8805: Sociological Theory in Health Services Research (3) Offered per cohort request</li> <li>• APEC 5151: Applied Microeconomics: Firm and Household (3) (fall)</li> </ul>
	<p><b>Choose one additional theory course.</b></p> <p>To be decided with your advisor. Here are some possibilities:</p>
	<ul style="list-style-type: none"> <li>• PUBH 6862: Cost Effective Analysis in Health Care (3) (spring)</li> <li>• PUBH 8821: Health Economics II (3) (spring, even years)</li> <li>• APEC 8203: Applied Welfare Economics and Policy (3) (spring)</li> <li>• SOC 8701: Sociological Theory (4) (fall)</li> <li>• SOC 8721: Theories of Social Psychology (3) (offered irregularly)</li> <li>• PubH 8804, Quantitative Methods for Policy and Demographic Research (3) Spring</li> <li>• PubH 6717 – Decision Analysis for Health Care (2) (Fall)</li> <li>• PubH 6809 – Advanced Methods in Health Decision Science (3) (Spring)</li> </ul>
<b>SUPPORTING PROGRAM</b>	
	Must total minimum of 12 credits, with the approval of the MULTI faculty. It also has to be submitted to the Graduate Faculty for approval.
<b>TOTAL CREDITS</b>	<b>76-77</b> (includes core, area of emphasis, and supporting program and required 24 thesis credits)
<b>PRELIM EXAMS</b>	Methods and a choice between the in-house health econ exam which is a 5 hour classroom format OR the sociology exam which is the writing of a research paper
<b>MULTI FACULTY</b>	Bryan Dowd, lead member, and all other Graduate Faculty in the Division of HPM

## Health Policy and Analysis 2016-17

The emphasis area in Health Policy is designed to prepare students for careers in research, teaching, and public service in academic, governmental, and public policy settings. The focus of this area includes multi-disciplinary training in the social sciences, application of quantitative research methods, and rigorous writing and communication skill-based training. Students will receive the core doctoral-level training in health services research with an emphasis on U.S. Health Policy and applied Policy Analysis. It is expected that graduates will play key leadership roles in creatively addressing the current state and national issues in health policy including efforts to improve the health of populations, approaches to measuring and assuring quality of care, and efforts to improve health care financing, delivery, and access to care.

<b>Prerequisites</b>	
	Take, substitute, or test out by end of first year one of the following courses: <ul style="list-style-type: none"> <li>• PUBH 6724: Public Health and the US Health Care System (3) (fall and spring) <b>OR</b></li> <li>• PUBH 6556: Health and Health Systems (3) (fall)</li> </ul>
<b>AREA OF EMPHASIS REQUIRED CORE COURSEWORK</b>	
	<ul style="list-style-type: none"> <li>• PUBH 8802: Applications in Health Services Policy (2) (spring, odd years)</li> </ul>
<b>SUPPORTING PROGRAM</b> (Must total minimum of 12 credits, with the approval of the area faculty)	
	<p>Suggested Supporting Program: Methods – Choose courses to fit individual needs with advisor approval.</p> <ul style="list-style-type: none"> <li>• PUBH 6845: Demographic Data for Policy Analysis (3) (spring) <b>HIGHLY RECOMMENDED</b></li> <li>• PubH 8804, Advanced Quantitative Methods Seminar (3cr)(spring) <b>HIGHLY RECOMMENDED</b></li> <li>• PUBH 6717: Decision Analysis for Health Care (2) (fall)</li> <li>• PUBH 6810: Survey Research Methods (3) (fall)</li> <li>• PUBH 6862: Cost Effectiveness Analysis (3) (spring)</li> <li>• PUBH 8813: Measurement – Health Related Social Factors (3) (spring, odd years)</li> <li>• PUBH 6811: Health Disparities in Research (2) (fall, even years)</li> </ul> <p>Other Topics for Supporting Program. Program must be approved by advisor prior to taking courses: LTC or Aging Policy, Economics, Health Disparities, Ethics, or other topic with approval of policy faculty.</p>
<b>TOTAL CREDITS</b>	72 (Includes core, A of E core, supporting program and required 24 thesis credits).
<b>PRELIM EXAMS</b>	Methods exam and Policy exam. Format of Policy exam is a policy analysis paper.
<b>POLICY FACULTY</b>	Lynn Blewett, Bob Kane, Rosalie Kane, Ira Moscovice, Bryan Dowd, Jon Christianson, Katy Kozhimannil, Sarah Gollust, Ezra Golberstein

## Health Organizations and Management Science 2016-17

The Health Organization & Management Science doctoral track is designed for doctoral students interested in research and/or academic careers in the organizational and management sciences. HOMS is a collaborative effort between Health Policy & Management faculty and faculty in other University of Minnesota departments to provide you access to national leaders in organizational and management sciences. The HOMS core provides you a theoretical foundation in two of the core management areas – organizational theory, organizational behavior, decision-making, or operations management – and assists in developing your methodological skills in social networks and/or qualitative research. HOMS students are expected to use their supporting program to develop more expertise in organizational and management sciences and apply this material in a health care setting of their choice.

<b>Required Coursework</b>	
<b>AREA OF EMPHASIS REQUIRED CORE COURSEWORK</b> (Area faculty must approve)	
	<b>Theoretical Foundations (6-8 credits):</b> <ul style="list-style-type: none"> <li>• HRIR 8802 Core Seminar: Organizational Behavior</li> <li>• IDSC 8721 - Behavioral Decision Theory</li> <li>• MGMT 8301: Seminar in Organizational Behavior</li> <li>• MGMT 8302: Seminar in Macro-Organization Behavior</li> <li>• SCO 8745: Research on Quality Management</li> <li>• PUBH 8894: Directed Research: Seminar in Health Care Organizational Research (upon arrangement). Contact Prof. Doug Wholey for information, whole001@umn.edu )</li> </ul>
	<b>Methods Foundations (2-3 credits):</b> <ul style="list-style-type: none"> <li>• EPSY 5247 Qualitative Methods in Educational Psychology <b>or</b> Pol 8126 Qualitative Methods</li> <li>• SOC 8412: Social Network Analysis: Theory and Methods (3) (fall, odd years)</li> <li>• HRIR 8812 Core Seminar: Human Resources And Industrial Relations Research Methods (Spring)</li> </ul>
<b>SUPPORTING PROGRAM</b>	
	Student selects courses with their advisor. Must total minimum of 12 credits, with the approval of the area faculty.
<b>TOTAL CREDITS</b>	<b>75-78</b> (includes core, A of E core, supporting, and required 24 thesis credits).
<b>PRELIM EXAMS</b>	Methods and HOMS prelim exam which requires a paper in an organizational research area proposed by the student.
<b>HOMS FACULTY</b>	Jim Begun, Jon Christianson, Sandy Potthoff, Katie White, Doug Wholey



## Health Economics 2016-17

The goal of this Area of Emphasis is to train health economists who will out-compete PhDs from the top economics departments for all jobs except those in economics departments. The curriculum includes a broad menu of health economics related courses in addition to the multidisciplinary core courses.

<b>Prerequisites</b>	
	Calculus, statistics, linear algebra and micro-economics  Note: students may have the option to pass these courses between the time of admission and matriculation
<b>Required Coursework</b>	
<b>CORE COURSE REQUIREMENTS FOR ECONOMISTS (8 CREDITS)</b>	
	<b>Choose one of the following sequences:</b> <ul style="list-style-type: none"> <li>• APEC 8211-12: Econometric Analysis (8) <b>recommended / OR</b></li> <li>• PUBH 7401-7402: Fundamentals of Biostatistical Inference &amp; Biostatistics Models and Methods (8)</li> </ul>
<b>AREA OF EMPHASIS REQUIRED COURSEWORK (11 CREDITS)</b>	
	<ul style="list-style-type: none"> <li>• PUBH 8821: Health Economics II (3) (spring, even years)</li> </ul> <b>Choose one of the following sequences:</b> <ul style="list-style-type: none"> <li>• APEC 8001-2-3-4: Microeconomic Analysis (8) (fall &amp; spring) <b>recommended / OR</b></li> <li>• ECON 8001-2-3-4: Microeconomic Analysis (8) (fall and spring) <b>OR</b></li> <li>• ECON 8101-2-3-4: Microeconomic Theory (8) (fall and spring)</li> </ul>
<b>SUPPORTING PROGRAM (Minimum of 12 credits; must be approved by area faculty)</b>	
	<b>Choose two methods courses from the selection below:</b> <ul style="list-style-type: none"> <li>• APEC 8211-12: Econometric Analysis, if not taken as core requirement (4-8)</li> <li>• ECON 8205-6-7-8: Applied Econometrics (4-8)</li> <li>• PUBH 7401-7402: Fundamentals of Biostatistical Inference &amp; Biostatistics Models and Methods (8), if not taken as a core requirement and if not taken with Applied Econometrics</li> <li>• APEC 8202: Mathematical Optimization in Applied Economics (3)</li> <li>• APEC 8206: Dynamic Optimization: Applications in Economics &amp; Management (3)</li> <li>• HRIR 8812: Research Methods in Work and Organization (4)—Offered periodic spring semesters</li> <li>• PUBH 8804: Advanced Quantitative Methods Seminar (3) (spring, even years)</li> <li>• PA 8302: Applied Policy Analysis (4)</li> </ul> <p>Courses may be offered infrequently. Check the current class schedule to determine availability and ask your advisor about additional courses that may meet this requirement.</p> <b>Additional Supporting Program options:</b> <ul style="list-style-type: none"> <li>• ECON 8xxx: Graduate courses in Economics</li> <li>• APEC 8xxx: Graduate courses in Applied Economics</li> <li>• PUBH 6862: Cost-Effectiveness Analysis in Health Care (3)</li> </ul> <p>Note: PUBH 8xxx: Graduate courses in Biostatistics or Epidemiology may be approved on an ad-hoc basis.</p>
<b>TOTAL CREDITS</b>	78 (Includes core, area of emphasis, supporting program, and 24 required thesis credits)
<b>PRELIMINARY EXAMS</b>	<b>Three preliminary examinations:</b> (1) Methods; (2) Health Economics (5-hour classroom exam); and (3) choice of Micro-economics exam in the Department of Applied Economics or Micro-economics for Minors exam in the Economics Department

<b>ECONOMICS FACULTY</b>	Jean Abraham, Jon Christianson, Bryan Dowd, Roger Feldman, Ezra Golberstein, Peter Huckfeldt, Pinar Karaca-Mandic, John Nyman, Steve Parente
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**NOTES:**

- Students from other doctoral programs may qualify for a Minor in Health Services Research, Policy and Administration (HSRP&A) with a Focus in Health Economics. They should consult the requirements for this minor.
- Although the Division recommends a course load of 12 credits for the first semester, health economics track course requirements result in students having to complete 14 credits in their first semester.
- Attendance at the math camp offered by the Applied Economics (APEC) department in August prior to the first semester is **STRONGLY** recommended.
- MATLAB software is a requirement for students taking APEC 8211. The department will pay for a license for students to access this software.

### Clinical Outcomes 2016-17

The Clinical Outcomes Research track is designed to train health services researchers who wish to study clinical care, costs and outcomes. Their research may be conducted using observational (quasi-experimental) studies, randomized clinical trials or analyses of secondary data sets, including administrative data. Honing these skills requires a combination of epidemiology, statistics, measurement, and interpretative expertise. These individuals would develop their epidemiology skills and take courses to expand their understanding of how to measure outcomes of health care. Many will want to include work in cost-effectiveness as well.

<b>Required Coursework</b>	
<b>AREA OF EMPHASIS REQUIRED COURSEWORK</b>	
	<ul style="list-style-type: none"> <li>• PUBH 6342: Epidemiology II (3) (spring)</li> <li>• PUBH 6343: Epidemiology III (4) (fall)</li> <li>• PUBH 6864: Conducting Health Outcomes Research (3) (spring)</li> <li>• PUBH 6863: Understanding Healthcare Quality (2) (fall)</li> <li>• PUBH 6803: Conducting a Systematic Literature Review (3) (Spring)</li> </ul>
<b>SUPPORTING PROGRAM</b> Must total a minimum of 12 credits. Choose from courses listed below. Courses not listed here may be used with approval of Area director or designee. Supporting program must be approved by the Area faculty.	
	<ul style="list-style-type: none"> <li>• PUBH 6717: Decision Analysis for Healthcare (2) (fall)</li> <li>• PUBH 6862: Cost Effective Analysis in Health Care (3) (spring)</li> <li>• PUBH 8813: Measurement of Health-Related Social Factors (3) (spring, odd years)</li> <li>• PUBH 7430: Statistical Methods of Correlated Data (3) (fall)</li> <li>• PubH 7450: Survival Analysis (3) (Fall)</li> <li>• PUBH 6810: Survey Research Methods (3) (fall)</li> </ul>
<b>TOTAL CREDITS</b>	<b>82</b> (includes core, Area of Emphasis and required 24 thesis credits)
<b>PRELIM EXAMS</b>	Methods and the Clinical Outcomes exam which is a 5 hour in-classroom exam format.
<b>CLINICAL OUTCOMES FACULTY</b>	Bob Kane, Beth Virnig, Marshall McBean, Karen Kuntz, Nathan Shippee

## Sociology of Health and Illness 2016-17

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

<b>Required Coursework</b>	
<b>AREA OF EMPHASIS REQUIRED CORE COURSEWORK</b>	
	<p>Theoretical Foundations (6 credits)            Example courses. Area faculty must approve of courses.</p> <ul style="list-style-type: none"> <li>• PUBH 8805: Sociological Theory in HSR (3) Offered by cohort request</li> <li>• SOC 8701: Sociological Theory (4) Offered periodically</li> <li>• SOC 8731: Sociology of Knowledge (3) Offered periodically</li> <li>• MGMT 8302: Seminar in Organizations Theory (4) offered periodically</li> <li>• SOC 8211: Race Relations Theory (3) Offered periodically</li> </ul>
<b>SUPPORTING PROGRAM</b> (Must total minimum of 12 credits) (Example courses listed; others may be approved by area faculty)	
	<p><b>Area of specialization</b> (disparities, demography, social networks, family, etc)            Supporting program must be approved by the Area faculty.  <b>Minimum of 8 credits:</b></p> <ul style="list-style-type: none"> <li>• SOC 8735: Sociology of Culture (3) Offered periodically</li> <li>• SOC 8590: Topics in Life Course Sociology (3) Offered periodically</li> <li>• SOC 8390: Topics in Political Sociology (3) Offered periodically</li> <li>• SOC 8101: Sociology of Law (3) Offered periodically</li> <li>• SOC 8290: Topics in Social Stratification (3) Offered periodically</li> <li>• SOC 8501: Sociology of the Family (3) Offered periodically</li> <li>• SOC 8221: Sociology of Gender (3) Offered periodically</li> </ul>
	<p><b>Advanced Methodology</b>  <b>4-6 credits:</b></p> <ul style="list-style-type: none"> <li>• PUBH 8813: Measurement of Health Related Social Factors (3) Spring, odd years</li> <li>• PUBH 6811: Health Disparities Research: Data, Measures, and Methods (2) Fall, even years</li> <li>• PUBH 8804: Advanced Quantitative Methods Seminar (3) Spring, even years</li> <li>• POL 8126: Qualitative Methods (3) Fall, requires instructor permission</li> <li>• PUBH 6845: Using Demographic Data for Policy Analysis (3) Spring</li> <li>• PSY 8881: Seminar in Quantitative and Psychological Measurement (1) Fall, may need instructor permission</li> </ul>
<b>TOTAL CREDITS</b>	<b>73</b> (includes core, A of E core, supporting, and required 24 thesis credits).
<b>PRELIM EXAMS</b>	Methods and Sociology exam, which is a paper with a sociological focus
<b>SOCIOLOGY FACULTY</b>	Kathleen Call, Jim Begun, Sarah Gollust, Rosalie Kane, Donna McAlpine, Todd Rockwood, Tetyana Shippee, Nathan Shippee, Doug Wholey, Rachel Hardeman

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## 10.6 Doctoral Supporting Program or Minor

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Doctoral students are to complete either a supporting program **or** minor of at least 12 credits. A supporting program is required for all the Areas of Emphasis except Multidisciplinary Social Sciences, which also allows a minor. The supporting program or minor provides an opportunity to expand knowledge and skills as needed for the dissertation, and to build skills to achieve desired career goals. Supporting program course work is taken primarily in other Divisions in the School of Public Health and units throughout the University, such as the Carlson School of Management, the Departments of Economics, Statistics, Population Studies, Sociology, Political Science, Information and Decision Sciences, and Applied Economics. Minors are available in many academic departments outside of HPM. Most minors are very prescribed. The department where the minor resides also has to approve it. Students should contact the DGS

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

### Approval for Supporting Program or Minor

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

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

### Grading Requirement for PhD Supporting Program or Minor Courses

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

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## 10.7 Research Apprenticeship

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PhD students with active fellowship funding are expected to work 10 hours per week with a faculty member on a research project beginning the 2<sup>nd</sup> semester of the first year. It is recommended that all PhD students, regardless of funding status, participate in this apprenticeship work.

The goal of the apprenticeship expectation is to facilitate first-hand experience with research, provide opportunities for publishing and grant writing, and provide exposure to life in academia.

The research experience may occur either within a paid research assistantship (RA), or as a volunteer.

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## 10.8 Teaching Requirement

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

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

2. Teach a class while serving as a TA. Ideally the TA experience should be at a level that includes a variety of teaching elements such as helping with revisions to course and course syllabus, grading, opportunity to lecture (which includes writing teaching and learning objectives and a method for evaluating successfully meeting these goals), leading a study session, keeping office hours for one-on-one help, etc. Engaging in only one of these elements would not qualify for the waiver. The TA will provide written documentation of the teaching experience gained; the faculty instructor must sign-off on this description and provide a brief evaluation for the student's record. The student must provide their write-up and instructor's comments to their advisor; **OR**
3. Demonstrate other teaching experience (at the undergraduate level at the minimum). This teaching experience must involve substantial responsibility for the course, design, lecturing and grading. Student must provide the course syllabus and a brief written explanation of their role in the course to their advisor.

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

Some TA positions are available through HPM. Other TA positions can be found through the University's Office of Human Resources at, <http://www1.umn.edu/ohr/employment/index.html> and the SPH Career Services at [www.sph.umn.edu/career](http://www.sph.umn.edu/career).

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

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

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

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

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

*This page contains the English Language Proficiency levels and eligibility for various aspects of working as a teaching assistant. <http://www1.umn.edu/ohr/teachlearn/graduate/itap/settaeligibility/index.html>  
Generally, students with a low ranking may be required to obtain English training before being allowed to work as a TA.*

Contact the Center for Teaching and Learning, University Office Plaza, Suite 400, 2221 University Ave. S.E., Minneapolis, MN 55414

- 612-625-3041
- 612-625-3382 (fax)
- <http://www1.umn.edu/ohr/teachlearn/graduate/itap/index.html>

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## **10.9 Authorship Guidance for Students**

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The division strongly encourages our PhD students to publish during their doctoral program in addition to conducting their dissertation research. Our goal is that students will publish a minimum of three papers during the program, with one as first author. Conducting research and publishing the results is an important part of your academic development as a graduate student. Authorship on a research paper is often the primary way by which to acknowledge the contributions of individuals involved in a project, and as a graduate student, it can be a rewarding experience and

achievement to see your name on a published manuscript for the first time. However, just being part of a research project does not imply that you will be an author.

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

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

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

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

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

If difficulties, challenges, or questions arise during this process please inform either the DGS or the Program Coordinator.

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## 10.10 Exams and Timelines for the PhD Program

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

### Preliminary Written Examinations

PhD students must complete and pass a written preliminary exam. The purpose of the written prelim is to evaluate the student's comprehensive knowledge of the subject matter. The HSRP&A written preliminary exam is split into two different subject areas, except for the health economics Area of Emphasis which also requires a third exam. All students take the exam in research methods, the other will be in the student's Area of Emphasis. Students in the Health Economics A of E also take a choice of the Microeconomics Exam in the Applied Economics department, or Economics for Minors exam in the Economics Department. All written prelim exams must be completed and passed by the deadline of August 31 of the 3<sup>rd</sup> year.

### Course Prerequisites to Prepare for the Written Preliminary Exam

Some Areas of Emphasis require specific coursework as a prerequisite BEFORE taking a written prelim exam. The Areas that currently require specific coursework prerequisites are health policy and health economics.

- **Health Policy Exam Requirements**  
PubH 6724, Public Health and the US Health Care System (3 cr) **OR** PUBH 6556: Health and Health Systems  
PubH 8801, Health Policy Analysis: Theory (3cr)  
PubH 8802, Applications in Health Services Policy (2cr)
- **Health Economics Exam Requirements**  
Calculus and micro-economics  
APEC 8211-12 OR PubH 7401-2  
PubH 8821, Health Economics II (3cr)  
--And choice of one of the following sequences--  
APEC 8001-2-3-4, Microeconomic Analysis (8cr) (RECOMMENDED) OR  
ECON 8001-2-3-4, Microeconomics Analysis (8cr) OR  
ECON 8101-2-3-4, Microeconomic Theory (8cr)

*These courses are subject to change.*

Students should consult with their Area of Emphasis faculty well in advance of writing the prelim to ensure they are adequately prepared for the exam. In most cases, students should contact the Area of Emphasis lead faculty member to voice interest in taking the written preliminary exam.

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

All the written preliminary exams must be completed before the end of summer (August 31), of the third year. This includes re-takes of failed exams. Students who delay taking the exams will not be permitted to re-take a failed exam if the 3 year timeline requirement has been exceeded. To ensure that students meet this timeline, preliminary written examinations should be started as soon as it is feasible in the second year. Preparing for written prelims and possible re-takes of failed exams is essential in order to meet the timeline. Failure to meet this timeframe will result in termination from the program. In cases of extenuating circumstances, students may submit an appeal to request additional time for completion of the written prelim exam.

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

#### **Written Preliminary Exams May be Taken Twice.**

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

#### **Written Preliminary Exam Availability**

ALL STUDENTS TAKE TWO WRITTEN PRELIMINARY EXAMS, (except health economics students who also take a third exam).

- 1) Methods exam
- 2) The Area of Emphasis exam

**NOTE:** The Economics Area of Emphasis also requires students to take EITHER the Microeconomics Exam in the Applied Economics department, OR the Economics Department Exam for Minors in addition to the Area of Emphasis exam. The microeconomics exam may be taken as many times as necessary until it is passed, but it must be passed within the same three year timetable as the written prelim exams, (e.g. by August 31 of the third year). The Applied Economics and Economics Departments determine when the exam is offered. Students should contact either the Applied Economics or Economics departments for the availability.

#### **When the written preliminary exams are offered:**

- **Methods Exam:** is offered in the spring semester, usually January or February, at the request of the students in the research methods course, PubH 8811, or on an individual basis to be scheduled with the Examining Committee. 72 hour take home exam format.
- **Health Economics exam:** is offered in August.
- **The other Area of Emphasis exams:** are offered on an individual basis by request. Students should contact the faculty of their chosen Area of Emphasis to schedule the exam.

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

### **Preliminary Written Exam Report**

After passing both written preliminary exams, (or the 3 exams required for health economics), the program coordinator will notify the Graduate School by submitting an on-line form to record the results of your written prelims. The written prelim exam must be recorded with the Graduate School for students to be authorized to take the prelim oral (oral defense of the dissertation topic).

### **Preliminary Oral Examination**

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

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

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

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

### **Timeframe for Completion of the Doctoral Degree**

Beginning January, 2013, PhD students must complete their dissertation and all other degree requirements within a maximum of eight years from being admitted to the program. Students admitted prior to January, 2013, have 5 years following the passing of the prelim oral exam to graduate. The maximum timeframe includes periods of non-enrollment which are periods without registration for classes or thesis credits, such as on a leave of Absence, or when registered for active student status: Grad 999. Grad 999 active status is considered not enrolled.

To maintain "active" student status, students must register each fall and spring semester. Summer registration is not required. Failure to register each fall and spring semester will cause the student's status to revert to "inactive." Inactive status requires readmission. Eligible registration includes pre-thesis credits PubH 8666, thesis credits PubH 8888, one-credit-equal to full time, PubH 8444, and free, active student place holder, Grad 0999.

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## **10.11 Time Extension Requests**

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



two to three months BEFORE the due date. Time extensions are counted toward the 8 year maximum timeframe for completing a PhD degree.

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

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

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

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

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## 10.12 Thesis Credits: Types and Purposes

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Doctoral students are required to complete 24 thesis credits.

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

Contact the PhD program coordinator, Maureen Andrew, for the form to request thesis credit registration. Students will be unable to register for thesis credits, PubH 8888, on their own. The coordinator will submit your request for thesis credit registration to the SPH registrar who will register you.

A form to request thesis credit registration is on the HSRP&A webpage : (<http://www.sph.umn.edu/programs/hsrpaphd/hsrpaphdresources/> ) and in the appendix.

### Other Doctoral Thesis Credit Options

**PubH 8666, Doctoral Pre-Thesis Credits** may be used by PhD students to maintain full time student status who have completed all their coursework, but have not passed the preliminary oral exam. These students may not be "research ready" thus are ineligible for early thesis credits, or have completed 12 early thesis credits, but have not passed the oral prelim exam. Students are limited to 6 credits of PubH 8666 for any fall, spring or summer term. This applies to all students without regard to when they entered the program. Students admitted fall 2007 and after are limited to a cumulative maximum of 24 pre-thesis credits. Students admitted prior to fall, 2007 may accumulate a maximum of 60 credits of PubH 8666. 6 or more pre-thesis credits are considered full time.

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

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## 10.13 Thesis Advisor, Committees and Oral Exam Processes

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### Thesis Advisor

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

### Preliminary and Final Oral Exam Committees

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

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

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

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

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

### Eligibility for Oral Exam Committee Membership

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

The Graduate Education levels of appointment eligible to serve on student examining committees are: Senior Member, Affiliate Senior Member, Member/Advising, Affiliate member/Advising, Member, and Affiliate Member. The level of appointment determines the role the committee member may have on the committee. Only faculty with appointment levels of Senior Member and Affiliate Senior member are permitted to chair examining committees. A list of Graduate Education faculty and their levels of appointment is found in this guidebook on page 74.

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

### **Including an External Committee Member**

Students may include a member on their committee from elsewhere at the University or an organization outside of the University who holds expertise that is relevant to student research. To request having an external member on the committee, the student should send a written request via email, to the DGS via the HSRP&A coordinator, Maureen Andrew, [andre031@umn.edu](mailto:andre031@umn.edu) asking to include the person on the committee and the reason why that individual should be in the committee. Attach that individual's CV or resume. The individual is vetted to ensure that he or she holds a doctorate or other equivalent degree in a relevant field, and that their background and experience is compatible with the student's dissertation topic. The DGS makes the final decision. When the external member is approved to serve on the examining committee, a University ID number will be assigned to the external member and provided to the student. The student will need the ID number to assign external members to their committee. A substantial advance notice is recommended in the event the request is denied.

### **Assigning Your Oral Prelim and Final Defense Exam Committees**

Once the committee has been identified and all members have agreed to serve, the student needs to notify the Graduate School. On the Graduate School webpage are on-line forms used to notify the Graduate School of the committee members for each oral exam.

([http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion\\_appa.pdf](http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion_appa.pdf)) The form for the prelim oral exam is called "Assign/Update Doctoral Preliminary Examining Committee." The form for the final oral defense committee is called "Assign/Update Final Oral Examining Committee." Enter your committee member's names. Faculty with Graduate Education faculty appointments will already be in the system, and no additional information besides their names will be needed to assign them to your committee. To assign an external member, their University ID number will also have to be entered. (If you followed the process above to request an external member, a University ID number will have been created and given to you for the purpose of assigning an external committee member).

### **Changes to the Preliminary Oral and Final Defense Examining Committee**

To change the composition of a previously approved committee, send an email request to the DGS via the program and coordinator, Maureen Andrew, requesting a committee change. Include the justification for the change. If the new committee member already has a Graduate Education faculty appointment, it is not necessary to attach a CV. If the new committee member does not have a Graduate faculty appointment, follow the procedure in the Including an External Committee Member, above. The DGS makes the final decision regarding committee changes. Once the DGS has approved the change, go the Graduate School webpage to the on-line form called "Assign/Update Preliminary Oral Examining Committee" or "Assign/Update Final Oral Examining Committee" at: [http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion\\_appa.pdf](http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion_appa.pdf)

### **Examination Process for the Oral Prelim and Final Oral Defense**

The preliminary oral examination and final oral exam is administered by the student's examination committee. It is the student's responsibility to schedule the examination with the committee. When a time and date have been agreed to, the student needs to find a room in which to have the exam. Contact the HSRP&A major program coordinator, Maureen Andrew, to reserve a room. Both oral exams must also be scheduled with the Graduate School at least one week before the examination. An on-line scheduling form is available on the Graduate School website at: [http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion\\_appa.pdf](http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion_appa.pdf). When the Preliminary and Final Oral Exams have been scheduled with the Graduate School, they will send the grading form called the "Doctoral Preliminary Oral Exam Report" and "Doctoral Final Oral Exam Report" to your committee chair who will collect the committee member's signatures following the preliminary oral and final oral exams. For complete guidelines for the oral preliminary exam, see section 10.15, p. 110, Dissertation Proposal and Final Defense Guidelines.

### **Emergency Committee Changes for Oral Exams**

The PhD in HSRP&A program policy calls for a minimum of 4 committee members, (3 internal, e.g. with Graduate Education faculty appointments in the major of HSRP&A, and 1 external, e.g. not having an appointment in the HSRP&A major ). This is the absolute minimum number of members permitted, per Graduate School policy. If a committee member informs the student at the last minute that he or she cannot attend the oral exam, the exam may NOT proceed and has to be rescheduled. Students with a larger committee of 5 or more members may be permitted to proceed with the oral exam as long as the composition of the committee meets the Graduate School minimum membership requirements of 4 members; 3 'internal' members and 1 'external' member. This will be allowed on an emergency basis only. The committee chair may proceed without additional permission, but should notify the PhD program coordinator, Maureen Andrew of the change.

### **Remote Participation on Examining Committees**

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

- All members of the examining committee and the student must agree to the remote participation
- The DGS must approve the request to allow remote participation
- All participants must be able to hear clearly at all times
- All versions of visual or text materials (slides, videos, handouts), must be available to all participants
- Integrity of the exam process must be guaranteed by some form of proctoring if the candidate is not physically present on the University campus or if no other committee member is physically present with the candidate.
- Provisions must be made for secret balloting during the votes by examiners and for signing the Oral Examination Report
- For doctoral final oral exams, arrangements must be made for public presentation by video link, with opportunities for question and answer from audience.
- The chair of the examining committee must recess the exam immediately if any technical problems interfere with the proceedings for more than a few moments.
- All participants must be notified ahead of time of the options for recession the examination.
- The chair of the examining committee must guarantee the all the above conditions have been satisfied.

### **Cancellation or Recessing of the Oral Preliminary or Final Exam**

If the preliminary or final oral exam cannot be held on the scheduled date, the Graduate School (via Graduate Student Services and Progress (GSSP) must be notified, and the Preliminary or Final Oral exam report must be returned to the GSSP office in 333 Bruininks Hall. The student must reschedule the exam at least one week in advance of the oral exam. A new Preliminary or Final Oral Exam Report will be issued.

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

A recess of the Preliminary Oral Exam requires that the chair send a letter to the vice provost and dean of Graduate Education explaining the reasons for the recess and noting the date that the committee will reconvene. If the recess will be more than one week, the Preliminary Oral Exam Report must be returned to GSSP. The student must reschedule the Preliminary Oral Exam at least one week prior to the reconvening date.

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

### **Grading Categories for the Oral Preliminary Exam**

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

### **Passing the Preliminary Oral Exam with Reservations**

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

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

### **Final Oral Examination-Defending the Thesis**

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

The final oral examination committee conducts the examination after the thesis has been certified by the readers as ready for defense. It will not exceed three hours. Students must schedule the final defense exam with their committee members. When a date and time have been agreed to, contact the program coordinator, Maureen Andrew, to reserve a room. When a location has been determined, the student must schedule the examination with Graduate School at least one week in advance, via a web-based Doctoral Final Defense Scheduling Form at this website:[http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion\\_appa.pdf](http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion_appa.pdf) . The examination format will be a public seminar to which the relevant scholarly community is invited to hear the presentation of the thesis by the candidate for the first hour. After one hour the audience is excused and the committee members meet privately with the student. For a complete description of the process, see the Dissertation Proposal and Final Oral Defense Guidelines in this Guidebook in section 10.12.

### **Grading Categories for the Final Oral Exam**

The final oral defense is graded as either “Pass” or “Fail.” Candidates must receive unanimous “Pass” votes with no more than one dissenting member to qualify as a “Pass.” If the student has clearly passed or failed the defense and all committee members have signed the Final Oral Exam Report form, it must be returned to the Graduate School no later than the first working day following the defense.

If any revisions are required, the advisor is responsible for ensuring the inclusion of any appropriate modifications and required revision. The Final Oral Examination Report should NOT be signed and submitted to the Graduate School until all revisions have been made. If the form is held for more than one week, a letter must be sent to the Graduate School stating that the form is being held pending required revisions.

Once the Final Oral Exam Report has been returned to the Graduate School indicating that the student has either passed or failed, a hold will be placed on the student’s record to prevent further registration. IF the advisor indicates that the student needs additional time to make revisions, the student will be allowed to register for one additional semester. Once the thesis has been submitted, no further registration is allowed unless the student has been admitted to professional development or a different major field.

### **Graduating with the PhD**

Instructions for graduation requirements, including applying for the degree and submission of the doctoral thesis, is in the Graduation Packet. Students should request the Graduation Packet from the Graduate School website after passing the preliminary oral exam, and assigning their final PhD defense committee, up to two terms before the expected final oral defense.

### **Commencement**

The School of Public Health commencement is once per year in mid-May. Every spring semester the SPH will post announcements about commencement inviting students to sign up to participate. Commencement is ceremonial and

actual graduation is not a requirement. Students who expect to graduate by the end of summer are invited to “walk” in commencement.

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## **10.14 Doctoral Student Work-in-Progress Seminar Requirement**

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Beginning 2014, doctoral students are required to give a work-in-progress seminar that is subsequent to the proposal defense, but far enough in advance of the final defense to allow time to incorporate feedback into the dissertation. The scheduling should be such that the student’s advisor (or designated committee member) could attend the seminar. Prior to the seminar the student should meet with their advisor and go through the slides together. As a reminder it is suggested the students include a slide in the beginning of the presentation that state the following: 1) This is a work in progress (not a job talk), 2) this work is based largely on [fill-in] discipline, 3) feedback from faculty is greatly appreciated.

Exceptions for this would be granted based on practical considerations. (Note: the venue for this would be the Wednesday seminar series, with potential seminar days added during the summer or other days of the week.)

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## **10.15 Dissertation Proposal and Final Oral Defense Guidelines**

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### **Proposal Defense**

#### **Purpose of the dissertation proposal defense**

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

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

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

#### **Format of Dissertation Proposal**

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

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

7. For empirical dissertations, an analysis plan should anticipate and address estimation problems that are likely to be encountered in the analysis. There should be an analysis plan for each research question or hypothesis.

### **Evaluation Criteria**

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

1. The topic is interesting and important enough to warrant expenditure of the student's time and effort to write a dissertation on it. There are several sub-dimensions to this criterion.
  - a. The topic is original enough to represent a substantial contribution to the literature.
  - b. The topic would be considered important by experts in the general area addressed by the dissertation. One test of this concept would be that a paper on this topic would have a good chance of being published in a reputable journal.
  - c. The topic fits well with the student's research interests.
  - d. The topic will serve the student well in the short-run (possible dissertation grant funding, placement in first post-doctoral job, and publications) and the longer term (providing a foundation for the student's initial reputation in the field and possible continued research for the first few years of their career – particularly if they are seeking academic employment).
2. There are no fatal flaws in the research design, data availability, or analysis plan to the extent that can be assessed by the faculty at the time of the proposal defense.
3. The proposal theory (if applicable) is consistent with and reflects the theoretical literature from which it is derived.
4. The student is prepared academically (e.g., coursework and methods) and financially (e.g., arrangements to acquire expensive data) to complete the dissertation.

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

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

1. The proposal defense is conducted privately with only the student and committee members present.
2. The proposal defense should take 1-2 hours (2 hour maximum).
3. The committee chair oversees the defense and keeps the process on track (advisors can chair the preliminary oral defense).
4. Student gives a 20-30 minute presentation of their proposal, addressing the components in the written proposal.
5. After the presentation, the committee members will ask questions about the proposal.
6. Student is excused from the room.
7. Prior to any discussion about the defense, the committee votes by secret, written ballot.
8. Following the first vote, the defense is discussed by the committee members, and a second secret, written vote is taken.
9. Each of the committee members will sign the Doctoral Preliminary Exam form, indicating pass, pass with reservations, or fail. Unanimous vote or a 4 to 1 vote is required to pass. Pass with reservations constitutes a passing vote.
10. If the student gets a pass with reservations, he/she will be informed immediately. The chair of the committee has one week to inform the student in writing, specifics of the reservations, and steps that must be taken to remove them.
11. Student returns the signed Oral Prelim Examining Form to the Graduate School, and if reservations, the chair of the committee also sends a letter to the Graduate School. The student must remove the reservation to proceed.

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

### **Faculty Roles and Obligations**

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

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

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

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

### **Dissertation Defense**

#### **Purpose of the final dissertation oral defense**

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

#### **Format of the final dissertation oral defense**

1. On average the defense should take 2 hours to complete (it is not to exceed 3 hours).
2. The candidate provides a 40 minute presentation on their work. Questions during the presentation are confined to clarifying questions.
3. After the candidate's formal seminar presentation, there will be 20 minutes of questions from the audience. Committee members will refrain from asking questions during this time unless it is a follow up question.
4. After 1 hour, the audience is dismissed and the committee members have a closed meeting with the candidate and ask questions and comment on the thesis. The examination is limited to the candidate's thesis subject and relevant areas.
5. Once committee questioning is complete, the candidate is dismissed and a secret written ballot is taken before the examination is discussed amongst committee members (the vote is limited to either pass or fail).
6. Following the discussion, a second and final vote is taken. To be recommended for the award of the doctoral degree, candidates must receive a vote with no more than one dissenting member of the total examining committee.
7. The committee sets up a plan for thesis revisions (if any) and the thesis advisor is responsible for ensuring that the final dissertation draft includes these revisions.



8. The Chair is responsible for applying the rules and keeping the defense on schedule.

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## 10.16 Dissertation Format and Final Oral Defense

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### Dissertation Format

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

Publishability is desirable and recommended to help launch the candidate's research program either on the way to completing the degree or immediately after. However, the papers need not be published to be viewed as acceptable for defense. Furthermore, papers published before final defense are not necessarily considered acceptable for the dissertation. The decision about what is acceptable for the defense lies with the committee, not with the discretion of peer-review referees and editors.

While page constraints for peer-review publications may limit the level of detail included in the literature reviews, descriptions of the data, methods and statistical results, these materials must be included in the three-paper dissertation. There are several ways this can be handled:

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

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

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

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

### Final Oral Defense

Students planning for their oral defense should coordinate a date and time with their committee members to ensure everyone's availability. Allow two hours for the final defense. Once a date and time are agreed upon, contact the program coordinator, Maureen Andrew, to reserve a room, and provide your dissertation title for announcement to the Division. University policy states that "The doctoral final oral examination must include a public presentation of the candidate's dissertation to the final oral examination committee and the invited scholarly community." Limit the audience at final PhD defenses to the "scholarly" community. This includes faculty, students, staff and researchers with connections to HPM and the doctoral program. Family and friends generally are excluded from attending the final oral defense.

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## 10.17 Guidelines Regarding Inclusion of Published Materials in the Dissertation

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

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

What follows is University of Minnesota Graduate School rules (March 2008) regarding use of published material: If the dissertation includes materials published while a graduate student, a letter authorizing use of this material must be obtained from the publisher. Two copies of this letter must accompany the Deposit Agreement Form that is submitted to Graduate Student Services and Progress (GSSP) office upon completion of the dissertation. Authorization letters must state that the copyright owner is aware that ProQuest may supply single copies on demand and that the work will be available for open access through the Conservancy. If permissions are not supplied, ProQuest will not publish copyright materials and the work will not be distributed to the Conservancy.

The following rules apply for submitting all or part of the dissertation to a professional journal (Graduate School, March 2008):

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

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

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## 10.18 Obtaining an MS Degree from the Doctoral Program

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

**Leaving the PhD program:**

Coursework requirement: Satisfactory completion of all the PhD core courses (30-31 credits depending on when entered program, plus other elective and/or supporting area coursework to total 34 credits.

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

### **Continuing in the PhD program:**

Coursework requirement: Satisfactory completion of all the PhD core courses (30-31), plus other elective and/or supporting area coursework to total 34 credits.

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

### **Both options require:**

- Plan B Paper (This may include projects from PubH 8830-31, completed prelim oral exams (the dissertation proposal and defense), or another Plan B project option as described on page 79.
- An examining committee of 3 members (Members from the oral prelim committee meet this requirement).
- Oral Exam (The oral prelim exam is equivalent to the MS final oral exam, or if leaving the PhD prior to that point, schedule a separate MS oral exam based on your Plan B project.
- Submitting required Graduate School forms

### **Filing Required Graduate School Forms:**

1) Complete a Graduate Degree Plan form for the MS degree. You can get a form at the Graduate School website at: [www.grad.umn.edu](http://www.grad.umn.edu). Complete this form, obtain required signatures and return the completed signed form to the coordinator, Maureen Andrew, in D-262 Mayo. She will route the form to the SPH reviewer, where is approved, and subsequently routed to the Graduate School for entering into the system.

2) After the Grad School has entered the Graduate Degree Plan milestone for the MS into the system, you will receive a notification.

3) At that point, assign your MS final exam committee. When your committee has been approved, request a Graduation Packet from the graduate School. The Graduation Packet contains the Application for Degree and Final MS Exam Report, both of which are needed to confer the MS degree.

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## **10.19 Appeals**

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Examples for requesting an appeal IF YOU:

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

### **Appeal Process**

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

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

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

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

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# 11

# APPENDIX

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**Includes:**

- PhD Student Timeline
- MS & PhD: Course Waiver/Transfer Request Form
- PhD Area of Emphasis Declaration Form
- PhD Supporting Program form
- PhD Thesis Credits Registration form
- MS Requirements for Graduation
- PhD Requirements for Graduation
- PhD Progress Report Form
- MS Plan B Project Proposal
- MS Plan B Project Completion Form
- Master's Degree thesis title and signature page template

## PHD STUDENT TIMELINE

UPDATED AUGUST 2016

FIRST YEAR – FALL SEMESTER	
August	Attend new student orientation and read student guidebook
September	Week 1-2: Meet with academic advisor. Get acquainted, discuss your interests, start thinking about dissertation topics will be, potential supporting program, as well as research and training opportunities you wish to take advantage of.
	*Note: Use your academic <b>advisor</b> for: <ul style="list-style-type: none"> <li>-academic planning</li> <li>-deciding area of emphasis</li> <li>-academic progress issues</li> <li>-professional development</li> <li>-discussing career plans</li> <li>-electives</li> <li>-developing a supporting program</li> <li>-course sequencing</li> <li>-discussing research ideas</li> </ul> Use <b>Maureen</b> (Major Coordinator) for: <ul style="list-style-type: none"> <li>-class schedules</li> <li>-benchmarks/timelines</li> <li>-permission numbers</li> <li>-changing advisors</li> <li>-fellowship/funding issues</li> <li>-reserving room for oral exams/defense</li> <li>-PhD program requirements</li> <li>-Student Travel</li> <li>-when courses are offered</li> <li>-registration issues</li> <li>-Grad School requirements</li> <li>-student news for web</li> <li>-Transferring/waiving courses</li> </ul> See the Student Guidebook at: <a href="http://www.sph.umn.edu/programs/hsrpaphd/index.asp">http://www.sph.umn.edu/programs/hsrpaphd/index.asp</a> and click on the “Student Resources” tab in the middle of the page for more information about advising (e.g., academic advisor, thesis advisor and major coordinator roles).
On-going	If you have not decided on an Area of Emphasis (A of E), remember that this has to be declared by May 30 of your first year. Seek information to help guide this decision. For example, meet with various A of E faculty and fellow graduate students to learn about the kind of health services research problems people in their area work on, what their favorite journals are, and what professional association and meetings they attend or are active in. Peruse these journals and professional association web sites to inform your decision.
Ongoing	<ul style="list-style-type: none"> <li>• Attend Work-in-Progress (WIP) seminars to learn faculty and visitor interests, get a sense of common research issues, how speakers approach research topics, and how they present their work. Also, attend visiting scholar seminars sponsored by HPM and other groups around the University. This provides exposure to national/international experts outside our local environment.</li> <li>• Join student groups and watch for activities they organize. Various student groups include:               <ul style="list-style-type: none"> <li>○ HPM Student Group (most impact on your day-to-day life in the division)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ COGS (Counsel of Graduate Students) invites student reps</li> <li>○ SPH Student Senate – invites student reps</li> <li>○ Health Disparities Work Group (HDWG)</li> </ul>
Fall	<ul style="list-style-type: none"> <li>● While taking methods courses, consider topics to pursue for the “Writing for Research” class in the spring of your second year. Read literature on the topic to get acquainted with the topic, background information, gaps in the literature, while completing these courses.</li> <li>● Attend meeting with Director of Graduate Studies (DGS) to review expectations and ask questions.</li> </ul>
Early November	<ul style="list-style-type: none"> <li>● Registration for Spring semester opens. Clear all “holds” so you can register.</li> <li>● Consult with academic advisor again about spring coursework if needed.</li> </ul>
December	<ul style="list-style-type: none"> <li>● Final exams.</li> <li>● Complete end of semester course evaluations (on the web). Completed evaluations give students early access to view grades.</li> <li>● Attend HPM holiday party.</li> </ul>

### FIRST YEAR – SPRING SEMESTER

January	Attend meeting with DGS to debrief about first semester
Jan-Feb	<ul style="list-style-type: none"> <li>● Meet with academic advisor. Discuss courses, electives, research topic ideas and how to satisfy the teaching requirement. Get closer to deciding on an A or E (<b>must be declared by May 30<sup>th</sup></b>).</li> <li>● Talk to your advisor and/or other faculty about opportunities to build your curriculum vita (CV) through work on projects (e.g., writing papers, work on grants, presentations at professional meetings, etc).</li> </ul> <p>NOTE: It is expected that students will graduate with at least 3 publications underway (first and supporting author roles).</p>
Late Spring semester	Doctoral student progress reports are sent to students. Complete the form, send to your advisor and set up a time to meet (and co-advisor if applicable). After the meeting, both you and your advisor(s) must sign off on the report. Take advantage of this opportunity to discuss goals and career development opportunities on and off the progress report.
March/April	Join meeting with DGS for general question and answer session.
March	<p>Begin looking for RA job for fall if funding ends. Network with faculty. This will help them keep you in mind when they have RA funds and are considering advertising for positions.</p> <p>Tip: Networking is very important. Get to know faculty. Have a current CV (SPH Career Services offers assistance in this area). Desirable RA skills include: SAS, STATA, other statistical processing software, synthesis, writing skills and/or previous research experience. Sign up for courses in SAS or STATA (sometimes offered over winter break) or teach yourself. Note: Some but not all courses that offer TA positions require prior enrollment in the course.</p>
April	<ul style="list-style-type: none"> <li>● Meet with academic advisor. If possible, finalize supporting program.</li> </ul>

	<p>NOTE: that some upper level courses are not offered every year so plan ahead for supporting program coursework. Make plans for fulfilling teaching requirement in the coming year. Get organized to take written prelim exams.</p> <p>Teaching Requirement: Either TA, or take a class (Grad 8101) or, if you have previous teaching experience, you may submit an appeal to the Graduate Faculty for a waiver. Advisor has to approve the option you choose.</p> <p>Written Prelims: Deadline to take and <u>pass</u> is <b>August 31st of your third year</b>. Once you decide on you A of E, find out what the prelim exam for that area is like, ask A of E faculty members when to begin preparations and how best to prepare. To meet the August 30 deadline, include time necessary to retake a failed exam. A written prelim exam can be failed only once.</p>
May	<ul style="list-style-type: none"> <li>• Attend HPM Spring Party</li> <li>• Complete SPH end of the school year survey (on the web).</li> <li>• Complete end of semester course evaluations (on the web).</li> <li>• Meet with DGS to debrief about second semester</li> <li>• <b>May 30<sup>th</sup></b>: Deadline to declare Area of Emphasis. Get the form from the Student Guidebook at: <a href="http://www.sph.umn.edu/programs/hsrpaphd/index.asp">http://www.sph.umn.edu/programs/hsrpaphd/index.asp</a> click on the “Student Resources” tab in the middle of the page.</li> <li>• It is recommended that your academic advisor be within your A of E. If you need to change advisors based on your declared A of E, see Maureen.</li> <li>• You should receive the annual progress form to complete; set up a time to meet with your advisor (and co-advisor if applicable).</li> </ul>

<b>FIRST YEAR – SUMMER</b>	
June	<ul style="list-style-type: none"> <li>• AHRQ/NRSA Trainee Conference. Current and past trainees are strongly encouraged to attend. Trainees have a travel subsidy with their training grant that can be applied to their travel expenses. (Most also attend the Academy Health Research Meeting since they occur back to back.)</li> <li>• Academy Health Conference. AHRQ/NRSA trainees can use the travel allowance from the grant to attend this conference.</li> </ul> <p style="text-align: center;">NOTE: All travel expenses that are to be paid for with fellowship funds or by the Division have to be approved prior to making travel arrangements. Contact Maureen Andrew for information on getting pre-approval before making any travel arrangements.</p>
Summer	<ul style="list-style-type: none"> <li>• Complete and send your annual progress form to your advisor. Set up a meeting to go over all of the materials on this form and any other issues on your own agenda. At the close of the meeting obtain comments and signatures.</li> <li>• Again, consider topics to pursue for the “Writing for Research” class in the Spring of your second year.</li> <li>• If time permits, take the opportunity to work with faculty on projects to</li> </ul>

	gain hands on research experience.
August	Clear all holds that may block Fall registration.

## SECOND YEAR – FALL SEMESTER

September	<ul style="list-style-type: none"> <li>• Meet with your academic advisor. If supporting program is still not approved, work on this with advisor and other A of E faculty. Discuss plans to take written prelim exams. Discuss other issues of concern. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, etc. REMINDER: It is expected that students will graduate with at least 3 publications underway (first and supporting author roles).</li> <li>• Plan to take the methods prelim in the spring after completing PubH 8811. The methods prelim exam is a 3-day, take home exam. Students may arrange the exam on dates that work for their cohort—discuss dates with cohort members and the Methods Committee (Professors Dowd and Rockwood).</li> </ul> <p>NOTE: Students MUST be registered every fall and spring of their degree program. If you miss registering by the 2<sup>nd</sup> week of a term, the University will deactivate your record and you will have to apply for readmission. In extenuating circumstances, such as brief periods of leave of absence, students still need to register. There is a free “placeholder” registration status to retain active student status called: Grad 999. Check with Maureen if you have questions about this.</p> <p>Other registration status and purpose:</p> <p><i>Pre-Thesis credits (PubH 8666):</i> For students who have finished coursework but have not yet passed the prelim oral exam. This is used when full time enrollment is needed (like to qualify for an RA/TA job, student loan deferments, or fellowships). Pre-thesis credits are limited to 2 instances and 12 total credits without permission.</p> <p><i>Thesis credits (PubH 8888):</i> 24 thesis credits are required to graduate. Up to 12 thesis credits may be completed after passing the methods prelim. The remaining required thesis credits cannot be taken until AFTER passing the prelim oral exam (dissertation proposal).</p> <p><i>One Credit Equivalent to FTE (PubH 8444):</i> For students who have used up all their thesis credits, but need to be full time while completing dissertation This single credit is counted as full time . Permission from the PhD program is required. Find the form for permission to register on the Grad School website: <a href="http://www.grad.umn.edu">www.grad.umn.edu</a> .</p>
Ongoing	<ul style="list-style-type: none"> <li>• Attend Work-in-Progress (WIP) seminars</li> <li>• Join or stay connected to student groups for activities they organize (e.g., the HPM student group), or consider joining a professional organization. Please note that the Graduate School organizes dissertation and writing</li> </ul>



	support groups. Visit their web page.
Oct/Nov	Attend meeting with DGS for general question and answer session.
November	<ul style="list-style-type: none"> <li>Meet with your academic advisor. Discuss thesis topic and begin identifying a thesis advisor. (Your thesis advisor can be the same as your academic advisor but need not be.) Discuss classes, keep working on supporting program, and have a plan for completing written prelims. Also discuss career goals and how to position self to achieve these goals.</li> <li>Clear registration holds (if any) for spring registration.</li> </ul>
December	<ul style="list-style-type: none"> <li>Complete end of semester course evaluations (on web). Completed evaluations give students early access to view grades.</li> <li>With your cohort, decide on a date to take the Methods prelim. Clear it with Professors Dowd and Rockwood, and then inform Maureen of those dates.</li> <li>Attend HMP holiday potluck</li> <li>Attend SPH holiday party</li> <li>As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E.</li> </ul>

## SECOND YEAR – SPRING SEMESTER

Jan/Feb (or other agreed upon date)	<ul style="list-style-type: none"> <li>Take Methods prelim exam.</li> <li>Attend meeting with DGS to discuss Fall Semester</li> <li>After passing the methods prelim exam you may be eligible to start taking up to 12 thesis credits. Contact Maureen for more information.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Attend Faculty Work-in-Progress (WIP) seminars</li> <li>Join or stay connected to student groups for activities they organize, and consider joining a professional organization.</li> </ul>
February	<p>Meet with your advisor to discuss your progress in the program. Make a plan to satisfy the teaching requirement, finalize your supporting program, and be on-track with meeting written prelim deadlines. Fine-tune your research topic. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, career goals, etc.</p> <p>REMINDER: It is expected that students will graduate with at least 3 publications (first and supporting author roles).</p> <p>NOTE: Each A of E written prelim exam has its own format. Check with your A of E for the format of the prelim exam.</p> <p>NOTE: When your plan for the supporting program is finalized complete the Supporting Program form (get from the appendix in the Student Guidebook: -<a href="http://www.sph.umn.edu/programs/hsrpaphd/index.asp">http://www.sph.umn.edu/programs/hsrpaphd/index.asp</a> click on the Student Resources tab in the middle of the page. Have Maureen review when approved by your A of E faculty.</p>
March/April	<ul style="list-style-type: none"> <li>Attend meeting with DGS for general question and answer session.</li> <li>Clear any registration holds for fall.</li> </ul>

May	<ul style="list-style-type: none"> <li>• Attend HPM Spring Party</li> <li>• Complete end of semester course evaluations (on web). Completed evaluations give students early access to view grades.</li> <li>• Meet with DGS to debrief about Spring semester</li> <li>• As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E.</li> <li>• You will receive the annual progress form to complete.</li> </ul>
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## SECOND YEAR – SUMMER

Early June	<ul style="list-style-type: none"> <li>• AHRQ/NRSA Trainee Conference. Current trainees use their travel allowance to attend this conference.</li> <li>• AcademyHealth Research Meeting. NOTE: All travel expenses that are to be paid for with fellowship funds or by the Division have to be approved prior to making travel arrangements. Contact Maureen Andrew for information about pre-approval.</li> <li>• Complete and send your annual progress form to your advisor. Set up a meeting to go over all of the materials on this form and any other issues on your own agenda. Included in this discussion with your advisor is your thesis ideas/topics and potential target dates for your oral prelim exam. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, career goals etc.</li> <li>• Obtain signatures for progress report and turn in (electronically).</li> <li>• The oral prelim exam is a defense of your written doctoral thesis research proposal. See Guidelines for Proposal in the Student Guidebook or the web at: <a href="http://www.sph.umn.edu/programs/hsrpaphd/index.asp">http://www.sph.umn.edu/programs/hsrpaphd/index.asp</a> and click on the “Student Resources“ tab in the middle of the page. Also, start brainstorming with your advisor about possible committee members if your proposal topic is well defined.</li> </ul> <p>NOTE: Passing the oral prelim puts you in position to submit a proposal for funding for R36 AHRQ Dissertation Award (Due dates are February 1, May 1, August 1, and November 1 of each year. Conforming to those dates requires sufficient lead time to prepare the proposal for submission). For more information contact Glenda Gosen, grant administrator in HPM. Also see: <a href="http://grants.nih.gov/grants/oe.htm">http://grants.nih.gov/grants/oe.htm</a></p>
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## THIRD YEAR – FALL SEMESTER

\*\*\*\***IMPORTANT**\*\*\*\* Written prelims have to be passed by **August 31st** of your third year.

October	<ul style="list-style-type: none"> <li>• Meet with your academic advisor. Discuss classes, keep working on supporting program, have a plan for completing written prelims.</li> <li>• Discuss thesis topic and begin identifying a thesis advisor. With guidance from your thesis advisor, begin to fine tune your thesis topic, determine viable data sets, and begin a discussion about assembling a committee (5 people). Talk about opportunities to build your CV through work with</li> </ul>
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	<p>faculty on projects, presentations in the division and at conferences, writing papers, grants, etc.</p> <ul style="list-style-type: none"> <li>• Submit your Graduate Degree Plan to the Grad School</li> </ul> <p>NOTE: Your thesis advisor can be the same as your academic advisor, but need not be. If you change advisors, inform Maureen Andrew</p>
Ongoing	<p>Attend Faculty Work-in-Progress (WIP) seminars.</p> <p>Join or stay connected to student groups and watch for activities they organize; consider joining a professional organization. Please note that the Graduate School organizes dissertation and writing support groups. Visit their web page.</p>
Oct/Nov	<ul style="list-style-type: none"> <li>• Attend HPM fall party.</li> <li>• Join meeting with DGS for general question and answer session.</li> </ul>
November	Clear all holds for spring registration.
December	<ul style="list-style-type: none"> <li>• Complete end of semester course evaluations (on web). Grades won't be released until the evaluation is completed.</li> <li>• Meet with DGS to debrief about Fall semester <ul style="list-style-type: none"> <li>○ Note: this is the last formal "end of semester" debrief with the DGS as most students will have completed all HSR core required courses at this point.</li> </ul> </li> <li>• As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E.</li> </ul>

### THIRD YEAR – SPRING SEMESTER

January	Have final date for taking remaining written prelim exam.
Ongoing	<ul style="list-style-type: none"> <li>• Attend Faculty Work-in-Progress (WIP) seminars.</li> <li>• Join or stay connected to student groups for activities they organize, or consider joining a professional organization.</li> </ul>
February	<ul style="list-style-type: none"> <li>• Meet with your advisor. Discuss thesis topic and begin identifying a thesis advisor. (Your thesis advisor can be the same as your academic advisor, but need not be. Once selected, most of your guidance should come from your thesis advisor.) Discuss classes, keep working on supporting program and begin a discussion about potential thesis committee members (minimum of 4 people) with guidance from your thesis advisor. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, career goals, the job market, etc.</li> <li>• Determine thesis topic and data set.</li> <li>• When you have a thesis advisor, inform Maureen (she tracks advisors and ensures that advisors are officially entered into the system).</li> </ul>
March/April	Attend meeting with DGS for general question and answer session.
March	Clear holds for summer and fall registration.
May	<ul style="list-style-type: none"> <li>• Attend HPM spring party.</li> <li>• Complete end of semester course evaluations (on web). Completed evaluations give students early access to view grades.</li> <li>• Complete SPH End of the Year survey on the web.</li> </ul>

- You should receive the annual progress form to complete.

### THIRD YEAR – SUMMER

June-  
August

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

August  
31st

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

**NOTE:** The department informs the Grad School via a form, when the written prelims are passed. Check with Maureen to ensure this form has been submitted.

### FOURTH YEAR – FALL

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

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

NOTE: The Graduate School requires that the prelim oral exam be scheduled and approved by the Grad School at least 7 days prior to the exam. The electronic Preliminary Oral Scheduling form is on the Grad School website:  
[www.grad.umn.edu](http://www.grad.umn.edu)

- Contact Maureen to locate and reserve a room and arrange for any needed equipment.
- After passing the Oral Prelim exam, you will be eligible to register for any remaining thesis credits to fulfill the required 24 thesis credits.
- After passing the oral prelim, request a Graduation Packet from the Grad School
- Submit electronic form to assign your final oral exam committee to the Grad School.
- Write your dissertation

On-going  
while  
writing  
dissertation

- Attend WIP sessions and stay connected to student groups.
  - Meet frequently with your advisor.
  - With guidance from your advisor, provide drafts to your committee members and obtain their feedback
  - Integrate feedback into draft  
Allow adequate time for your committee members to provide Feedback-at least 2-3 weeks.
  - If you are still working on your dissertation after completing the required 24 thesis credits, **continue to register!** Students must be registered in order to defend! Contact Maureen for details about registration options
- Options:** 1) Special 1 credit equivalent to FTE, PubH 8444 if you need to be full time  
2) Grad 999 (no credit, no cost “place holder” to retain active student status)
- Continue to meet with your advisor to discuss career goals, professional development ideas, job market and continue to build your CV through work on faculty projects (e.g., presentations at professional meetings, writing papers, work on grants, etc).  
REMINDER: It is expected that students will graduate with at least 3 publications (first and supporting author roles).
  - After passing your proposal defense, but some months before the final oral defense, present your Work-In-Progress with a diverse faculty audience, to obtain feedback for possible integration into your dissertation.
  - DEFEND and graduate by 5<sup>th</sup> year!

**Division of Health Policy and Management**  
**COURSE WAIVER OR TRANSFER REQUEST**  
**for the MS or PhD in HSRP&A**

NAME: \_\_\_\_\_ U of MN ID: \_\_\_\_\_

Your Degree Program:  MS  PhD

Courses completed at other schools prior to admission into the HSRP&A MS or PhD program may be considered for transfer or waiver of required courses. The previous coursework must be equivalent to the required course for which this request is being made. Please attach a syllabus from each previous course for which this request is being made.

**This request is for (check one) :** \_\_\_\_\_ **Waiver of Required Course(s)**  
 \_\_\_\_\_ **Transfer Previous Courses into my degree**

<i>Previous Coursework for Consideration</i>					<i>HSRP&amp;A Course That Appears Equivalent</i>
School	Title and course # Course	# Credits	Grade	Date Completed	
1.					
2.					
3.					
4.					
5.					

*Attach a syllabus for each previous class and grade transcript.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Return this form and accompanying materials to the academic program coordinator, Maureen Andrew.**

**Office Use Only**

Approved  Not Approved

Director of Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

**PhD in Health Services Research Policy and Administration**

**Area of Emphasis Declaration Form**

Doctoral students are required to declare your Area of Emphasis by May 31 of the first year.

Your chosen Area of Emphasis must be documented for internal tracking purposes. To report your Area of Emphasis, please do the following:

- Use this form to inform the doctoral program of your chosen Area of Emphasis. Please complete this form and give it to the PhD program coordinator, Maureen Andrew, D-262 Mayo.
- Contact the faculty of the Area of Emphasis you have chosen to discuss your intention to pursue that Area.

Student Name \_\_\_\_\_

Year you entered the PhD Program \_\_\_\_\_

Your chosen Area of Emphasis \_\_\_\_\_

<b>Areas of Emphasis</b>	<b>Lead Faculty Member of this Area of Emphasis</b>
Multidisciplinary Social Sciences	Bryan Dowd
Sociology of Health and Illness	Donna McAlpine
Health Decision Science	Karen Kuntz
Health Organization and Management Science	Doug Wholey
Clinical Outcomes Research	Bob Kane
Health Policy	Lynn Blewett
Health Economics	Roger Feldman

**Division of**  
**Health Policy and Management**  
**PhD Program In Health Services Research, Policy & Administration**  
**SUPPORTING PROGRAM**

Your supporting program must be approved by the Area of Emphasis faculty and a copy provided to the program coordinator, Maureen Andrew, D-262 Mayo.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Area of Emphasis \_\_\_\_\_

**Supporting Program Courses (must be a minimum of 12 credits)**

Course #	Title of Course	# Credits	Term & Year

**This supporting program is approved by the Area of Emphasis Faculty**

Area of Emphasis Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



**Division of Health Policy and Management  
 HSRP&A Doctoral Program  
 Early Thesis Registration Eligibility Form and  
 Thesis Registration Request (PubH 8888, section 004)**

**Student:** \_\_\_\_\_ **Date** \_\_\_\_\_

**ID Number:** \_\_\_\_\_

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**Student must have already passed the Methods Prelim Exam and be “research ready.”**

**PART ONE:** Eligibility Request (required only once). If eligibility has already been certified, skip this section and go to Part 2.

**THESIS ADVISOR TO CERTIFY:** (Print name) \_\_\_\_\_

I certify that this PhD student: <ul style="list-style-type: none"> <li>• Has passed the Methods Preliminary Exam</li> <li>• Is “research ready” and may register for up to 12 thesis credits prior to passing their oral prelim exam. Here “research ready” is demonstrated when the student has embarked on activities specifically pertaining to their dissertation. This includes, but is not limited to, writing the thesis proposal, conducting preliminary exploratory analysis, assembling a dissertation committee, etc.</li> </ul> Advisor Signature _____
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\*\*\*\*\*

**PART TWO:** Request for Thesis Registration (required for each occurrence of thesis registration)

Indicate the number of thesis credits (PubH 8888, section 004) request by term:

What Term? (choose one only)	Fall 20____	Spring 20____	Summer 20____
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Return

<p style="text-align: center;"><b>How many thesis credits do you want to register for this term?</b></p> <p>-Before passing your prelim oral: 1-12 credits with a cumulative max of 12.          -After passing your prelim oral: Any remaining thesis credits up to the total combined max of 24 required for the PhD degree, limited to no more than 12 credits in a single semester.</p> <p><b># Credits</b> _____ (Maximum of 12 per term)</p>
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Return this to Maureen Andrew, PhD Program Coordinator in D-262 Mayo, or scan and email to [andre031@umn.edu](mailto:andre031@umn.edu) , or fax to: 612-626-8328.

[www.grad.umn.edu](http://www.grad.umn.edu)

## Master's Degree Requirements for Graduation

**Graduate Education registration requirement:** As a graduate education student you are required to register **every fall and spring term** to maintain active status up through and including the term in which you will officially complete your degree. Failure to maintain your active status will result in the discontinuation of your student status and require applying for readmission.

### Plan B (Requires Plan B Master's Project)

1. Graduate Degree Plan must be filed with The Graduate School **no later than one term** prior to graduation.
2. Once the Graduate Degree Plan has been approved by the Graduate School, assign members to your final oral exam committee via: <http://www.grad.umn.edu/students/forms/masters/index.html>
3. When the Graduate Degree Plan has been approved, request a Graduation Packet from the Graduate School website: [www.grad.umn.edu](http://www.grad.umn.edu). The packet contains the Final Exam Form which you must have before you report for the exam, and the Application for Degree.
4. Submit the Application for Degree to the registrar's office by the **first** working day of the intended month of graduation.
5. Return the Final Examination Report form by the last working day of the intended month of graduation.

**More information and forms can be found at: [www.grad.umn.edu](http://www.grad.umn.edu)**

## Doctoral Degree Requirements for Graduation

**Graduate School registration requirement:** As a Graduate School student you are required to register **every fall and spring term** to maintain your active status up through and including the term in which you will officially complete your degree. Failure to maintain your active status will result in the discontinuation of your student status and require applying for readmission.

1. Complete Graduate Degree Plan. Submit at least one semester prior to your preliminary oral exam.
2. Assign members to preliminary oral exam at least one month prior to oral exam via:  
[www.grad.umn.edu/students/forms/doctoral/index.html](http://www.grad.umn.edu/students/forms/doctoral/index.html)
3. Complete Preliminary Written exam Report. Must be on file to be authorized to take preliminary oral exam.
4. Schedule Preliminary Oral Exam. Notify the Graduate School at least one week in advance.
5. Submit Preliminary Oral Exam Report.
6. Assign members to Doctoral Final Exam Committee. Complete at least one month prior to exam via:  
[www.grad.umn.edu/students/forms/doctoral/index.html](http://www.grad.umn.edu/students/forms/doctoral/index.html)
7. Request Graduation Packet. Packet contains Application for Degree and Reviewers Report. Obtain one semester prior to the final oral defense.
8. Schedule doctoral final exam at least one week prior.
9. Submit Application for Degree by the first business day of the month of intended graduation.
10. Submit Reviewers Report.
11. Submit Doctoral Final Exam Report.
12. Submit Dissertation by the last business day of the month of anticipated graduation and ensure that all remaining degree requirements are met by the last working day of the month.
  - o Submit your dissertation on-line
  - o Publishing fee, paid on-line with submission of dissertation
  - o One signature page signed by your advisor
  - o One copy of the title page of your dissertation
  - o Deposit Agreement for the Digital Conservancy (only if electing to participate in the UDC)
  - o The University of MN Survey of Earned Doctorates (completed on-line)

## Division of Health Policy and Management

### Student Progress Review: Ph.D. in HSRP&A

#### Summer

**ALL:** Individualized attention to student progress is something the Graduate Faculty in HSRP&A value. The progress review is designed to (1) facilitate a conversation between PhD students and their advisors to discuss accomplishments, challenges, career development; (2) ensure timely progress toward program goals which vary from year to year; (3) draw attention to the importance of building a strong curriculum vita (CV) early in the graduate program; and (4) prepare students for annual reviews typical in academic, government, private job sectors after completion of the PhD.

**Students:** To complete this process you need to:

1. complete this form
2. attach a recent transcript (IIA)
3. list of course work (IIC)
4. attach a current CV (III)
5. set up a 30-45 minute meeting with advisor (and co-advisor if applicable) to review these materials

Provide all materials at least one week prior to the meeting. Obtain your advisor's comments and signature and submit to Maureen Andrew no later than July 31, 2015.

**Keep an electronic record so that you can review your own progress and update sections from year to year.**

**Faculty Advisor(s):** Meet with your advisee and review the completed form with particular attention to discussing materials listed in Section I, A through F. After meeting, add comments to page 5, sign the form and return it to your advisee. Each student signs before submitting to Maureen Andrew no later than July 31, 201\_.

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Date:

Name:            Email:

Area of emphasis (AE):

Year that you started the HSRP&A PhD program:

Note dates of any extended program interruptions (e.g., family leave):

Name of **Academic** or **Thesis** Advisor (circle which is applicable):

(Note: Responsibility for the progress report transfers to the thesis advisor once one is selected. Inform Maureen Andrew of any change in advisor.)

Name of Co-Advisor (if applicable):

**I. FOR DISCUSSION WITH ADVISOR**

**1<sup>ST</sup> YEAR STUDENTS:**

Please describe connections you have made with faculty around potential research collaborations. Have you identified a faculty member whose interests are compatible with your own? If not, who do you have in mind? What topics are you interested in? (The goal is to begin connecting in the 2<sup>nd</sup> semester of your 1<sup>st</sup> year.)

**ALL STUDENTS COMMENT ON EACH ITEM BELOW (or attach write up)**

- A. Please comment on your past year's progress.  
(e.g., list any professional experiences not be listed on your CV, conferences and workshops attended, papers in preparation, list faculty are you working with on projects and/or papers, provide progress report on dissertation, etc.):
  
- B. Please note any areas of concern and possible plans for addressing concerns.  
(e.g., incompletes, delays in meeting benchmarks, impending deadlines, etc. that may be difficult to achieve, requests for support in meeting goals, etc):
  
- C. Please comment on your plans for next year.  
(e.g., coursework and program benchmarks to meet, dissertation plans, professional development opportunities you hope to take advantage of, which faculty would you like to connect with, RA positions, funding plans or concerns, etc):
  
- D. Briefly describe ideas and topics you are considering/you have selected for your dissertation:
  
- E. List your dissertation committee members (This may not be relevant until 3<sup>rd</sup> year); feel free to provide a tentative list to review and discuss with your advisor:

Internal:

\_\_\_\_\_  
\_\_\_\_\_

External (1 required, 2<sup>nd</sup> is optional):

\_\_\_\_\_  
\_\_\_\_\_

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**II. Coursework**

- A. Completed: Print out a new unofficial U of MN transcript and attach it to this form. To print a recent transcript, go to [www.onestop.umn.edu](http://www.onestop.umn.edu), then to Grades and Transcripts.

B. Completed: If you have either been granted a waiver from a course, or are transferring coursework into the HSRP&A PhD, please list those courses here:

Waived HSRP&A Courses:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transferred-In courses

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Remaining: Provide list or spreadsheet with core and tentative courses to be completed per semester in the coming year. Attach to this form OR print out the PhD curriculum from the Student Guidebook (<http://www.sph.umn.edu/programs/hsrpaphd/hsrpaphdresources/>), and cross off completed courses and write in elective courses.

### III. Curriculum Vita

Please attach copy of your current Vita. Note with asterisks \* any new entries since your last review. This demarcation is typical for faculty annual reviews and continuation documentation.

### IV. Degree Milestones

Note that many of the following activities are completed in Year 2 and later. It is okay to leave blank.

Milestone	Anticipated Date of Completion	Date of Completion	
		1st attempt; not passed	Passed
Methods Written Prelim Exam Taken and Passed			
AE Written Prelim Exam Taken and Passed			
<i>Econ students only:</i> Economics Department Exam Taken and Passed		(Can be retaken until passed)	
<b>WRITTEN PRELIMS MUST BE COMPLETED BY AUGUST 31 OF THE 3<sup>RD</sup> YEAR</b>			
Assign Prelim Oral Committee (on Grad School website)			
Oral Prelim Taken and Passed			
<b>ORAL PRELIM MUST BE COMPLETED BY DECEMBER 31 OF THE 5<sup>TH</sup> YEAR</b>			
Assign Final Oral Exam Committee (on Grad School website)			
Request a Graduation Packet (from Grad School website)			
Obtain signatures on Thesis Reviewers Report prior to final defense (this form is in the Graduate Packet).			

Final Oral Exam Scheduled		
<b>FINAL ORAL EXAM DEADLINE NO LATER THAN 5 YEARS AFTER PASSING ORAL PRELIM</b>		

### V. Program Requirements and Recommendations

Note that many of the following activities are completed in Year 3 and later; it is okay to check the “no” box.

Established committee members <sup>1</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Supporting program approved	<input type="checkbox"/> Yes <input type="checkbox"/> No Date approved:
Graduate Degree Plan filed <sup>1</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No
24 thesis credits taken <sup>2</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fulfilled the teaching requirement though: A. Taking course Grad 8101 and earned a grade of “B” or better B. Serving as a TA with a variety of experience; course and/or syllabus development/ revising, lecturing, grading, one-on-one student help, leading study group, etc. C. Prior teaching experience (Waiver request submitted for faculty approval is required)	<input type="checkbox"/> Yes <input type="checkbox"/> No  Which option was used?
Participation as a member of grant writing team (recommended but not required)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Prepared first-authored manuscript for publication (strongly encouraged) <sup>3</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Prepared manuscript for publication in supporting role (strongly encouraged) <sup>4</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<sup>1</sup> In most circumstances committee members are selected, and the Graduate Degree Plan form is completed after successfully passing the Preliminary Written Exams. See section 8.5 in the Student Guidebook. The form is completed with the assistance of Maureen Andrew.

<sup>2</sup> Up to 12 thesis credits may be taken after passing the Methods preliminary written exam /before oral prelim; see section 10.10, Student Guidebook at <http://www.sph.umn.edu/programs/hsrpaphd/hsrpaphdresources/>

<sup>3</sup> Ideally all PhD students will have at least three peer reviewed publications prior to completing the PhD, with one as lead author.

### VI. Dates, Signatures and Comments

**Instructions:** this page should be completed after the meeting between student and advisor(s) takes place. Student reviews advisor(s) comments before signing, commenting and submitting to Program Chair/DGS

**Note date of meeting with Advisor (and co-advisor if applicable):**

**Advisor Comments:**

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

**Co-advisor Comments:**

\_\_\_\_\_  
Co-Advisor Signature

\_\_\_\_\_  
Date

**Student Comments:**

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

**PhD Program Director/Director of Graduate Studies Comments**

\_\_\_\_\_  
PhD Program Director/DGS

\_\_\_\_\_  
Date



**MS in Health Services Research, Policy & Administration  
PLAN B PROJECT APPROVAL FORM  
for traditional Thesis-Style Project  
2016-17**

The proposal should provide a brief outline of the project that the student plans to complete in partial fulfillment of the MS degree in HSRP&A. It should provide enough details so that the advisor and committee can judge whether the project is feasible and will meet expectations for the MS degree. The student and committee should be confident that this project can be completed as proposed in a reasonable time-frame. (If the project substantially changes after the proposal has been signed, a new project proposal must be submitted).

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**Student Name:**

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**Title of Project:**

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**Type of Project:**

Literature Review     Policy Analysis     Research Project     Quality Improvement

Other (Specify)

**I. Objectives:**

Describe the objectives of the project. What are they questions you plan to answer? What is the scope? What topics are beyond the scope of this project? Do you have hypotheses? Etc.

**II. Significance:**

Describe the significance to health services research, policy, administration or practice? How will the proposed project make a contribution? Etc.

**III. Methods:**

Describe the methods in sufficient detail so that it is clear that they are appropriate for answering your research questions or meeting your objectives. (For example, is the sample size large enough? Are the variables available? etc.) If sophisticated methods are proposed, the student should demonstrate that they have the skills and infrastructure (i.e. computing) necessary to complete the project. If data are necessary, the student should specify when they will be available.

**IV. Human Subjects Protection:**

If a review by the University's Institutional Review Board (IRB) is unnecessary, describe why. Otherwise, describe steps that will be taken to address human subject's protection before the project begins.

**V. Authorship:**

If this thesis is published in some form, such as an article, what are the authorship agreements for the individuals involved in this project (e.g. order of authors). Both student and faculty roles must be clearly specified.

## VI. Additional Items:

Enter additional items you feel are necessary for evaluating this proposal.

### Signature Page (MS Plan B Project Approval)

The MS examining committee consists of an advisor and at least two readers. The advisor and one reader must be on the HSRP&A graduate faculty, the other reader must have a Graduate School faculty appointment outside of HPM.

MS Students may include a 4<sup>th</sup> member on their Plan B Project committee if desired. The 4<sup>th</sup> member may be external to the Graduate School and/or the University. Including a 4<sup>th</sup> committee member requires an additional step of obtaining permission. The student should send an email request to Maureen Andrew, including a justification of why that person should be included on the committee, the person's name, title and resume or CV, and whether the person should be a formal or informal member.

Please consult the instructor, course guide, the major coordinator or your advisor if you have any questions about committee membership.

**Advisor  
(HPM  
Faculty)**

Name:  
Email:

Signature: \_\_\_\_\_  
Date:

**Reader  
(HPM  
Faculty)**

Name:  
Email:

Signature: \_\_\_\_\_  
Date:

**Reader  
(External  
Member)**

Name:  
Email:

Signature: \_\_\_\_\_  
Date:

**Health Services Research, Policy & Administration**  
**PLAN B PROJECT**(Traditional Thesis Style Project)  
**COMPLETION FORM**

**Committee signs this form to verify the Plan B project is a complete and final draft including revisions.**

Students are asked to submit one electronic and one bound copy of the final approved version of the project to be retained in the HSRP&A Program office. Also provide one bound copy to your project advisor. Please have the paper bound with a clear cover and a black vinyl back. No grade will be assigned for the Plan B Project PubH 7894 until the student has complied with this request. Complete Master's Projects are available for review by any MS in HSRP&A student upon request.

Please remind project supervisor to assign a grade for the Plan B Project Credits (PubH 7894).

Please refer to the HSRP&A *Student Guidebook* for complete policies and procedures.

Student's Name

\_\_\_\_\_

Project Title

\_\_\_\_\_  
\_\_\_\_\_

MS/ HSRP&A Faculty Advisor - Name

\_\_\_\_\_

Phone

\_\_\_\_\_

Email

\_\_\_\_\_

Signature

\_\_\_\_\_

First Reader –HPM Faculty Name

\_\_\_\_\_

Phone

\_\_\_\_\_

Email

\_\_\_\_\_

Signature

\_\_\_\_\_

Second Reader –External member Name

\_\_\_\_\_

Phone

\_\_\_\_\_

Email

\_\_\_\_\_

Signature

\_\_\_\_\_

Optional 4<sup>th</sup> Member – Name

\_\_\_\_\_

Phone

\_\_\_\_\_

Email

\_\_\_\_\_

Signature

\_\_\_\_\_

**Return to:**

**Maureen ANDREW, DIVISION OF HEALTH POLICY AND MANAGEMENT ANDRE031@UMN.EDU**

TEMPLATE MASTER'S PROJECT COVER PAGE

Title of the Thesis/Project

A PROJECT  
SUBMITTED TO THE FACULTY  
OF THE DIVISION OF HEALTH POLICY & MANAGEMENT  
OF THE UNIVERSITY OF MINNESOTA  
BY

Full Legal Name of Author

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF  
MASTER OF SCIENCE

Name of Adviser, Name of Co-adviser (*if applicable*)

Month and Year

TEMPLATE MASTER'S PROJECT SIGNATURE PAGE  
UNIVERSITY OF MINNESOTA

This is to certify that I have examined this copy of a MS Plan B Project by

Full Legal Name of Author

and have found that it is complete and satisfactory in all respects,  
and that any and all revisions required by the final  
examining committee have been made.

Name of Faculty Advisor  
Faculty Adviser

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Signature of Faculty Adviser

---

Date

DIVISION OF HEALTH POLICY & MANAGEMENT