

Epidemiology

PhD Degree Program

Division of Epidemiology and Community Health

2011-2012 Student Guidebook

UNIVERSITY
OF MINNESOTA

**School of
Public Health**

Welcome to the University of Minnesota School of Public Health!

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

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

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

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

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University of Minnesota Calendar 2011-2012

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

Fall Semester 2011

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

Spring Semester 2012

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

1. THE SCHOOL OF PUBLIC HEALTH

1.1 About the School

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

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

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

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

Notable accomplishments:

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

Academic Health Center (AHC)

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

1.2 School of Public Health Student Services Office

Office Hours

Monday – Friday, 7:45 AM - 4:30 PM

Location

Mayo Memorial Building, Room D305

Telephone

612.626.3500 or 800.774.8636

Fax

612.624.4498

E-Mail

sph-ssc@umn.edu

Mailing Address

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

Student Services Center (SSC)

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

We coordinate many functions including:

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

Career Services

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

Career Services Website

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

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

Career Resource Center

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

Our Staff

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

Individual Appointments

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

Other Resources

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

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

Recruitment Services

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

Student Services Staff

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1.3 Mentor Program

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

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

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

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

1.4 SPH Student SPHere

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

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

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

- Keep all areas of the SPHere clean in consideration of others.
- Please protect the security of access. Do not let anyone enter behind you that you do not know to be a SPH student. Never prop the door open for any reason. The student commons is for SPH students only.

- If you are aware of a breach of security or if you see something in the commons that needs repair, please report it to the SSC (D305 Mayo) as soon as possible.
- Avoid being alone in the commons during the evening or early morning.
- If you believe you are in danger or see improper activity in progress, call 9-1-1.

Printing in the SPHere

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

When you swipe your card at a print release station, UniPrint will show a balance on the screen. This balance is a combination of the print value given to you by SPH and your Gopher GOLD balance. In order to determine how much print value you have left, you need to subtract your Gopher GOLD balance from the balance shown on screen. Once the \$100 SPH Print Value is exhausted, printing costs will be deducted from your Gopher GOLD account. To view your current balance and transaction history or to add value to your Gopher GOLD account online, please visit www.gophergold.umn.edu/. If you experience any printing issues or need to request a refund, please contact the lab attendant or call the SPH Student Services Center at (612) 626-3663.

1.5 Complaints and Grievances

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

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

The SPH takes all student concerns seriously and we welcome your input in any of these ways. If the matter is not handled satisfactorily by any of these methods, or if the issue is particularly widespread or serious, please make an appointment with Mary Story, Associate Dean at story001@umn.edu or Mary Ellen Nerney, Assistant Dean of Education Operations at nerne002@umn.edu.

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

1.6 Field Experience Contract

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

1.7 Community Engagement Contract

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

Prior to registration, students are required to provide information about the experience by completing the Community Engagement Contract available at <http://www.ahc.umn.edu/sphcommunity>. The contract is complete once it has been approved by the student's advisor and the Senior Director of Education Operations.

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

Name of the organization

Address

Organization phone number

Supervisor within the organization

Description of the activity

Description of how this activity relates to their development as a public health professional

Semester and date of experience

Electronic signature of academic advisor

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

1.8 Online Courses

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

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

1.9 Course Evaluations and Annual Student Survey

Course Evaluations

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

SPH Annual Student Survey

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

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

1.10 The Roles of Your Advising team

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

DEFINING ADVISING

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

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

ADVISING EXPECTATIONS FOR STUDENTS

SPH students are expected to...

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

2. THE UNIVERSITY OF MINNESOTA

2.1 Mission

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

1. **Research and Discovery**
Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
2. **Teaching and Learning**
Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
3. **Outreach and Public Service**
Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments,

and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

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

2.2 Twin Cities Campus

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

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

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

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

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

2.3 U of M Services

One Stopones

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

E-mail Accounts

www.umn.edu/initiate

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

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

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

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

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

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

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

Service includes full access to these features:

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

myU Portal

myu.umn.edu

The myU web portal permits you to:

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

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

Portfolio

portfolio.umn.edu

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

U Card

www.umn.edu/ucard

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

U Card Main Office

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

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

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

Use your U Card for:

- Campus ID purposes
- All your checking needs
- Making Gopher GOLD purchases
- Charging textbook purchases at the U of M Bookstores to your student account
- Checking out library materials
- Entering the recreation center, golf course, computer labs, buildings, and residence hall dining rooms

Cashing checks at the Bursar's Office

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

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

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

Boynton Health Services

www.bhs.umn.edu

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

Clinics

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

- Nursing Mothers Room

Testing Services

- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

General Care

- Pharmacy
- Physical Exams
- Primary Care
- Urgent Care

Services

Contraceptive Services
Immunization Services
Massage Therapy Services
Nutrition Services

- Pediatric Services Immunizations

Boynton also offers a variety of programs and classes including:

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

Mental Health Resources

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

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

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

International Student and Scholar Services

www.iss.umn.edu

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

- Counseling and Advising
 - Personal and Academic Advising
 - Immigration and Visa Regulation Advising
- Weekly Update
- Alumni and Friends
- Newsletters
- Administrative fees related to international scholars, faculty, and students
- Career Services
- Academic Opportunities for University Students
- Announcements
- Tax Return Information
- Graduation

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

University Libraries

www.biomed.lib.umn.edu

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

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

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

Disability Services

www.ds.umn.edu/

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

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

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

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

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

Parking and Transportation

www.umn.edu/pts/

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

Campus Shuttle Busses

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

Metro Transit and the U Pass

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

Parking

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

The Motorist Assistance Program offers free services (unlocking vehicles, jump-starts, changing flat tires, and referral to a service station) to all customers parked in U parking facilities. Hours are Monday through Thursday from 7 a.m. to

midnight, Friday from 7 a.m. to 10 p.m. (Service is not available on weekends or official University holidays). Call 612.626.PARK for motorist assistance or any other questions.

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

Event Calendars

Campus Events

events.tc.umn.edu/

School of Public Health Events

www.sph.umn.edu/news/

Academic Health Center Events

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

Other University Resources

The Aurora Center

www.umn.edu/aurora

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

Bookstore

www.bookstore.umn.edu

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

Center for Teaching and Learning Services

www.umn.edu/ohr/teachlearn/

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

Center for Writing

writing.umn.edu

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

Computing Services

www.oit.umn.edu/index.php

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

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

Copies/Fax Machines

www.printing.umn.edu

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

Counseling and Consulting Services

www.uccs.umn.edu/

Provides the following services to the University community:

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

Dining

www.umn.edu/dining

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

Expression Connection for Nursing Mothers

www.bhs.umn.edu/services/expression.htm

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

GLBT Programs Officewww.glbta.umn.edu

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

Housingwww.housing.umn.edu

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

Maps

Find the way to any University building.

onestop.umn.edu/Maps/**Office for University Women**www1.umn.edu/women/

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

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

The Office of Equal Opportunity and Affirmative Action (EOAA) was founded in 1972 to ensure that all University community members uphold federal and state civil rights laws and regulations, as well as University equal opportunity policies.

Online Writing Centerwriting.umn.edu

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

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

Policewww.umn.edu/umpolice/

The University of Minnesota Police Department website.

Post Office

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

Rec Centerwww.recsports.umn.edu

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

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

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

Student Unions and Activities Officewww.sua.umn.edu

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

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

Student Conflict Resolution Centerwww.sos.umn.edu

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

Student Legal Servicewww.umn.edu/usls/

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

3. REGISTRATION

3.1 Full-Time Status

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

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

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

3.2 Registration Process

Step One

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

Note: 5000 through 8000-level courses are considered graduate-level. 1000 and 3000-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student’s major field – 4000-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

Step Two

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

- If instructor consent is necessary for any of your selected course(s), get a permission number from the course instructor or his/her designee before registering. This number permits registration for the course through the second week of the semester; after the second week, it expires. Note that the number is specific to the student it is given to and the course requiring instructor consent. Once a number is used to register, it becomes invalid and cannot be used for another course or by another student.
- You will not be able to register if you have any holds on your University record. Notice of any hold, including the name of the department or office where it may be cleared, is available at onestop.umn.edu.
- You can find your registration queue date and time on the web at onestop.umn.edu.
- You will need your x.500 login and password to register. If you have forgotten your password, call 612.301.4357 to have your password reset. You can also call this number if you have problems logging in to register.

Step Three

Register via the web at onestop.umn.edu or go to the University’s One Stop Student Services Center in 200 Fraser Hall on the East Bank Campus to register in person. Students having difficulty with self-registration should contact the registration help-line at 612.624.1111 (M-F 8:00-4:00) or email helpingu@umn.edu. You may also contact your Major Coordinator or the School of Public Health Student Services Center at 612.626.3500. Please note the following when registering:

- Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the major section of this guidebook for more information.
- Some courses have variable credits. Before selecting the number of credits, students should make sure they are in agreement with the instructor as to the number of credits appropriate for the work proposed.

3.3 Grade Option Changes, Course Additions and Withdrawal

Change of Grade Option

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

Adding a Course

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

Change of Grading Option

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

Course Cancellation and Withdrawal

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

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

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

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

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

4. TUITION, FEES, BILLING, AND FINANCES

4.1 Tuition and Fees

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

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

Fees

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

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

4.2 Billing

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

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

4.3 Financial Aid and Scholarships

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

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

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

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

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

4.4 Graduate Assistantships

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

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

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

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

5. UNIVERSITY GUIDELINES AND POLICIES

5.1 Student Responsibility and Conduct

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

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

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

1. **Respect others**

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

2. **Honor privacy**

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

3. **Present your work honestly**

Plagiarism is defined as the presentation of another's writing or ideas as your own. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/definitions.html>. Students should be careful to properly attribute and cite others' work in their writing. For guidelines for correctly citing sources, go to tutorial.lib.umn.edu.

5.2 University of Minnesota Board of Regents' Policies

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

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



University of Minnesota Board of Regents Policy Student Conduct Code

Adopted: July 10, 1970

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

Supersedes: (see end of policy)

SECTION I. SCOPE.

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

SECTION II. JURISDICTION.

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

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

SECTION III. GUIDING PRINCIPLES.

- (a) The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.
- (b) The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
- (c) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
- (d) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
- (e) The University is dedicated to the rational and orderly resolution of conflict.

SECTION IV. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.

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

to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of the criminal law defendant.

SECTION V. DISCIPLINARY OFFENSES.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION VI. SANCTIONS.

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION. VII. INTERIM SUSPENSION.

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

SECTION VIII. HEARING AND APPEALS OF STUDENT DISCIPLINE.

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

The appeals procedure must describe:

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

SECTION IX. DELEGATION OF AUTHORITY.

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

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



University of Minnesota Board of Regents Policy

Sexual Harassment

Adopted: December 11, 1998

SECTION I. DEFINITION.

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

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

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

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

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

SECTION II. POLICY.

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

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

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

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

5.3 Scholastic Dishonesty and Plagiarism

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

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

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/definitions.html>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources."

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

5.4 University Senate Uniform Grading & Transcript Policy

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

General Provisions

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

Permanent Grades for Academic Work

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

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

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

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

F	0.00	Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The F carries zero grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course shall count in the grade point average.
N		Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.

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

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

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

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

Other Transcript symbols

Incomplete [I]

There shall be a temporary symbol I, **incomplete**, awarded to indicate that the work of the course has not been completed. The I shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an I requires a written contract between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements. The Incomplete contract can be found at <http://www.sph.umn.edu/current/resources/grades.asp>

For graduate/professional students, an I is to remain on the transcript until changed by the instructor or department.

When an I is changed to another symbol, the I is removed from the record.

A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student.

Interpretation of Policy on Incompletes for Students Called to Active Military Duty

When appropriate, instructors may prefer to arrange for the student to take an incomplete. Senate policy requires that an incomplete be made up within one calendar year of the end of the term in which the incomplete is given. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s). Complete policies and procedures are available in the SPH Student Services Center.

Transfer [T]

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

Withdrawal [W]

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

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

Continuation [X]

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

In Progress [K]

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

Other Provisions

Bracketing (repeating) Courses

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

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

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

Course Prerequisites

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

Grade Submission

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

Course Evaluations

Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered. The SPH collects student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grade as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

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

5.5 Health Insurance

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

Benefits

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

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

Waiver

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

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

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

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

5.6 Privacy

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

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

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

FERPA (Family Educational Rights and Privacy Act): Student records

FERPA grants four specific rights to a post-secondary student:

1. To see the information that the institution is keeping on the student.
2. To seek amendment to those records and in certain cases append a statement to the record.
3. To consent to disclosure of his/her records.
4. To file a complaint with the FERPA Office in Washington.

In addition:

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

HIPPA (Health Insurance Portability and Accountability Act)

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

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

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

5.7 Immunizations

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

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

5.8 Criminal Background Checks

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

5.9 Use of Human Subjects in Research

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

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

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

If your proposed research project is subject to IRB review, you must submit an application to the IRB before you begin. **You cannot begin any regulated research until you have IRB approval.** This includes sending out recruitment flyers or emails, accessing private data, or doing any aspect of your research. You may not be permitted

to use any data that was collected without prior IRB approval. The IRB does not have the authority to approve a study *after* it has begun.

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

What research must be reviewed by the IRB?

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

IRB Contact Information

(612) 626-5654

irb@umn.edu

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

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

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

Additional guidelines for students involved in international fieldwork

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

How do I apply for IRB approval?

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

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

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

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

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

What does the IRB look for?

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

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

Some tips

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

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

5.10 International Student Requirements

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

Document Check and Orientation

All new international students must visit the University of Minnesota International Student & Scholar Services office (ISSS) shortly after arrival in Minnesota. See www.issss.umn.edu for directions, office hours, and services. ISSS will review immigration documents, register new students for the International Student Orientation Program, and provide information on how to release registration holds. These processes are mandated by the Department of Homeland Security (DHS); formerly known as Immigration and Naturalization Service (INS).

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

Student and Exchange Visitor Information System (SEVIS)

SEVIS is an electronic reporting system that provides the Department of Homeland Security with information on international students and scholars in the United States who hold F, J, and M visas. This internet-based record-keeping system maintains electronic data on all international students. The system also tracks entries into and departures from the U.S. Every school, college, and university that admits students or scholars on F, J, or M visas is mandated to implement SEVIS.

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

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

Academic Status

International students must maintain full-time status. MPH students must register for at least 9 credits each semester (6 credits for MS and PhD students). Under special conditions, students may apply for an exemption from full-time status rule at the ISSS office. Students must apply for the exemption before registering for less than a full course of study.

Address Change

International students **MUST** notify **BOTH** the DHS Bureau of Citizenship & Immigration Services (BCIS) and the University of Minnesota **within 10 days** of a change of address. For more information go to www.issss.umn.edu/INSGen/address.html.

6. GROUPS, ASSOCIATIONS, AND SOCIETIES

6.1 Student Groups

School of Public Health Student Senate

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

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

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

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

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

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

Graduate and Professional Student Assembly

www.gapsa.umn.edu

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

Council of Graduate Students (COGS)

www.cogs.umn.edu

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

Center for Health Interdisciplinary Programs (CHIP)

www.chip.umn.edu

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

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

Minnesota International Student Association

www.tc.umn.edu/~misa/

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

Other Groups

www.sua.umn.edu/groups/

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

6.2 Public Health Related Associations and Agencies

Minnesota Public Health Association (MPHA)

www.mpha.net/

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

American Public Health Association

www.apha.org

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

Association of Schools of Public Health

www.asph.org

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

Center for Cross-Cultural Health

www.crosshealth.com

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

Centers for Disease Control and Prevention

www.cdc.gov

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

National Institutes of Health

www.nih.gov

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

American College of Healthcare Executives

www.ache.org

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

6.3 Alumni Societies

School of Public Health Alumni Society

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

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

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

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

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

MHA Alumni Association

www.mhaalum.org/

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

7. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH

7.1 Welcome

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

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

- Maternal and Child Health MPH
- Public Health Nutrition MPH

The Division Head is Bernard Harlow, PhD.

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

Shelley Cooksey

Andrea Kish

Kathryn Schwartz

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

Phone 612-626-8802

Fax..... 612-624-0315

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

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

7.2 The West Bank Office Building (WBOB)

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

Epi Shuttle

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

Parking Options for WBOB

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

Student Mailboxes

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

Forms

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

Evening and Weekend Access

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

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

Computer Lab

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

Copier and Fax Access

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

7.3 Division Communication with Students

The Division communicates information to students in the following ways:

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

7.4 Seminars

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

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

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

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

7.5 Academic Credit for Independent or Directed Coursework

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

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

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

Examples of Independent and Directed Coursework

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

Additional comments

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

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

Choosing Course Numbers

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

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

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

Procedures

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

7.6 Division Resources and Policies

Incomplete Grades

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

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

Six Credit Minimum Exemption

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

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

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

Sitting in on a Class

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

Support for Student Travel

The current Division policy is as follows:

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

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

Payment for TA English Program

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

SAS Access

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

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

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

J.B. Hawley Student Research Award

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

STANDARD AWARD

Who May Apply?

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

How Much?

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

How Can It Be Used?

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

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

How Long?

Normally projects are funded for one year.

DOCTORAL AWARD

Who May Apply?

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

How Much?

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

How Can It Be Used?

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

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

How Long?

Normally projects are funded for one year.

What is the Format for the Proposal?

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

All proposals must address protection of human subjects and have the project approved by the University of Minnesota's Institutional Review Board (IRB) prior to receiving funds. However, a project will be reviewed by the Research Awards Committee prior to receiving final IRB approval.

d. References (no page limit):

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

4. Detailed Budget (2 page maximum):

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

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

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

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

6. Appendices, if needed (no page limit)

Submission

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

Review Process

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

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

Final Report

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

Other Division Awards and Scholarships

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

- The **Colleen Berney Scholarship** is given to an incoming first-year student in the Maternal and Child Health major who has demonstrated a strong academic background and an interest in child welfare. The scholarship consists of a \$2,000 award.
- The **Henry Blackburn Award** recognizes the writing and presentation of scholarly work among students in the Master's programs within the Division. The recipient of the award will receive a certificate and a check for \$1,000.

- The **Lester Breslow Award** is awarded to a public health student(s) pursuing a graduate degree in the Division of Epidemiology and Community Health who has demonstrated academic excellence in the area of health promotion and disease prevention. The recipient of the award will receive a plaque and a check for \$1,000.
- The **Betty J. Hallstrom Award** is awarded to a graduating nurse in the Maternal and Child Health major who had demonstrated research competence by completing a project in an MCH area and has displayed innovative and creative planning for MCH care. The recipient of the award will receive a certificate and check.
- The **Marguerite J. Queneau Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students who portray the characteristics of Marguerite Queneau, a nationally and internationally accomplished nutritionist.
- The **Ruth Stief Award** recognizes a current Public Health Nutrition student for her/his leadership qualities, academic excellence and potential for an exemplary career in public health. The recipient of the award will receive a certificate and a \$500 check.
- The **Ruth Stief Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students.
- The **Henry Taylor Scholarship** is awarded to help support the expenses of students who are attending the American Heart Association Council on Epidemiology. Students presenting papers at this conference are encouraged to apply for this financial support. One student will be selected to receive a \$800 stipend to attend this meeting.
- The **Robert ten Bensel Scholarship** is awarded to a full-time incoming Maternal and Child Health student that has demonstrated leadership, human equity, and social justice in MCH.

Research Grants

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

Division of Epidemiology and Community Health Student Support Policies

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

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

Approved 7/1/03, revised 06/08

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

Master's Student Support Policy

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

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

Post-baccalaureate professional students in doctoral-level programs (e.g. dental, medical, law, veterinary students) who have completed two years of their professional studies will be paid at the rate of those who have completed a master's degree. Those who have not completed the first two years will be paid at the rate of those whose highest degree is a bachelor's degree. This policy is effective beginning Spring semester, 2004. Adopted 12/17/03.

Requesting Letters of Support – 10 Tips for Students

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

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

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

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

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

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

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

5. DON'T ASSUME THAT FACULTY MEMBERS KNOW ANYTHING ABOUT THE APPLICANT ORGANIZATION.

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

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

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

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

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

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

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

Division of Epidemiology and Community Health Websites

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

7.7 Division Advising Information

Team approach to Advising at the Master’s level

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

Guidelines for Faculty/Student Interactions

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

- **A faculty member asking you to drive them somewhere, including the airport, home, or main campus.** Such a request does not fall under a student’s duties. A situation when this may be acceptable is when the student has the same destination.
- **A faculty member asking you to work extra hours or late hours.** Students should be expected to work the hours for which they are paid. Students may volunteer to work extra hours to gain more experience (e.g. grant

writing), gain authorship on a paper or help meet a deadline – but should not be expected to work these extra hours.

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

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

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

Confidentiality

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

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

Guidelines for Changing Advisors

Master's Students

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

PhD Students

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

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

Student Guide to Mission, Definitions and Expectations of Advising

Mission Statement

The School of Public Health strives to provide advising that promotes collaboration among students, staff and faculty to enhance students' academic and professional development in the field of public health. The School's goal is

educational and experiential excellence that prepares students for successful careers improving the health of populations.

Defining Advising

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

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

Advising Expectations for Students

SPH students are expected to...

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

Faculty Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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

Defining Advising

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

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

Advising Expectations for Faculty

Faculty advisors are expected to...

- Refer advisee to Major Coordinator for course planning/scheduling, policy and procedural information

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

7.8 Division Courses 2011-2012

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

6380	Ecology of Infectious Disease	3.0	Fall	Singer
6381	Genetics in Public Health	2.0	Fall	Demerath
6385	Epidemiology and Control of Infectious Diseases	2.0	Spring	Lifson
6386	Public Health Aspects of Cardiovascular Disease	2.0	Fall	Folsom
6387	Cancer Epidemiology	2.0	Spring	Anderson
6389	Nutritional Epidemiology	2.0	Fall	Harnack
6390	Topics: Epidemiologic Methods III Lab	1.0	Fall	Schreiner/Pankow
6390	Topics: Epidemiology of Global Health	2.0	Fall	Lifson
6601	Born a Girl: Global Women's Health	1.0	May ('11)	Hellerstedt
6606	Children's Health: Issues, Programs & Policies	2.0	Spring	Oberg
6617	Practical Methods – Secondary Data Analysis	3.0	Fall	Oakes
6627	Sexuality Education: Criteria, Curricula, & Controversy	1.0	Fall/Spring	Bretl/Turnham
6630	Foundations of Maternal and Child Health Leadership	3.0	Fall	Oberg
6634	Advocacy and Children's Rights	2.0	Spring	Oberg
6655	Principles and Programs in MCH (web course)	2.0	Summer	Bonilla
6673	Grant Writing for Public Health	1.0	Spring	Henrikus
6675	Women's Health	2.0	Fall	Hellerstedt
6901	Public Health Nutrition: Principles & Programs	2.0	Fall	Stang
6902	Maternal, Infant and Preschool Nutrition	2.0	Fall	Stang
6903	Child and Adolescent Nutrition (web course)	2.0	Summer '11	Stang
6903	Child and Adolescent Nutrition	2.0	Fall	Stang
6904	Nutrition and Aging	2.0	Summer '11	Steffen
6905	Nutrition for Public Hlth Promotion & Disease Prev.	2.0	Fall	Miles
6906	Global Nutrition	2.0	Spring	Himes
6910	Critical Review of Research in Public Health Nutrition	1.0	Spring	Pereira
6914	Community Nutrition Intervention	3.0	Spring	Neumark-Sztainer
6915	Nutrition Assessment	2.0	Fall	Himes/Harnack/Cusick
6933	Nutrition and Chronic Diseases	2.0	Spring	Robien
6995	Community Nutrition Practicum	8.0	Summer	Miles
6996	Clinical Nutrition Practicum	9.0	Summer	Miles
8341	Advanced Epi Methods Concepts	3.0	Fall	Alonso/Oakes
8342	Advanced Epi Methods Applications	3.0	Spring	Erickson/Alonso

8. EPIDEMIOLOGY PHD DEGREE PROGRAM

8.1 Fall 2011 Program Curriculum

63 Credit Minimum

Required Core Courses: 16 credits plus 24 thesis credits

Course	Notes	Title	Offered	Credits
PubH 8341		Advanced Epidemiologic Methods: Concepts	Fall	3
PubH 8342		Advanced Epidemiologic Methods: Applications	Spring	3
PubH 7401		Fundamentals of Biostatistical Inference	Fall	4
PubH 6348		Writing Research Grants (S/N only, section 002)	Fall	2
GRAD 8101		Teaching in Higher Education (A/F grade option only)	All terms	3
PubH 6742		Ethics in Public Health: Research and Policy	All terms	1
PubH 8888		Dissertation credits	All terms	24

Clinical/Biological Track: 23 credits minimum

Course	Notes	Title	Offered	Credits
Biological Methods/Statistics: 6 credits minimum				
Choose from the following courses:				
PubH 7420		Clinical Trials: Design, Implementation, and Analysis (required)	Spring	3
PubH 6363		Design and Analysis of Group-Randomized Trials in Epidemiology	Spring 2012	3
PubH 7430		Statistical Methods for Correlated Data	Fall	3
PubH 7435		Latent Variable Measurement Models and Path Analysis	Fall	3
PubH 7407		Analysis of Categorical Data	Spring	3
EPSY 8268		Hierarchical Linear Modeling in Educational Research	Fall	3
EPSY 8282		Statistical Analysis of Longitudinal Data	Fall	3
PubH 8140		Validity Concepts in Epidemiologic Research	Fall	2
PubH 6915		Nutrition Assessment	Spring	2
PubH 7445		Statistics for Human Genetics and Molecular Biology	Fall	3
PubH 8141		Doctoral Seminar in Observational Inference	Fall/Spring	2
PubH 7402		Biostatistical Modeling and Methods	Spring	4
Content area courses: 4 credits minimum				
Choose from the following courses:				
PubH 6386		Public Health Aspects of Cardiovascular Disease	Fall	2
PubH 6387		Cancer Epidemiology	Spring	2
PubH 6385		Epidemiology and Control of Infectious Diseases	Spring	2
PubH 6381		Genetics in Public Health	Fall	2
PubH 6389		Nutritional Epidemiology	Fall	2
PubH 6140		Occupational and Environmental Epidemiology	Spring	2
Supporting Program/Minor: 13 credits minimum				
Chosen in consultation with advisor. Potential supporting program courses include courses from the additional biological methods/statistics courses listed above not used to satisfy the biological methods/statistics requirement, or the following courses. Other courses can be considered with advisor, and see sample Supporting Program Course list below.				
PubH 8140		Validity Concepts in Epidemiologic Research	Fall	2
PubH 6180		Ecology of Infectious Diseases	Fall	3

PubH 6355		Pathophysiology of Human Disease	Fall	4
PubH 7405		Biostatistics: Regression	Fall	4
PubH 7430		Statistical Methods for Correlated Data	Fall	3
PubH 7435		Latent Variable Measurement Models and Path Analysis	Fall	3
PubH 7445		Statistics for Human Genetics and Molecular Biology	Fall	3
PubH 7450		Survival Analysis	Fall	3
VMed 8090		Epidemiology of Zoonoses	Fall	2

Social/Behavioral Track: 23 credits minimum

Course	Notes	Title	Offered	Credits
Behavioral Methods/Statistics: 6 credits minimum				
Choose from the following courses:				
PubH 6363	①	Design and Analysis of Group-Randomized Trials in Epidemiology (required)	Spring 2012 (Spring even years)	3
PubH 7402		Biostatistical Modeling and Methods	Spring	4
PubH 7420		Clinical Trials: Design, Implementation, and Analysis	Spring	3
PubH 7430		Statistical Methods for Correlated Data	Fall	3
PubH 7435		Latent Variable Measurement Models and Path Analysis	Fall	3
PubH 7407		Analysis of Categorical Data	Spring	3
EPSY 8268		Hierarchical Linear Modeling in Educational Research	Fall	3
EPSY 8282		Statistical Analysis of Longitudinal Data	Fall	3
PubH 8140		Validity Concepts in Epidemiologic Research	Fall	2
PubH 6915		Nutrition Assessment	Spring	2
EPSY 8264		Advanced Multiple Regression Analysis	Fall	3
EPSY 8267		Applied Multivariate Analysis	Spring	3
EPSY 8221		Psychological Scaling	Spring	3

Content area courses: 4 credits minimum

PubH 6333	①	Human Behavior I	Fall 2012 (Fall even years)	2
PubH 6334	①	Human Behavior II	Spring 2013 (Spring odd years)	2

Supporting Program/Minor: 13 credits minimum

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

PubH 7391		Independent Study: Epidemiology	All terms	1-4
PubH 7392		Readings in Epidemiology	All terms	1-4
PubH 6381		Genetics in Public Health	Fall	2
PubH 6385		Epidemiology and Control of Infectious Disease	Spring	2
PubH 6386		Public Health Aspects of Cardiovascular Disease	Fall	2
PubH 6387		Cancer Epidemiology	Spring	2
PubH 6078		Public Health Policy as a Prevention Strategy	Fall	2
PubH 6074		Mass Communication and Public Health	Spring	3
PubH 6914		Community Nutrition Intervention	Spring	3

① These courses are offered in alternate years; please plan accordingly.

Other details:

- Supporting program credits in either track may be directly applied to the PhD program or can be used to obtain a minor in another graduate program with the approval of the minor program's Director of Graduate Studies.
- Note that the recommended biostatistics core course (PubH 7401) may be replaced by PubH 6450 and 6451 if the student does not have adequate quantitative training for PubH 7401. This needs to be approved by the PhD Credentials Committee. Students who need a review or background training in basic epidemiological concepts will be asked to take the first year of the core sequence for MPH students (Epi Methods I, PubH 6341 and Epi Methods II, PubH 6342).
- Each track's faculty will make recommendations regarding courses required for students entering the doctoral program with insufficient training in epidemiology or biostatistics to successfully complete the core or track-specific courses. Courses used to make up deficiencies may not be used to fulfill PhD program requirements.

MD/PhD Student Program Requirements

Requirements for MD/PhD students differ slightly from the standard curriculum. The following are **not** required of MD/PhD students only:

- The teaching assistant experience (however Grad 8101, Teaching in Higher Education, is required)
- In the Supporting Program/Minor area, 5 credits are required, rather than 12 credits.
- In the Content Area portion of the CBE and SBE curricula, 2 credits (one course) are required, rather than 4 credits.

Sample Supporting Program Courses

The following are departments or colleges from which PhD students have taken elective courses—the list is not exhaustive. Exemplary courses are listed to reflect recent course offerings that PhD students have recommended as excellent electives.

- Public Health [PubH] (e.g., 7405 Biostatistics: Regression; 7406 Biostatistics: Anova and Design; 7407 Analysis of Categorical Data; 7430, Statistical Methods for Correlated Data; 7440 Introduction to Bayesian Analysis; 7450 Survival Analysis; 7445 Statistics for Human Genetics and Molecular Biology; 7455 Modern Nonparametrics; 7460 Advanced Statistical Computing; 8100, Epidemiologic Uncertainty Analysis; 8140, Validity Concepts in Epidemiologic Research; 8141, Doctoral Seminar in Observational Inference; 7435 or 8400, Latent Variable Models; 8432 Probability Models for Biostatistics; 8442 Bayesian Decision Theory and Data Analysis; 8452 Advanced Longitudinal Data Analysis; 8462 Advanced Survival Analysis)
- Veterinary Medicine, Graduate [VMed] (e.g., 8090 Epidemiology of Zoonoses and Diseases Common to Animals and Humans)
- Health Informatics [Hinf]
- Educational Psychology [Epsy] (e.g., 8264, Advanced Multiple Regression Analysis; 8266, Statistical Analysis Using Structural Equation Methods; 8267, Applied Multivariate Analysis; 8268 Hierarchical Linear Modeling in Educational Research)
- Statistics [Stat]
- Philosophy [Phil] (e.g., philosophy of science courses)
- Rhetoric [Rhet] Science writing
- English: Writing, Rhetoric and Language (EngC) (highly recommended: 5051 and 5052 Graduate Research Writing Practice for Non-native Speakers of English)
- Biochemistry (BioC)
- Cell Biology and Neuroanatomy [CBN]
- Molecular, Cellular, Dev Biology and Genetics [MCDG]
- Genetics, Cellular and Developmental Biology [GCD]
- Microbiology [MicB]
- Microbiology, Immunology and Cancer Biology [MICa]

- You might want to consider a minor in Preventive Science (go to: <http://www.cehd.umn.edu/icd/prevsci/>); or in Population Studies (go to www.pop.umn.edu/training/population-minor)

Competency Areas

I. Descriptive Epidemiology		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> Produce descriptive epidemiology of a given condition Calculate measures of incidence, morbidity and mortality Calculate measures of excess risk Make appropriate comparison by person, place and time List strengths and limitations Identify data from existing local, national and international sources 	<ul style="list-style-type: none"> PubH 8341 	<ul style="list-style-type: none"> Examinations Assignments (exercises and papers) Written preliminary exams
II. Biology		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> Describe models of disease etiology, prevention and control Complete coursework or equivalent in human physiology and pathophysiology Develop competence in specific content area 	<ul style="list-style-type: none"> PubH 8341 Research Assistantship Teaching Assistantship Thesis credits Electives 	<ul style="list-style-type: none"> Examinations Assignments (exercises and papers) Written preliminary exams Dissertation
III. History of the discipline		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> Describe general history of development of epidemiology Recognize major epidemiologic studies of selected diseases Identify major chronic and infectious diseases, leading causes of death Recognize importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues 	<ul style="list-style-type: none"> PubH 6078, 8341, 6381, 6385, 6386, 6387 	<ul style="list-style-type: none"> Examinations Assignments (exercises and papers)
IV. Principles of screening and surveillance (CBE only)		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> Recognize conditions suitable for population screening Evaluate validity and reliability of screening tests Describe types of bias that affect validity of screening evaluations Evaluate effectiveness of screening Categorize types of surveillance systems and approaches used in disease surveillance 	<ul style="list-style-type: none"> PubH 8341 and 8342, 6363, 7420 	<ul style="list-style-type: none"> Examinations Assignments (exercises and papers) Written preliminary exams
V. Problem conceptualization		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> Search the literature Review and critically evaluate the literature Synthesize available information Make appropriate causal inference Identify meaningful gaps in knowledge Formulate an original and key hypothesis or statement of research problem Draw causal diagrams 	<ul style="list-style-type: none"> PubH 6333, 6334, 8341, 6348, Supporting program courses in subject concentration Research Assistantship Thesis credits 	<ul style="list-style-type: none"> Examinations Assignments (exercises and papers) Dissertation

VI. Study design		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> • Describe each study design • Understand the advantages and limitations of each study design, including practical aspects of their use and trade-offs • Select the most appropriate and efficient design for a specific problem • Calculate sample size • Identify and minimize sources of bias • Describe the direction and magnitude of bias and effect on measures of association • Design a study using any of the main study designs • Use basic population sampling methods 	<ul style="list-style-type: none"> • PubH 8341 and 8342, 6348, 6363, 7420 • Thesis credits 	<ul style="list-style-type: none"> • Examinations • Assignments (exercises and papers) • Written preliminary exams • Dissertation
VII. Data collection and monitoring		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> • Identify instruments appropriate for the research question • Identify presence and magnitude of measurement error • Monitor the conduct of data collection • Assess quality control measures • Design data collection instruments 	<ul style="list-style-type: none"> • PubH 8341, 6348 • Research Assistantship • Participation in grant activities • Electives • Thesis credits 	<ul style="list-style-type: none"> • Examinations • Assignments (exercises and papers) • Dissertation
VIII. Data analysis		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> • Use statistical computer packages to calculate and display describe statistics • Analyze categorical data • Perform multivariate regression, survival analysis and longitudinal analysis • Examine data for confounding and effect modification, and handle appropriately 	<ul style="list-style-type: none"> • PubH 8341 and 8342, 6363, 7401, 7420 • Thesis credits 	<ul style="list-style-type: none"> • Examinations • Assignments (exercises and papers) • Dissertation
IX. Interpretation		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> • Interpret research results • Make appropriate inferences based on results 	<ul style="list-style-type: none"> • PubH 8341 and 8342, 6363, 7401, 7420 • Thesis credits 	<ul style="list-style-type: none"> • Examinations • Assignments (exercises and papers) • Dissertation
X. Substantive Area		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> • Demonstrate mastery of substantive area • Conduct original research related to specific topic 	<ul style="list-style-type: none"> • Electives • Teaching assistantship • Research assistantship • Thesis credits 	<ul style="list-style-type: none"> • Dissertation • Participation in professional meetings through RA or grant work • Publication in peer-reviewed journals as part of dissertation format

XI. Communication		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> • Communicate research results orally and in writing to scientists and non-scientists • Present data in tabular and figure formats • Prepare manuscript suitable for publication in scientific journal • Prepare professional presentations (oral and poster format) 	<ul style="list-style-type: none"> • PubH 8342, 8355, 6344 	<ul style="list-style-type: none"> • Examinations • Assignments (exercises and papers) • Dissertation • Participation in professional meetings through RA or grant work • Publication in peer-reviewed journals as part of dissertation format
XII. Ethics		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> • Understand concepts of human subjects protections and confidentiality • Apply this understanding as evidenced in design and conduct of research 	<ul style="list-style-type: none"> • PubH 6742 • Thesis credits 	<ul style="list-style-type: none"> • Examinations • Assignments (exercises and papers), particularly as part of grant writing coursework • IRB application for dissertation project or as part of grant activities • Dissertation

Sample Schedules for CBE and SBE Tracks for 2011-12

Clinical and Biological Epidemiology (CBE) Track

Plan 1

Students in CBE track who earned their Epidemiology MPH at the University of Minnesota or similar institution

Possible transfer from Epidemiology MPH [15 cr]
PubH 6386 PubH Aspects of Cardiovascular Disease (2 cr) [Content area course]
PubH 6387 Cancer Epidemiology (2 cr) [Content area course]
PubH 6742 Ethics (1 cr) [Required]
PubH 6355 Pathophysiology of Human Disease (4 cr) [Supporting program/minor course]
MPH electives (6 cr) [Supporting program/minor courses]

Year 1, Fall [Total cr: 9]	Year 1, Spring [Total cr: 9]
PubH 8341 Advanced Epidemiologic Methods: Concepts (3 cr)	PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr)
PubH 7401 Fundamentals of Biostatistics Inference (4 cr)	PubH 7420 Clinical Trials (3 cr)
Supporting program/minor course ^A (2 cr)	Grad 8101 Teaching in Higher Education (3 cr) [Can take any term it is offered]
Year 2, Fall [Total cr: 5^A]	Year 2, Spring [Total cr: 1^A]
PubH 6348 Grant Writing (2 cr)	Remaining supporting program/minor courses (at least 1 cr)
Biological methods/statistics course (3 cr)	

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

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

Plan 2

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

Possible transfer from related field MPH or MS [10 cr]
Supporting program/minor course(s) brought in from master's level coursework, with approval from Epi MPH/PhD Credentials Committee and Graduate School approval on Degree Program Plan. Some students may be able to also transfer in a master's level ethics course.

Year 1, Fall [Total cr: 11]	Year 1, Spring [Total cr: 9]	Year 1, Summer [Total cr: 1]
PubH 6341 Epidemiology Methods I ^A (3 cr)	PubH 6342 Epidemiology Methods II ^B (3 cr)	PubH 6742 Ethics (1 cr)
PubH 7401 Fundamentals of Biostatistics Inference ^B (4 cr)	PubH 7420 Clinical Trials (3 cr)	
Supporting program/minor Course (2 cr)	Content area course (2 cr)	
Content area course (2 cr)	Remaining supporting program/minor courses (at least 1 cr)	

Year 2, Fall [Total cr: 8]	Year 2, Spring [Total cr: 6]
PubH 8341 Advanced Epidemiologic Methods: Concepts (3 cr)	PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr)
PubH 6348 Grant Writing (2 cr)	Grad 8101 Teaching in Higher Education (3 cr) [can take any term course offered]
Biological methods/statistics course (3 cr)	

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

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

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

Social and Behavioral Epidemiology (SBE)

Plan 1

Students in SBE track with sufficient epidemiology and biostatistics background

Possible transfer from master's degree [13 cr]
PubH 6742 Ethics (1 cr) [Required]
Master's level electives (12 crs) [Transferred as Supporting program/minor courses with approval of advisor and PhD Credentials Committee]

Year 1, Fall [Total cr: 9]	Year 1, Spring [Total cr: 8]
PubH 8341 Advanced Epidemiologic Methods: Concepts (3 cr)	PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr)
PubH 7401 Fundamentals of Biostatistics Inference (4 cr)	PubH 6334 Human Behavior II (2 cr) [or Spring Year 2]
PubH 6333 Human Behavior I (2 cr) [or Fall Year 2]	PubH 6363 Community Trials (3 cr) [or Spring Year 2]
Year 2, Fall [Total cr: 6+]	Year 2, Spring [Total cr: 3^A]
Behavioral methods/statistics course (3 cr)	Grad 8101 Teaching in Higher Education (3 cr) [Can take any term it is offered]
PubH 6348 Grant Writing (2 cr)	
Remaining supporting program/minor courses (at least 1 cr)	

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

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

Plan 2

Students in SBE track with insufficient epidemiology background ^A

Possible transfer from master's degree [13 cr]
PubH 6742 Ethics (1 cr) [Required]
Master's level electives (12 cr) [Transferred as Supporting program/minor course with approval of advisor and PhD Credentials Committee]

Year 1, Fall [Total cr: 9]	Year 1, Spring [Total cr: 8]
PubH 6341 Epidemiology Methods I ^A (3 cr)	PubH 6342 Epidemiologic Methods II (3 cr)
PubH 7401 Fundamentals of Biostatistics Inference (4 cr) ^B	PubH 6334 Human Behavior II (2 cr)
PubH 6333 Human Behavior I (2 cr)	PubH 6363 Community Trials (3 cr)
Year 2, Fall [Total cr: 9]	Year 2, Spring [Total cr: 6]
PubH 8341 Advanced Epidemiologic Methods: Concepts (3 cr)	PubH 8342 Advanced Epidemiologic Methods: Applications (3 cr)
Grad 8101 Teaching in Higher Education (3 cr) [Can take any term it is offered]	Behavioral methods/statistics course (3 cr)
PubH 6348 Grant Writing (2 cr)	
Remaining supporting program/minor courses (at least 1 cr)	

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

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

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

8.2 Program Requirements

The following is a summary of program requirements in Epidemiology as approved by the Graduate Faculty in Epidemiology.

Registration Requirements

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

Core Curriculum/Summary of Credits/Grade Point Average Requirements

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

Summary of credits

The credit minimum for the PhD will be a total of 63 credits:

- Required Core Courses 16 credits
- Clinical/Biological or Social/Behavioral Track Credits 23 credits
- PhD-specific dissertation credits, PubH 8888 24 credits

Grade Point Average (GPA) Requirements

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

Transfer of Credits

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

S-N Credits

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

Role of the Advisor

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

Guidelines for Changing an Advisor

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

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

Grant Writing Skills

In addition to completing PubH 6348: Writing Research Grants, it is recommended that students participate as a member of a grant writing team for an NIH or comparable grant. It is also recommended that students review examples of faculty grant applications that have been funded to prepare for Part B.

Teaching

During their PhD studies, students must serve at least one semester as a teaching assistant (TA), which includes being available as a general resource for student learning. Students are encouraged to consider serving as a TA for one of the Epi courses (i.e., Fundamentals of Epidemiology, Epidemiologic Methods I, II, III). Teaching in these courses can help students review core concepts prior to taking the written preliminary exam.

Note that the Center for Writing's Teaching with Writing Program offers a two-session seminar focused on strategies for commenting and grading student writing (in all disciplines). This is offered in August prior to the start of Fall term. For more information, and to register, go to <http://writing.umn.edu> and click on "Announcements, Events and Workshops."

Students can also fulfill the requirement by being a TA in other courses. Any course that is assigned a paid TA by the Division of Epidemiology and Community Health will automatically fulfill the requirement. Students will be emailed the TA assignment list for the next academic year when it is officially approved, usually in mid-June to early July. Students can also request the list from the major coordinator at any time once it is approved. Students can submit a written request to the major coordinator, addressed to the DGS, for all other TA opportunities outside the Division. Supporting materials should include a copy of the course's syllabus and an outline of the TA's responsibilities and should be submitted prior to the term when the TA occurs.

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

EpiCH Division Seminar Attendance

Students matriculating in Fall 2011 and later are required to sign in and attend at least 12 Division of Epidemiology and Community Health seminars before taking their oral preliminary exam, without course credit. Seminars offered through other programs/Divisions cannot be substituted. The exception is jointly-organized Division of Biostatistics/Epidemiology and Community Health seminars. A record of student attendance is based on sign-in sheets. There is a place on the Epi PhD annual review form for students to check off when they have met the 12-seminar requirement.

Examinations

Preliminary Written Examination

Students who take PubH 8341 and 8342 (Fall and Spring) Advanced Epidemiologic Methods courses are encouraged to take the exam within 18 months of matriculation. If the advisor and Epi PhD Credentials Committee recommends taking Epi Methods I and II prior to the 8300 sequence, students should then plan to take Part A within 24 months of matriculation.

The examination consists of two parts: an epidemiology and biostatistics coursework exam (Part A), and a grant-writing exercise (Part B). Students must pass both parts. See *section 8.4* for guidelines. Students are encouraged to take the Part A exam within 18-24 months after matriculation. See the following section on *Milestones and the Role of the Student's Committee*.

Preliminary Oral Examination

Students should take the preliminary oral examination within six months of successfully completing the Preliminary Written Examination (Parts A and B). Starting with students entering Fall 2010, those who have not achieved doctoral candidacy within five years will have a hold put on their registration, making them inactive in the Graduate School. See the following section on *Milestones and the Role of the Student's Committee*. The oral examination, administered by the student's committee, focuses on the proposed dissertation design and analysis. Typically, the exam covers practical aspects of the proposal including epidemiologic principles. See *section 8.6* for expectations, guidelines, and other details. Note that no dissertation credits may be taken before passing the Preliminary Oral Examination.

Students have a maximum of five years to complete the PhD after passing the Preliminary Oral Examination as mandated by the Graduate School.

Final Oral Examination (Dissertation Defense)

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

The final oral examining committee is designated on the dissertation title form. The committee chair must be a senior member of a graduate faculty and cannot be the student's academic advisor or co-advisor; senior members from other graduate faculty who are "outside" members can be the final oral committee chair. Students are encouraged to consult and share their progress on the dissertation with all members of the committee well in advance of the final oral examination.

Research

First-Authored Manuscript for Publication

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

Research Ethics Training

All Graduate School students in the Health Sciences are required to have research ethics training during their doctoral studies. To fulfill that requirement, Epidemiology doctoral students will take PubH 6742 – Ethics in Public Health: Research and Policy.

PhD Dissertation

The process to complete a dissertation is two-fold: students must pass a preliminary oral exam and a final oral exam. Students have two options for the dissertation:

- (1) a traditional dissertation, which is an in-depth volume describing (a) theoretical background and literature to date, (b) the methods and results of a research project, and (c) a detailed discussion of the strengths, limitations, interpretation and significance of the findings; or
- (2) a series of publishable papers, with appropriate introductory and concluding sections (see *section 8.8*). This is the preferred format.

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

Research Administration Experience

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

Milestones

The following progress expectations are for students who have completed the coursework:

- Students who take PubH 8341 and 8342 (Fall and Spring) Advanced Epidemiologic Methods courses are encouraged to take the exam within 18 months of matriculation. If the advisor and Epi PhD Credentials Committee recommends taking Epi Methods I and II prior to the 8300 sequence, students should then plan to take Part A within 24 months of matriculation.
- Establish, minimally, the three internal members of their committee and begin meeting with them within one semester after completing written prelims;
- Take prelim orals within six months of successfully completing Parts A and B of the Written Prelim Examination;
- Students must achieve doctoral candidacy (pass oral prelims) within five years of matriculation. Starting with students entering Fall 2010, those who have not achieved doctoral candidacy within five years will have a hold put on their registration, making them inactive in the Graduate School. Limited requests for extension with a proposed timeline and approval by the advisor (and co-advisor) will be reviewed by the DGS. If an extension

is not granted or the benchmarks on the timeline are not met after the extension, a registration hold will be instated, thus ending the Epidemiology doctoral program for the student.

- Undertake grant writing, research, teaching, training in teaching techniques, and seminar attendance requirements on a schedule agreed upon with their advisor and committee.

Annual Review of Graduate Student Progress

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

8.3 Graduate School Registration Requirements

Detailed Graduate School registration information is available at: www.grad.umn.edu/current_students/registration.

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

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

Grad 999

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

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

PubH 8666: Doctoral Pre-Thesis Credits

These credits are available for doctoral students who have not yet passed their preliminary oral examination but need to be registered in the Graduate School to meet requirements of agencies or departments outside of the Graduate School (e.g., loan agencies). The main differences between Grad 999 and PubH 8666 is (a) the latter can be used to meet requirements of agencies and departments outside the Graduate School; (b) only Grad 999 is tuition-free. However, international students should also check with the ISSS office, www.iss.umn.edu/. Doctoral pre-thesis credits are not graded.

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

8.4 Preliminary Written Examination Guidelines

Introduction

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

Purpose

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

Content and Structure

There are two parts to the written examination. Both parts must be passed independently to successfully pass the Preliminary Written Examination.

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

Timing

The Preliminary Written Examination is taken after completion of most of the required core coursework. Before taking Part A, students must complete PubH 8341 and 8342 and at least PubH 6450 and 6451 or the equivalent. In addition, for students in the CBE track, PubH 7420, Clinical Trials; for students in the SBE track, it is strongly recommended to take PubH 6363, Group-Randomized Trials prior to Part A.

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

Part A is offered twice a year, usually in January and June; Part B is available throughout the year. Part B is usually taken after Part A, but Part B can be taken first with the consent of the student’s advisor and the Part B Exam Chair.

Report of Outcome

The outcomes of Parts A and B are reported to the student (and copied to their advisor and DGS) through a personal letter from the PhD Exam Committee Chair. Please be aware of the following:

- A student who does not pass either part of the Preliminary Written Examination on the first attempt is allowed the opportunity to take it one more time.
- The Exam Committee decisions regarding the pass/fail status of the student are final.
- A student who fails either part of the Preliminary Written Examination on the second attempt is expelled from the program.

Protocol for PART A of the Preliminary Written Exam

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

Grading

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

If the scores assigned by the two graders for any of the Section Two questions differ by more than 10 points, the Part A Chair will assign a third grader for that question. If the scores assigned by three graders for any question differ by more than 15 points, the Part A Chair will direct the graders to discuss the discrepancy and re-score the question. If

the scores still differ by more than 15 points, the median (middle) score will be taken as the grade for that question, rather than the mean.

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

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

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

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

Study Assistance

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

Protocol for PART B of the Preliminary Written Exam

Purpose

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

Students are advised to carefully choose an appropriate research question and focus on the epidemiologic methods. The student should not get bogged down in unnecessary detail (e.g., the specifics of an established laboratory assay). The student should identify the problem, outline possible solutions, and justify choice of a solution. It is important that the student demonstrate ability to identify problems and think about them critically.

Overview

The examination is open-book and take-home.

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

Although Part B is modeled after a research proposal, it is intended as an examination rather than a formal grant proposal. Students are expected to demonstrate their competence and understanding through their approach, choice of hypothetical or exact study populations, methods, etc., justifying these decisions through the proposal.

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

There are no sample Part B exams available for review, but reading proposals written by Epi Graduate Faculty members can be good preparation for the exam. Students can approach faculty to ask if they have a proposal that can be shared.

Skills to Be Demonstrated

1. Conceptual

- a. Select a research question to be developed into a proposal.
 - b. Review the literature and provide an epidemiologic perspective of the problem.
 - c. Provide a rationale for choice of specific research hypothesis or hypotheses.
2. Problem Solving
- a. Propose an appropriate and feasible study design for the research question.
 - b. Outline an analysis plan suitable to the study design being proposed and sufficiently detailed to permit a judgment on its methodological adequacy.
 - c. Clarify any other epidemiologic methods pertinent to your selected design.
 - d. Address any issues related to feasibility and ethics of your proposed design.
 - e. Discuss hypothetical outcomes, limitations, their interpretation and public health significance.
3. Writing skills will be considered among the evaluation criteria.

Selection of a Topic

The student will talk with the Part B Exam Chair about the selection of a topic and to be sure the examination rules are clear, and after a period of preparation and consultation, submit three topics to the Part B Exam Chair one week prior to the start of the exam. The Part B Chair is charged with setting the exam topic, based on potential topics submitted by the student. The student is under few restrictions prior to turning in the list of three topic areas. Thus, the student can talk to anyone and can complete the planning and preparation process in any period of time, e.g. two weeks or two months. The topics may be partly known to the student, but not directly related to prior work. The topics should advance the student's studies and could even serve as the basis of a PhD dissertation. The topics are essentially a list of key words, which could cover, for example, areas such as disease, risk predictors, populations.

Students **may not** use or base their topics for this exam on previously written papers or proposals, including those written in PubH 6348, Writing Research Grants.

Epi PhD Written Preliminary Examination Part B Consultation Guidelines

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

Students are advised to talk with their advisor and other faculty/staff in the general preparation for the exam and the selection of three potential Part B topics. Ideas for topics should come from the student. Examples of the types of assistance that faculty members (especially the student's adviser) may provide to students include:

1. Training and mentoring on general principles of epidemiology and statistics;
2. Training and mentoring on general principles related to grant writing and preparation, including organization and writing style;
3. Deciding on three general topics. For example, advisors may help students to (a) clarify a proposed research question that appears too ill-defined, (b) simplify a proposed topic that is too complicated to be handled during a 17-day exam period, (c) choose an alternative to a proposed topic for which the significance or level of innovation is doubtful;
4. Additional general education on some specific advanced methodological concept in epidemiology or statistics;
5. As part of general education about grant-writing, a faculty member can provide copies of their own grants as examples of how to structure proposals. However, the grant proposals provided should not be so similar in content and research design to the student's proposal that the faculty proposal provides answers to the student's specific methodological questions.

Faculty and staff and others, including fellow students, colleagues and friends, **may not** advise students on how to specifically respond to one of the three topics that might be chosen. Examples of activities that **are not** appropriate in relation to each of the student's proposed Part B topics would include:

1. Working with the student in advance to develop a specific research design and analysis plan related to the student's topics;
2. Reviewing and commenting upon written paragraphs or outlines prepared in advance by students;

3. Discussing with the student in advance how to address specific methodological issues related to the student's topics;
4. Offering specific solutions to student queries pertaining to any of the chosen topic areas and how to address them.

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

As always, Part B Committee chairs (currently Harry Lando and Kristin Anderson) are happy to meet with faculty or students to discuss any Part B-related questions or concerns.

Scheduling and Taking the Examination

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

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

Exactly seven calendar days prior to the agreed-upon start date, the student will give the major coordinator his/her list of three broad topic areas of interest. (Note: once the student has turned in the three topics, s/he can only discuss the exam with the Part B Chair or the major coordinator; s/he can no longer discuss the exam with anyone else including the advisor.) During the following week, the Part B Chair and the student's advisor will consult regarding the selection of a specific topic. The Part B Chair will then generate a specific topic for the student and give it to the major coordinator. On the start date, the major coordinator will get the specific topic to the student (usually via an email) and the student can begin the exam.

Students have 17 days to write the original proposal. The variables that contribute to whether a start date will work include how much time the student needs to prepare, and the availability of the student's advisor and the Part B Chair the week after the student turns in his/her topics.

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

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

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

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

Withdraw Exception

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

The following summarizes the major steps associated with the Exam.

STEPS	TIMELINE	ALLOWABLE CONSULTATION
Step 1: The student should begin thinking about potential topics; eventually three topics are selected.	No time limit.	The student will consult his/her advisor and the Part B Chair, but may consult with anyone else. The student works with the major coordinator to set a specific start date; the major coordinator ensures that the Part B Chair is available and confirms the dates of the exam.
Step 2: The student gives three potential topics to the major coordinator.	Exactly one week prior to the scheduled start date of the exam.	After the three potential topics are turned in, the student can discuss the topics or exam with only the Part B Chair or the major coordinator.
Step 3: The student is assigned a specific topic and begins working on the exam.	The student is given the specific topic exactly one week after turning in the three potential topics. The student has exactly 17 days to write and complete the exam	The student can consult/talk with only the Part B Chair or the major coordinator while writing the exam.
Step 4: The exam is turned in.	The exam must be turned in by noon on the 18 th day of the exam period.	
Step 5: The exam is assigned a primary and 2 secondary faculty reviewers, and is discussed and scored in a committee of ≥5 faculty.		90 and above: Pass with no revision. 80-89: Pass with revision. 79 and below: No pass, either rewrite or second attempt. Written reviews are provided to the student.

Structure and Organization of the Proposal

The format of the paper should follow the conventional guidelines of an NIH research proposal suitable for peer review. As such it should contain, at a minimum, the following sections. Each section should not exceed the indicated number of pages:

SECTION	REQUIREMENTS	NOTES
I. Cover Page	1 page	Exam ID number, topic as given to student, title of Part B, and month/year.
II. Table of Contents	1-2 pages, double-spaced	
III. Abstract	1-2 pages, double-spaced	
IV. Specific Aims	1-2 pages, double-spaced	List the broad, long-term objectives and describe concisely and realistically what the specific research described in this application is intended to accomplish and any hypotheses to be tested.
V. Background (including focused literature review) and Significance	4-8 pages, double-spaced	<ul style="list-style-type: none"> ▪ Describe the essence of knowledge related to this specific topic. Briefly sketch the background to the present proposal, critically evaluate existing knowledge, and specifically identify the gaps that the project is intended to fill. ▪ State concisely the importance of the research described in this application by relating the specific aims to the broad long-term objectives and to health relevance.
VI. Research Design and Methods	12-24 pages, double-spaced	<ul style="list-style-type: none"> ▪ Describe the research design and the procedures to be used to accomplish the specific aims of the project. ▪ Include the means by which the data will be collected, analyzed, and interpreted. ▪ Describe any new methodology and its advantage over existing methodologies. ▪ Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims. ▪ Provide a tentative sequence or timetable for the investigation. ▪ Point out any procedures, situations, or materials that may be hazardous to personnel and the precautions to be exercised.
VII. Human Subjects	No page limit, double-spaced	

VIII. Selected References	4 pages, single-spaced; exceptions may be granted	Author, title, journal, year, volume, and pages numbers must be cited in the references. Any unpublished and/or grant applications used as a resource must be referenced.
IX. Appendices	No page limit, but should be brief	Optional. Tabular or graphic material only. Information integral to understanding the proposal, such as a conceptual model, should be placed in the main body, not in an appendix.

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

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

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

Within this framework, the organization and format of the exam paper is left to the student's discretion. The inclusion of tables and/or free-hand schematics and graphs is encouraged; these can be attached as an appendix.

Review

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

1. Significance

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

2. Approach

- a. Are the conceptual framework, design, methods, and analysis adequately developed, and appropriate to the aims of the project? While there is no restriction on the selection of the design, the graders will evaluate the appropriateness of the design to the project.
- b. Does the proposal describe potential problem areas and consider alternative tactics?

3. Writing

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

4. The ethics and feasibility of the research question and the study design are also considered.

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

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

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

Evaluation

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

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

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

On occasion, a committee member might perceive a significant conflict of interest in being a grader. The Part B Chair will work with the committee member to resolve the conflict.

The following provide more detail about grading:

Pass With No Revision: 90 and above

Students who receive a score of 90 or above will have passed with no requirement for revisions. Students will be notified of the grade in a letter and will receive the written critiques. Students are encouraged to review the written critiques and the proposal with their advisor.

Pass with Revision: 80 - 89

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

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

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

Evaluation of the revision

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

Not Pass: 79 and below

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

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

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

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

Evaluation of the revision or new proposal

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

Summary and recommendations

1. Students should allow time to think and gain perspective before committing themselves to the proposal.
2. The background should be a very concise review of the key epidemiologic factors, and of the most relevant research. Students should not spend too much time on the background. This section should summarize the literature that is relevant to the proposal.
3. Students should budget the time spent on various sections of the paper so that an appropriate balance is reflected in the final product. The background should summarize both the current state of knowledge as well as the pending questions, using these to formulate research questions.
4. A proposed study should not deviate substantially from the research question as stated. A shift in focus may be appropriate for certain questions, but this decision must be supported in the proposal.
5. The topic selected cannot be his/her current research area prior to the exam; however if the student chooses, research in this area could continue, even to form the topic of the PhD dissertation. Thus the Part B exam chair and the advisor jointly try to find a topic not entirely unfamiliar to the student, but that will take much research to flesh out into something innovative. Sometimes the idea is to give a question in a direction the advisor would like the student to go, or that the student has expressed an interest in. This should make the Part B exam process more pertinent to the total scheme of studies for the PhD.
6. Students should not prepare a budget nor be overly concerned about cost issues pertaining to the proposed research. Instead, they should consider the overall feasibility of the proposed research, not just fiscal feasibility, within reason. A generally unrealistic proposal will be scored poorly.
7. Typically, there is no pre-determined "right or wrong" response in this type of examination since it tests a combination of substantive and methodological skills, as well as personal choice and decision. Student should share the thinking and criteria that led to their choices of study design, protocol, and/or analysis. This should include the pros and cons of the research question, methodology, sample selection, etc., as well as alternatives considered and why they were not the final choice.

8. Students may refer to a hypothetical population that has characteristics (e.g., exposure levels, number of cases that accrue) similar to populations described in the literature. If desired, the proposed study may be conducted outside the United States, with justification for whatever study population is chosen.
9. Students should document their reasoning in the choice of the hypothesis (es), study design, and measurements. Similarly, the reviewer should be able to see what criteria they used in reviewing the literature and establishing their satisfaction with what is known and with what is not yet sufficiently well known in the field.
10. Measurement instruments should be discussed in the proposal. For example, it may be necessary to state that a measure has been previously validated or to note that the investigator will need to validate it, as well as how this is to be done, if pertinent.
11. Research applied to human subjects must consider privacy, informed consent, and ethical safeguards.
12. Consider providing the conceptual model underlying your research; provide accurate power and sample size estimations; describe the identification and recruitment of study population.

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

8.5 Faculty

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

Name	Phone	E-Mail	Track	Research Expertise
Bruce Alexander, PhD, MS	625-7934	balex@umn.edu	CBE	Occupational and environmental epidemiology; environmental determinants of injury, cancer, respiratory health, reproductive health; global health; application of biological markers in epidemiological research; exposure models for occupational and environmental epidemiology
Alvaro Alonso, MD, MPH, PhD	626-8597	alonso@umn.edu	CBE	Cardiovascular disease epidemiology and neuroepidemiology
Kristin Anderson, PhD, MPH	626-8568	ander116@umn.edu	CBE	Cancer etiology; Laboratory-based cancer epidemiology; Pancreatic cancer; Adult solid tumors
Jeff Bender, DVM	625-6203	bende002@umn.edu	CBE	Antimicrobial resistance; food safety; zoonoses and emerging diseases
Sonya Brady, PhD	626-4026	ssbrady@umn.edu	SBE	Health risk behavior during adolescence and young adulthood; Developmental influences on risk taking; Socioeconomic and ethnic disparities in consequences of risk taking; Mechanisms linking stressful life circumstances to health risk behavior and factors promoting resiliency; Promotion of health protective behavior; Public policies affecting adolescent health
Timothy Church, MS, PhD	626-1494	churc001@umn.edu	CBE	Cancer screening, prevention, and causes; Epidemiologic study design; Cardiac disease and medical devices

Richard Crow, MD	626-9678	crowx001@umn.edu	CBE	Preventive cardiology programs, trials and methods; Cardiac rehabilitation and work psychology; Ambulatory ECG recording; Computer applications
Richard Danila, PhD	651-201-5116	richard.danila@state.mn.us	CBE	Emerging infectious diseases including foodborne and bacterial diseases; Preparedness for bioterrorism
Ellen Demerath, PhD	624-8231	ewd@umn.edu	CBE	Body composition and obesity assessment; Developmental determinants of cardiovascular disease risk; Lifecourse epidemiology; Genetic epidemiology of obesity, diabetes, and coronary heart disease; Biomarkers of biological senescence
Susan Duval, PhD	624-3392	duval002@umn.edu	CBE	Cardiovascular and diabetes epidemiology; Biostatistical methods; Meta-analysis; Publication bias; Statistical consulting
Marla Eisenberg, ScD, MPH	626-2942	eisen012@umn.edu	SBE	Influences on adolescent sexual behaviors; health issues of gay, lesbian and bisexual youth; body image and weight control behaviors; teasing and bullying
Kristine Ensrud, MD, MPH	612-467-5841	ensru001@umn.edu	CBE	Epidemiology of age-related conditions including osteoporosis/fractures, menopausal symptoms, and sleep disorders
Darin Erickson, PhD	626-0516	erick232@umn.edu	SBE	Alcohol prevention and etiology; Latent variable analysis; Longitudinal and time series analysis
John Finnegan, Jr., PhD	624-5544	finne001@umn.edu	SBE	Media communication and public health; Community campaigns; Media agenda building; Digital information technology and its impact on public health
Aaron Folsom, MD, MPH	626-8862	folso001@umn.edu	CBE	Cardiovascular disease epidemiology; Heart disease surveillance and risk factors
Jean Forster, PHD, MPH Director of Graduate Studies (DGS)	626-8864	forst001@umn.edu	SBE	Public health policy as a prevention strategy; Community-based strategies for chronic disease prevention; Tobacco policy
Simone French, PhD	626-8594	frenc001@umn.edu	SBE	Social and environmental influences on eating and physical activity Behaviors; Community-based strategies for eating behavior change; Adolescent nutrition and physical activity
Jayne A. Fulkerson, PhD	624-4823	fulke001@umn.edu	SBE	Family meals; obesity prevention; risk and protective factors in the development of eating disorders and mental health among children and adolescents; family-based health promotion; research methods, psychometrics and instrument development
Myron Gross, PhD	624-5417	gross@umn.edu	CBE	Antioxidants, oxidative stress and genetic susceptibility in coronary heart disease; Genetic susceptibility and DNA repair in breast and pancreatic cancer; role of micronutrients and flavonoids in aging and disease; Bio-markers of dietary intakes.

Peter Hannan, MStat	624-6542	hanna001@umn.edu	SBE	Statistical: Group randomized trials, and hierarchical statistical models in general; generalized regression; imputation procedures for missing values; ROC curves, sensitivity and specificity; classification and regression tree methodology; bayesian statistical methods (I am not *practiced* in this area); structural equation models, latent variable models; directed acyclic graphs (DAGs). Substantive: accelerometry, energy balance, healthy diet, overweight risks
Bernard Harlow, PhD, MPH	626-6527	harlow@umn.edu	CBE/ SBE	Clinical and population-based reproductive epidemiology; the epidemiology of reproductive cancers; data collection methods; and influence of psychiatric disorders on reproductive function
Lisa Harnack, DrPH, RD	626-9398	harna001@umn.edu	CBE/ SBE	Nutritional epidemiology; Nutritional assessment
Eileen Harwood, PhD	626-1824	harwo002@umn.edu	SBE	Social epidemiology; Policy evaluation of alcohol, tobacco and illicit drugs
Craig Hedberg, PhD	626-4757	hedbe005@umn.edu	CBE	Food safety and infectious diseases
Wendy Hellerstedt, PhD	626-2077	helle023@umn.edu	CBE/ SBE	Birth outcomes for underserved women; adolescent reproductive health and pregnancy prevention; pregnancy intention; relationship of parity to chronic disease and birth outcomes, women's health, perinatal and reproductive health, socioeconomic status and health disparities
Deborah Hennrikus, PhD	626-8646	hennr001@umn.edu	SBE	Smoking cessation; Reducing environmental tobacco smoke exposure; Health education in clinical settings
John Himes, PhD	624-8210	himes001@umn.edu	CBE/ SBE	Child growth and nutrition; Anthropometric assessment of nutritional status; Dietary assessment; Obesity and body composition
Alan Hirsch, MD	625-4465	hirsc005@umn.edu	CBE	Epidemiology of peripheral arterial disease (PAD); clinical trials of PAD pharmacotherapies, endovascular interventions, and tobacco cessation interventions to improve non-coronary vascular outcomes; clinical trials of lipid and hypertension cardiovascular risk reduction interventions; evaluation of quality-of-life in vascular diseases; health economics of PAD.
Keith Horvath, PhD	624-9556	horva018@umn.edu	SBE	HIV risk assessment and prevention; Internet-based interventions for chronic disease; Online survey design; Sexual minority health
David Jacobs, Jr., PhD	624-4196	jacob004@umn.edu	CBE/ SBE	Cardiovascular disease epidemiology; Nutritional epidemiology
Robert Jeffery, PhD	626-8580	jeffe001@umn.edu	SBE	Health behavior change; Dietary intervention; Obesity epidemiology, treatment, and prevention

Chandy C. John, MD, MS	625-8383	ccj@umn.edu	CBE	Dr. John is internationally recognized for his research studies in malaria immunoepidemiology and pathogenesis, the long-term neurodevelopmental sequelae of infectious diseases, and the interactions between infection, nutrition, and child neurodevelopment.
Rhonda Jones-Webb, DrPH	626-8866	jones010@umn.edu	SBE	Alcohol studies; Alcohol policy as a prevention strategy; Minority health issues; behavioral epidemiology
Aaron Kelly, PhD	626-3492	kelly105@umn.edu	CBE	Main area of research is cardiovascular disease prevention in children with a focus on the identification and treatment of cardiometabolic risk factors.
Shalini Kulasingam, PhD	624-7554	kulas016@umn.edu	CBE/ SBE	Infectious diseases, sexually transmitted infections, human papillomavirus (HPV), cervical cancer, cancer screening, vaccines, public health policy, decision and cost-effectiveness modeling
Kamakshi Lakshminarayan, MD, PhD	624-7554	laksh004@umn.edu	CBE	Stroke epidemiology; quality of stroke care and long term stroke outcomes; interventions to improve stroke outcomes; stroke genetics
Harry Lando, PhD	624-1877	lando001@umn.edu	SBE	Global issues in tobacco reduction; Smoking cessation; Treatment of medically compromised smokers
Melissa N. Laska, PhD	624-8832	mnlaska@umn.edu	SBE	Environmental and behavioral determinants of excess weight gain and obesity during childhood, adolescence and young adulthood
DeAnn Lazovich, PhD	626-9099	lazov001@umn.edu	CBE/ SBE	Cancer prevention and control; Cancer epidemiology
Catherine Lexau, PhD, MPH	651-201-5283	catherine.lexau@state.mn.us	CBE	Antibiotic resistance, including methicillin resistant Staph aureus. The epidemiology of pneumococcal disease and the impact of the pneumococcal vaccine
Alan Lifson, MD, MPH	626-9697	lifso001@umn.edu	CBE	HIV/AIDS; International health; Infectious disease epidemiology
Jennifer Linde, PhD	624-0065	linde074@umn.edu	SBE	Obesity prevention and intervention, Weight control behaviors, Weight loss goals, Public health messages
Russell Luepker, MD, MS	624-6362	luepk001@umn.edu	CBE/ SBE	Cardiovascular disease epidemiology and prevention; Health behavior; Community trials; Clinical trials
Pamela Lutsey, PhD, MPH	4-5812	lutsey@umn.edu	CBE	Primary research interests include serum vitamin D, sleep disordered breathing, coagulation factors, diet, and venous thromboembolism
Leslie Lytle, PhD, RD	624-3518	lalytle@umn.edu	SBE	Planning and evaluating eating behavior change interventions in children; youth health promotion research; childhood obesity prevention; theories of health behavior.

Richard MacLehose, PhD	624-1932	mac10029@umn.edu	CBE/ SBE	Epidemiologic methods, Bayesian methods, biostatistics, reproductive epidemiology, environmental epidemiology
George Maldonado, PhD, MSPH	626-2104	GMPHD@umn.edu	CBE	Epidemiologic methodology
Claudia Munoz-Zanzi, MV, MPVM, PhD	626-2849	munozzan@umn.edu	CBE	Infectious disease
Joseph Neglia, MD, MPH	626-2778	jneglia@umn.edu	CBE	Pediatric Hematology/Oncology
Heather Nelson, PhD, MPH	626-9887	hhnelson@umn.edu	CBE	Cancer susceptibility and etiology using both laboratory and epidemiologic tools; gene-environment interactions; skin cancer, mesothelioma, and other exposure-related malignancies.
Toben Nelson, ScD	626-9791	tfnelson@umn.edu	SBE	Health policy, organizational change, health behavior during developmental transitions, influence of sports participation on health, social determinants of health, program evaluation, prevention of alcohol-attributable harm, physical activity promotion, obesity prevention, motor vehicle safety.
Dianne Neumark-Sztainer, PhD, MPH	624-0880	neuma011@umn.edu	SBE	Adolescent health and nutrition, Obesity and eating disorder prevention, Health behavior change, Nutrition education program design and evaluation
Ruby Nguyen, PhD	626-7559	nguy0082@umn.edu	CBE	Women's health, etiology of reduced fertility, infertility and later disease, intersection of genital tract infections on reproduction, pregnancy-related morbidity, and epidemiologic methods in studies of fertility.
J. Michael Oakes, PhD	624-6855	oakes007@umn.edu	CBE/ SBE	Quantitative methods; Social epidemiology; Research ethics
Charles Oberg, MD, MPH	625-6616	oberg001@umn.edu	CBE/ SBE	Health disparities; Childhood poverty; Health care access and finance
Kolawole S. Okuyemi, MD, MPH	625-1654	kokuyemi@umn.edu	SBE	Smoking cessation, minority health, health disparities, community engagement
Michael Osterholm, PhD, MPH	626-6770	mto@umn.edu	CBE	national leader detailing the growing concern regarding the use of biological agents as catastrophic weapons targeting civilian populations. After 9/11, served as Special Advisor to Secretary Tommy G. Thompson on issues related to bioterrorism and public health preparedness
James Pankow, PhD, MPH	624-2883	panko001@umn.edu	CBE	Cardiovascular disease epidemiology; Genetic epidemiology; Diabetes epidemiology
Mark Pereira, MPH, PhD	624-4173	map@umn.edu	CBE/ SBE	Nutrition and physical activity in the prevention of obesity; Type 2 diabetes and cardiovascular disease
Jenny Poynter, PhD	625-4232	poynt006@umn.edu	CBE	Research focus is in molecular and genetic epidemiology of cancer

Kim Robien, PhD, RD	625-8279	Robie004@umn.edu	CBE	Nutrition, molecular epidemiology, cancer survivorship, pharmacogenetics, evidence-based nutrition practice, medical nutrition therapy, parenteral nutrition, hematopoietic cell transplantation
Julie Ross, PhD, MPH	625-5437	rossx014@umn.edu	CBE	Molecular epidemiology; Childhood cancer; Adult leukemia
Simon Rosser, PhD, MPH	624-0358	rosser@umn.edu	SBE	HIV prevention research; Human sexuality; Sex offending and religious identity; Internet-based research; e-Public Health
Pamela Schreiner, PhD	626-9097	schre012@umn.edu	CBE	Etiology of cardiovascular disease particularly as it relates to lipids, obesity, visceral fat accumulation and the perimenopausal transition; Osteoporosis
Nancy Sherwood, PhD	625-4567 952-967-7303	sherw005@umn.edu Nancy.E.Sherwood@HealthPartners.com	SBE	Obesity prevention and treatment in children and adults
Randall Singer, DVM, MPVM, PhD	625-6271	singe024@umn.edu	CBE	Infectious disease epidemiology; Ecologic approach to disease systems
John J. Snyder, PhD, MS	337-8986	jsnyder.cdrg.org	CBE	Chronic renal disease and especially end-stage renal disease
Logan Spector, PhD	624-3192	spect012@umn.edu	CBE	Etiology of childhood cancer; Design, conduct; Analysis of epidemiologic studies.
Lyn Steffen, PhD, MPH, RD	625-9307	steffen@umn.edu	CBE	Cardiovascular disease epidemiology; nutritional epidemiology; surveillance of cardiovascular disease risk factors
Mary Story, PhD, MS	626-8801	story001@umn.edu	SBE	Child and adolescent nutrition, Obesity prevention, Eating behaviors, Environmental and policy change related to healthy eating
Steven Stovitz, MD, MS, FACSM	4-1466	stovitz@umn.edu	CBE	Family medicine, sports medicine, adult and pediatric obesity
Weihong Tang, PhD, MS, MD	626-9140	tang0097@umn.edu	CBE	Cardiovascular disease epidemiology, genetic epidemiology of chronic disease with an emphasis on cardiovascular disease, metabolic syndrome, diabetes, and obesity.
Brent C. Taylor, PhD, MPH	467-4941	taylorbc@umn.edu	CBE	Clinical epidemiology, systematic reviews, health care utilization
Traci Toomey, PhD, MPH	626-9070	toome001@umn.edu	SBE	Policy research; Community organizing; Prevention of alcohol and tobacco-related problems; Intentional and unintentional injury prevention
Michelle van Ryn, PhD, MPH	625-9105	vanry001@umn.edu	SBE	Characteristics of formal and informal social relationships as they influence the quality and success of health interventions, health behaviors, and health outcomes; provider behavior; race/ethnicity disparities in treatments received; quality of cancer care
Beth Virnig, PhD, MPH	624-4426	virni001@umn.edu	CBE	Administrative data for cancer surveillance and studies of treatment patterns

Jian-Min Yuan, PhD, MD	625-8056	jyuan@umn.edu	CBE	Environmental and genetic factors in the etiology of cancer
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8.6 Preliminary Oral Examination Guidelines

Introduction

A student should take the preliminary oral examination after successful completion of the written examination (Parts A and B) and, optimally, within 24 months of finishing coursework (see the section on *Milestones*), and before significant work has been done toward the dissertation. The purpose of the preliminary oral examination is to confirm that the student is ready to begin work on her/his dissertation. It involves two phases: (1) the development of a written proposal of the dissertation; and (2) its oral defense by the student. It is the responsibility of the student to schedule the examination with his/her dissertation committee and notify the Graduate School at least one week before the examination. This written notification is made with a form provided by the Graduate School. To get the process started, the student contacts the Graduate School Student Services office, specifically the “Doctoral Exam Scheduling: Preliminary Exam” office, at 612-625-4019. Also, please see *section 8.9* “Human Subjects Research” before starting any dissertation work.

The dissertation committee

The dissertation committee is selected by the student and the academic advisor (and co-advisor, if applicable), and will be the student’s committee throughout the dissertation development and completion. The committee is composed of at least four members, one of whom must be outside the Epi Graduate Faculty. All members must have Graduate School appointments. The Preliminary Oral Chair can be the student’s dissertation advisor if the advisor is a Senior Member. If the advisor is not a Senior Member, the Chair will be the co-advisor. This is in contrast to the Final Oral Examination Committee, where neither the advisor nor co-advisor can be the Chair. For that committee, another Senior Member must be the Chair. This other Senior Member can either be from the Epi Graduate Faculty or someone representing the supporting program/minor from outside the Epi Graduate Faculty. It is typical for the student to meet with individual committee members, as well as with her/his advisor, for advice throughout the dissertation process. Typically, the committee meets as a whole only twice: once for the preliminary oral examination and once for the final oral examination. However, the committee can meet as often as the student or the committee requires to guide the dissertation process.

The written proposal

The student is required to write a proposal that describes the aims and methods of her/his dissertation. The purpose of the written proposal is to provide the student and the committee members with a clear understanding of the nature of the proposed dissertation, its feasibility, and its relevance to the field before significant dissertation work is completed. The preparation of the written proposal is an important process for the student as it creates the opportunity to design the dissertation work and to identify possible problems early in the process. The written proposal is also an efficient way to engage committee members as they assist the student in articulating and meeting the dissertation goals. By preparing a written document—and by conducting a defense of it—the student and her/his committee have a process through which they can agree upon the scope of the final product (i.e., the final dissertation). Thus it is important that the student not have completed significant work on the dissertation before the proposal is reviewed by the committee. The written proposal thus can insure that the student and the committee members know what product to expect at the final dissertation defense. In many cases the dissertation will resemble the preliminary written proposal quite closely. However, due to unforeseen circumstances or the natural progression of the analyses, it is possible that the dissertation may differ in scope or content. It is important that the student apprise the committee if s/he believes the dissertation will differ significantly from the written proposal presented at the preliminary oral examination.

The exact format of the proposal is at the discretion of the dissertation advisor and the committee with input from the student. Typically, the following content should be covered:

- The research objectives, typically described as primary and secondary aims.
- A literature review of related research, which will provide a rationale to support the proposed choice of variables, study design, population, etc.
- The theoretical model that will guide variable selection and analysis.

- A description of the proposed design and analytic methods, including a discussion of potential shortcomings and how they will be addressed.
- A description of the anticipated major results, reflecting the scientific merit of the proposed research. This description may include “mock tables” (i.e., no data, but rather a list of variables and row/column headings). Preliminary or descriptive data may be presented if they are available when the student is preparing the written proposal.
- Possible limitations of the proposed research.
- References. A conventional citation style should be used consistently throughout the text.

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

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

The preliminary oral examination

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

Please note there are very specific guidelines in the Graduate School catalog regarding the Preliminary Oral Exam, and these can be found at www.catalogs.umn.edu/grad; click on “Introduction, General Information, and Major and Degree Program table” link. The relevant information starts on page 21.

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

8.7 Checklist for Completing Degree

Step and Deadline	Check when Complete
<p>1. In the summer before the first term, complete the process to have master's level coursework applicable to the doctoral program reviewed by the Epi PhD Credentials Committee.</p>	<input type="checkbox"/>
<p>2. Register for courses promptly each term. Some courses, or sections of a course, fill up quickly so you are encouraged to register when your name appears in the registration queue. The registration queue is available at www.onestop.umn.edu. You must be registered by the first day of each term; if not, you will be "inactive" and will have to complete a form (and pay a fee) in order to be re-admitted.</p> <p>Tips:</p> <ul style="list-style-type: none"> ✚ While most coursework should be completed before the Preliminary Oral Exam, students are permitted to take coursework after the Preliminary Oral Exam; ✚ Thesis credits cannot be taken prior to passing the Preliminary Oral Exam; ✚ In any given term, if you don't register for at least 6 credits (to maintain full-time status), and you need 6 credits for your research assistantship or other financial loan reasons, please see section 8.3 for information about pre-thesis credits. ✚ Continuous registration can be accomplished, once other credits are taken, using the course designation 999, which incurs no fee. 	<input type="checkbox"/>
<p>3. Preliminary Written Examination (Parts A and B)</p> <p>Tips:</p> <ul style="list-style-type: none"> ✚ See the detailed guidelines (section 8.4) in the Student Guidebook; ✚ Part A is offered twice a year (January and early summer): Part B can be taken throughout the year. <p>After you successfully pass both parts of the Preliminary Written Exam, Andrea Kish will submit a Preliminary Written Exam Report form to the Graduate School, confirming you have passed. You also get a letter confirming you have passed this milestone.</p>	<input type="checkbox"/>
<p>4. Degree Program Plan form</p> <p>Fill out and complete the Degree Program Plan form after you have passed both parts of the Preliminary Written Exam. This is a two-page form that includes a list of committee members and all completed and anticipated coursework. Meet with Andrea Kish—she will help you complete the form correctly. The Graduate School states the form should be turned in <u>at least one semester</u> prior to the Preliminary Oral Exam; there is some latitude with this deadline, but a minimum of 8 – 10 weeks is required. Download the form from this site: http://www.grad.umn.edu/current_students/forms/doctoral.html</p> <p>Upon Graduate School approval of the form, they will send a personalized email with a scanned copy of the form and a link to an online checklist that outlines remaining requirements. Their checklist website: http://www.grad.umn.edu/current_students/checklists.html</p>	<input type="checkbox"/>

Tips for choosing a committee:

- ✚ See section 8.6 in the Student Guidebook for detailed information;
- ✚ There are specific rules about committee membership; Andrea Kish can offer specific advice one-on-one;
- ✚ View graduate faculty rosters at http://www.grad.umn.edu/faculty_rosters/ and click on Graduate Faculty Roster. You can look up individual faculty or see an entire graduate program's graduate faculty list;
- ✚ If any of your committee members do not currently hold Graduate Faculty status at the University, the process of nominating someone to the Epidemiology graduate faculty can take 4 – 6 weeks or longer, so please plan accordingly.

5. Preliminary Oral Examination

Schedule the Preliminary Oral Exam: you need to find one date and time for all committee members to meet. All members must be present. The exam varies in length, but is usually 2 hours. See section 8.6 for detailed guidelines.

Send the final draft of the dissertation proposal to the full committee at least two weeks prior to the Preliminary Oral Exam meeting.

Schedule the Preliminary Oral Exam by notifying the Graduate School electronically:

Tips:

- ✚ Doctoral students are expected to schedule their preliminary oral exams with the GSSP office at least one week in advance.
- ✚ You must initiate the electronic scheduling process. To do so, click on the Preliminary Oral Examination Scheduling link listed on GSSP's doctoral forms Web page.
- ✚ From the Preliminary Oral Examination Scheduling page, click on the link to schedule the exam, and then log in using your Internet ID and password.
- ✚ Enter the preliminary oral examination date and click "submit." (All other required student information fields are automatically populated by PeopleSoft.)
- ✚ The GSSP office will notify you by e-mail of any outstanding preliminary oral exam requirements and how to fulfill them. You will also receive confirmation from the GSSP office when the Graduate School authorizes the preliminary oral examination.
- ✚ The DGS assistant (e.g. Andrea Kish) will automatically be copied on all of the above-mentioned e-mail messages so she is informed of the Graduate School's authorization of the student's preliminary oral exam. This form will ensure the Graduate School sends the required form (the **Preliminary Oral Exam** form) to the Chair of the Preliminary Oral Exam committee before the oral exam. After the exam, you need to turn in the original **Preliminary Oral Exam form** directly to the Graduate School within 24 business hours.



5. A suitable introduction is required, as well as transition sections that might not ordinarily be included in the published manuscript.
6. Where appropriate, a comprehensive literature review, not usually permitted by journals, should be part of the submitted thesis.
7. Appendices should be added to the manuscript as necessary to provide the comprehensiveness not ordinarily permitted by scholarly journals.
8. Use of reprints of the manuscripts or the published articles themselves is acceptable if they are satisfactorily (and legally) reproduced and conform to all the formatting specifications described in this document.

8.9 Other Information

Human Subjects Research

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

Criminal Background Check

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

Assistance with Writing

There are helpful resources for writing skills at the University. The primary resource is the Center for Writing; their email is <http://writing.umn.edu>; and phone number is 612.626.7579.

Responsible conduct of research and scholarship, and professional ethics

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