Welcome to the University of Minnesota School of Public Health!

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

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

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

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

This publication can be made available in alternative formats for people with disabilities. Direct requests to the Student Services Center, School of Public Health, MMC 819 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455; 612-626-3500 or 800-774-8636.
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UNIVERSITY OF MINNESOTA CALENDAR 2016-2017

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

FALL SEMESTER 2017

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<thead>
<tr>
<th>August</th>
<th>23,24,25</th>
<th>Equivalency Exams</th>
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<tbody>
<tr>
<td></td>
<td>30</td>
<td>SPH New Student Orientation</td>
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<tr>
<td>September</td>
<td>1</td>
<td>New PhD Student Reception</td>
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<tr>
<td></td>
<td>4</td>
<td>Labor Day holiday – University closed</td>
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<tr>
<td></td>
<td>5</td>
<td>Classes begin</td>
</tr>
<tr>
<td>November</td>
<td>14</td>
<td>Registration for Spring Semester 2017 begins</td>
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<tr>
<td></td>
<td>23-24</td>
<td>Thanksgiving holiday – University closed</td>
</tr>
<tr>
<td>December</td>
<td>13</td>
<td>Last day of instruction</td>
</tr>
<tr>
<td></td>
<td>15-16,18-21</td>
<td>Final examinations</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>End of Fall semester</td>
</tr>
<tr>
<td></td>
<td>25-26</td>
<td>University Closed</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Grades due</td>
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SPRING SEMESTER 2017

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<tr>
<td></td>
<td>15</td>
<td>Martin Luther King holiday – University closed</td>
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<tr>
<td></td>
<td>16</td>
<td>Classes begin</td>
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<tr>
<td>Month</td>
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<tr>
<td>March</td>
<td>12-16</td>
<td>Spring break – no classes</td>
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<td>April</td>
<td>10</td>
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<tr>
<td>May</td>
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<td>Last day of instruction</td>
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<td>7-12</td>
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<td>Grades due</td>
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<td>May Intersession begins</td>
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1. THE SCHOOL OF PUBLIC HEALTH

1.1 ABOUT THE SCHOOL

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

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

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

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

Notable Accomplishments

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

Academic Health Center (AHC)

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

1.2 SCHOOL OF PUBLIC HEALTH STUDENT SERVICES CENTER

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

Location
Mayo Memorial Building, Room A395

Telephone
612.626.3500 or 800.774.8636

Fax
612.624.4498

Email
sph-ask@umn.edu

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

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

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

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

School of Public Health Student Services Center Staff

<table>
<thead>
<tr>
<th>TITLE</th>
<th>NAME</th>
<th>EMAIL</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Learning Systems and Student Affairs</td>
<td>Dr. Kristin Anderson</td>
<td><a href="mailto:ander116@umn.edu">ander116@umn.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT SERVICES**

- Senior Director of Student Services: Tim Kamenar, kamen001@umn.edu (612) 626-5005
- Registrar and Director of Academic and Student Affairs: Carol Francis, franc004@umn.edu (612) 624-6952
- Assistant to the Registrar: Mercedes Taneja, estra021@umn.edu
- Student Services Office Manager: (612) 624-7660

**CAREER SERVICES**

- Director of Career and Professional Development Center: Vic Massaglia, victorm@umn.edu (612) 626-5443
- Associate Director of Career and Professional Development Center: Darren Kaltved, dkaltved@umn.edu (612) 626-4448
- Assistant Director of Career & Professional Development Center: Megan Lafontaine Gallert, meganlaf@umn.edu (612) 301-9502

**RECRUITMENT, ENGAGEMENT, DIVERSITY AND INCLUSION**

- Recruitment and Enrollment Manager: Jenna Egan, egan0056@umn.edu (612) 624-0601
- Coordinator of Diversity, Equity, and Inclusion: Lauren Eldridge, leldridg@umn.edu (612) 624-9970
- Coordinator for Student Recruitment and Engagement: Crystal Esparza, espa0018@umn.edu (612) 624-6915
- Coordinator for Applications and Admissions: Jennifer Amtzen, arntz007@umn.edu (612) 624-1991

**Career Services**

The Career and Professional Development Center offers a variety of services and resources to assist you in your efforts to locate and apply for professional positions – from field experiences (internships) and residencies to fellowships and full-time positions. Our Center believes that every individual has unique potential and should have the opportunity to pursue a meaningful and fulfilling career. Our goal is to facilitate the career and professional development process with you to ensure you have the confidence in conducting a competitive job search and help you maximize your career potential. We do so, by offering one-on-one
career coaching, programming, field experience advising and directly working with employers. As a student and later as an alumnus/alumna, you are able to take advantage of the following resources to help you achieve your career goals.

**Career and Professional Development Website**

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

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

- **Jobs / Internships:** Our online job posting system includes listings for internships/field experiences, graduate assistantships and fellowships, volunteer, part-time and full-time career opportunities ([www.ahc.umn.edu/sphjobs/](http://www.ahc.umn.edu/sphjobs/)).

- **Field Experiences:** Apply your public health coursework, knowledge and skills in a real-world setting through your field experience. All Master’s in Public Health (MPH) students must complete a field experience as part of degree program requirements. Field experiences can be paid or unpaid. For more information on resources, past opportunities and requirements please visit: [www.sph.umn.edu/careers/fe/](http://www.sph.umn.edu/careers/fe/). In addition, individual appointments for field experience questions can be scheduled with the Field Experience Coordinator at: [sphfield.appointments.umn.edu](http://sphfield.appointments.umn.edu).

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

- **Career Connect 2018:** Through personal interaction with a variety of organizations, School of Public Health (SPH) students will network with organizational representatives and will have the opportunity to effectively communicate their unique experiences, interests, strengths and skills. Students will also learn more about the many career options in public health. Regardless of where you are at in your program, this is a great opportunity to meet face-to-face with public health organizations. In turn, organizations will meet talented students and potential candidates for employment opportunities, and have the opportunity to further develop collaborations across SPH.

1.3 **MENTOR PROGRAM**

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

The School of Public Health boasts the largest mentor program of any school of public health, serving approximately 500 students and mentors with special events and helpful resources for mentor pairs. We work to provide students with diverse professional experiences and recognize the role that mentors have in training future public health leaders. These relationships have proven to be enriching and long-standing.

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

1.4 **SPH STUDENT SPHERE**

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

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

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

- Keep all areas of the SPHere clear in consideration of others.
- Please protect the security of access. Do not allow anyone to enter behind you that you do not know to be a SPH student. Never prop the door open for any reason. The student commons is for SPH students only.
- If you are aware of a breach of security or if you see something in the commons that needs repair, please report it to the SSC (A395 Mayo) as soon as possible.
- Avoid being alone in the commons during the evening or early morning.
- If you believe you are in danger or see improper activity in progress, call 9-1-1.

**Printing in the SPHere**

The School of Public Health (SPH) provides $100 worth of printing (1,000 pages) for each Fall and Spring semesters on your U Card. This value can ONLY be used in the SPHere computer lab (Mayo A-151) and is not valid in any other campus computer lab, including 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) 626-3500.

1.5 **COMPLAINTS AND GRIEVANCES**

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

- Provide comments on the yearly student survey (in March).
- Meet with your advisor and/or program coordinator.
- Raise the issue with your program director or director of graduate studies, either individually or in a meeting set up for this kind of feedback.

The SPH takes all student concerns seriously and we welcome your input in any of these ways. If the matter is not handled satisfactorily by any of these methods, or if the issue is particularly widespread or serious, please make an appointment with Dr. Kristin Anderson, Associate Dean for Learning Systems and Student Affairs, at ander116@umn.edu.

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

1.6 **FIELD EXPERIENCE LEARNING AGREEMENT**

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

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

1.7 **MINORS AND INTERDISCIPLINARY CONCENTRATION AREAS**

**Minors**

SPH students pursuing an MHA, MPH, MS, PhD are eligible to declare a minor in other areas. For a listing of graduate level minors click on https://onestop2.umn.edu/pcas/viewCatalogSearchForm.do. Contact your coordinator for how to add a minor.

**Interdisciplinary Concentration Areas**

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

1.8 **COMMUNITY ENGAGEMENT AGREEMENT**

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

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

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

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

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

1.9 ONLINE LEARNING AND E-LEARNING RESOURCES

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

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

1.10 COURSE EVALUATIONS AND YEARLY STUDENT SURVEY

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

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

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

1.11 THE ROLES OF YOUR ADVISING TEAM

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

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

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

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

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

### Advising Expectations for Students

SPH students are expected to:

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

#### 1.12 EXPECTATIONS FOR CLASS PARTICIPATION

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

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

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

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

#### 1.13 COMMENCEMENT ELIGIBILITY

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

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

University Identification Numbers and Accounts

All students and employees at the University of Minnesota are issued two unique identifiers. One is a seven digit student ID number which is sent to students in their acceptance letter. The other is an Internet ID (sometimes referred to as your “X.500”). Your U of M internet ID is the key to online services such as your University email account, Google apps, registration, library access, tuition, billing statements, and more.

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

Email

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

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

The School of Public Health relies heavily on email notices to students, staff, and faculty. To keep current on upcoming events, job announcements, new course announcements, scholarships, internships, the SPH newsletter, or good opportunities, etc., students should check their email regularly.
If a student chooses to forward the provided University email account, the student is responsible for all information, including attachments, sent to any other email account. Because of this, it is strongly recommended that students use their U of M email account and do not transfer it to a personal email account.

One Stop

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

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

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

MyU

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

U Card

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

Accounts on the U Card
- Meal Plan
- Student Account
- Gopher GOLD Account
- FlexDine Account
- Library Account
- TCF U Card Checking Account (Optional Account)

Additional services with your U Card
- Parking and Transportation Services (Bus & Metro Pass) - Purchase pass after you get your U Card
- Discounts
- Department/College Printing
- Attendance verification card

Building Access with U Card
- Residential Halls
- Recreation and Wellness Center
- Secured Buildings

2.3 CAMPUS SERVICES

Parking and Transportation

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

- Campus Shuttle Buses
  Campus shuttle buses run at no charge between the East and West Bank and St. Paul campuses with varying routes and times. Current schedule information is posted on the above listed website as well as various locations throughout the Twin Cities campus.
Metro Transit and the U Pass
Take advantage of the deeply discounted Metro Transit bus pass. U-Pass is the ultimate transit pass that provides unlimited rides 24 hours a day. It is valid on all regular bus and light-rail train routes, as well as express, local, limited-stop, or Downtown Zone routes. It may not, however, be used on some special event services. Information can be found at www1.umn.edu/pts/index.html.

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

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

Maps
Find the way to any University building.

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

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

2.4 HEALTH AND WELL BEING

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

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

All students who are 1) admitted to a degree program*, and 2) registered for six or more credits per semester (or three or more credits during summer term) that count towards the automatic assessment of the Student Services Fee, are required by the University of Minnesota to have health plan coverage. Students who meet both of these criteria are automatically enrolled in the University-sponsored Student Health Benefit Plan. The Student Health Benefit Plan (SHBP) is a cost-effective, comprehensive health plan designed to meet the unique needs of students. Students may choose to waive the University-sponsored Student Health Benefit Plan by providing proof of enrollment in an alternative Eligible Health Plan.

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

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

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

Academic Health Center students (which includes the School of Public Health), enrolled in a qualifying AHC program, will be automatically covered under a group Long Term Disability plan while a student. This coverage is not optional. They will see a charge of $43.50—an average cost of $7.25 per month—for this coverage on their student account once at the beginning of each fall and spring semester. Payment of this fee for two consecutive semesters provides year around coverage until graduation from their program.

**Questions and More Information**

Office of Student Health Benefits  
University of Minnesota  
410 Church Street S.E., N323  
Minneapolis, MN 55455  
Phone: 612-624-0627 or 1-800-232-9017  
Fax: 612-626-5183 or 1-800-624-9881  
E-mail: umshbo@umn.edu  
shb.umn.edu

**Immunizations** [www.bhs.umn.edu/immunization-requirements.htm](www.bhs.umn.edu/immunization-requirements.htm)

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

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

**Boynton Health Services** [www.bhs.umn.edu](www.bhs.umn.edu)

Located on the University of Minnesota Twin Cities campus, Boynton Health is a primary health care clinic serving the U community—students, staff, and faculty. We accept clients from most health insurance plans.

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

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

**Student Mental Health Resources** [www.mentalhealth.umn.edu](www.mentalhealth.umn.edu)

The Provost's Committee on Student Mental Health developed a website to provide mental health information and resources related to the University of Minnesota-Twin Cities campus, for students, their parents, faculty, and staff.

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

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

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

**Crisis Connection**  
612-301-4673

**U of M Textline**  
Text "UMN" to 61222

**Smoke-free University**

The University of Minnesota, Crookston, Duluth, Rochester, and Twin Cities are smoke- and tobacco-free campuses. All students, staff, faculty, and visitors are prohibited from smoking and using, selling, free distributing, and advertising tobacco products and electronic cigarettes in all facilities and on all University property.
The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of everyone on campus, including tobacco-users and non-users. All members of the University community are responsible for enforcing this policy. Students, faculty, staff, and visitors who violate this policy should be reminded of the policy and asked to comply. Repeated violation of this policy may be cause for disciplinary action in accordance with applicable student or employee codes of conduct. Visitors who refuse to comply with this policy may be asked to vacate campus property.

The Aurora Center

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.

Lactation Spaces

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. If you have questions and concerns about lactation spaces or resources, please contact Susan Warfield (warfi002@umn.edu).

Recreation & Wellness Center

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

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

2.5 DIVERSITY

Diversity and Inclusiveness

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

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

We also strive to create a community that is actively engaging in the areas of diversity and inclusiveness to create an excellent educational environment. The SPH defines inclusiveness as all-embracing of the fullness of humanity. Our goal is to recognize differences, address disparities, and to help cultivate understanding within the SPH community. This sense of inclusiveness recognizes that diversity is not limited to a select number of categorical elements of a person but encompasses all of person’s attributes as well as their intersections.

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

For more information please visit:

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

In addition, the University has several offices across campus whose purpose is to support underrepresented students and promote diversity. The following is a list of some of those offices:
Disability Resource Center  diversity.umn.edu/disability/
Location: 108 McNamara Alumni Center, 200 Oak Street SE (East Bank)
Phone: (612) 626-1333 (Voice/TTY)

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

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

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

The Gender and Sexuality Center for Queer and Trans Life  diversity.umn.edu/glbta/
Location: 46 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 625-0537

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

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

International Student and Scholar Services (ISSS) is the office dedicated to serving the University international community. Its primary mission is to assist international students and scholars in successfully accomplishing the goals that brought them to the University, by using all available resources. Services include:
- Counseling and advising
- Immigration and visa regulation advising
- Newsletters
- Career services
- Academic opportunities for university students
- Tax return information

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

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

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

The mission of the Office of Equity and Diversity (OED) is to leverage the transformative power of equity and diversity to advance excellence in teaching, research and community engagement at the University of Minnesota. OED envisions a University where equity and diversity are:
1. Integrated into the work and lives of every student, faculty and staff member.
2. Recognized as core institutional values, and will inform thinking, policies and practices throughout the University.
3. Inherently intertwined with academic excellence and the development of leaders for a globally inclusive society.
Office of Equal Opportunity and Affirmative Action
diversity.umn.edu/eoaa/
Location: 274 McNamara Alumni Center, 200 Oak Street SE (East Bank)
Phone: (612) 624-9547

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

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

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

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

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

2.6 ACADEMIC RESOURCES

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

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

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

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

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

The Online Writing Center offers online tutoring to students taking Writing-Intensive courses at the University of Minnesota. Online tutoring is conducted via the Web, and consists of comments and feedback offered by our experienced writing tutors.
Tutors are trained in fields such as composition, speech communication, scientific and technical communication, and rhetoric, and many of them are instructors at the university. Tutors review the writing you submit by offering comments and suggestions for improvement; however, they will comment mainly on the areas students specify.

**Computing Services**  
[it.umn.edu/services/](http://it.umn.edu/services/)

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

- Computer Lab Locations
- Computer Rental
- Internet Services and Email Accounts
- Computers and Software for Purchase

Training  
Support and Help Services  
Resources and Useful Links  
Security

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**2.7 CAMPUS SAFETY**

**Police**  
[www.umn.edu/umpolice/](http://www.umn.edu/umpolice/)

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

**Security Monitor Program**  
[www1.umn.edu/police/escort.html](http://www1.umn.edu/police/escort.html)

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

**TXT-U Emergency Notification**  
[www1.umn.edu/prepared/txtu/](http://www1.umn.edu/prepared/txtu/)

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

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

**Campus Wide Emergency Alert System**

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

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**2.8 ADDITIONAL RESOURCES**

**Post Office**  
[sua.umn.edu/services/postal-stations/](http://sua.umn.edu/services/postal-stations/)

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

**Copies/Fax Machines**  
[www.printing.umn.edu](http://www.printing.umn.edu)

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

**Student Conflict Resolution Center**  
[www.sos.umn.edu](http://www.sos.umn.edu)

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

**Student Legal Service**  
[www.umn.edu/usls/](http://www.umn.edu/usls/)

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

3.1 FULL-TIME STATUS

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

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

3.2 REGISTRATION PROCESS

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

1. Log into MyU.
2. Select the My Academics tab, then the My Classes sub-tab.
3. Click on Class Search (in Enrollment Tools section).
4. Determine search criteria; you must select your campus (Institution), term, and at least two additional criteria. Students in the School of Public Health will find the majority of their courses listed under the subject "PUBH".

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

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

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

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

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

Step Three
Register via the web at myu.umn.edu or go to the University’s One Stop Student Services Center in 333 Robert H. Bruininks Hall on the East Bank Campus to register in person. Students having difficulty with self-registration should contact the registration helpline at 612.624.1111 (M-F 8:00-4:00) or email helpingu@umn.edu. You may also contact your Program Coordinator or the School of Public Health Student Services Center at 612.626.3500. Please note the following when registering:

- Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the major section of this guidebook for more information. Stricter policies may be enforced by individual majors/programs. There is a strict and early deadline for when grading options can be changed.
- Some courses have variable credits. Before selecting the number of credits, students should make sure they are in agreement with the instructor as to the number of credits appropriate for the work proposed.
3.3 GRADE OPTION CHANGES, COURSE ADDITIONS, WITHDRAWAL AND EVALUATIONS

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

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

Registration Exception Form
Students must consult with their program coordinator prior to submitting any paper or electronic forms. After this consultation, students must complete a formal request to change their registration (e.g., add, drop, change your grade basis) after a deadline or to register for more than 18 credits. Please ask your program coordinator for the appropriate form. Approval is not automatic.

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

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

Repeat and Bracket Course Policy
An officially admitted SPH student (MHA, MPH, MS, PhD, and Certificate Programs) may repeat a public health course only once. MHA, MPH, and Certificate students have the option to bracket a particular course (with the same course number) one time. Bracketing is a practice where one grade is omitted from GPA calculations, while continuing to appear on the transcript. Only courses with the same catalog number may be bracketed.

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

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

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

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

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

Other Transcript Symbols

Incomplete [I]
There shall be a temporary symbol I, incomplete, awarded to indicate that the work of the course has not been completed. The I shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an I requires a written contract between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements. The Incomplete contract can be found at http://secure.ahc.umn.edu/publichealth/sphgrades/
For graduate/professional students, an I is to remain on the transcript until changed by the instructor or department. When an I is changed to another symbol, the I is removed from the record.

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

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

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

**Transfer [T]**

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

**Withdrawal [W]**

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

**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.

**Course Prerequisites**

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

**Grade Submission**

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

**Course Evaluations**

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

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

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

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

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

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

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

3.5 EQUIVALENCY EXAMS

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

PubH 6020 Fundamentals of Social and Behavioral Science
Contact: Toben Nelson tfnelson@umn.edu

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Essay</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>----</td>
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</table>

PubH 6751 Principles of Management in Health Services Organizations
Contact: Jim Begun begun001@umn.edu

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>25 multiple choice, 3 essay, 1 case analysis with 4 questions</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Closed</td>
</tr>
</tbody>
</table>

PubH 6102 Issues in Environmental and Occupational Health
Contact: Bill Toscano tosca001@umn.edu

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Multiple choice</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Closed</td>
</tr>
</tbody>
</table>
4. TUITION, FEES, BILLING, AND FINANCES

4.1 MY FINANCES TAB ON MYU

The My Finances tab in MyU.umn.edu is where you’ll find information about billing, payment and financial aid. On the left side is where you will view account charges and billing statements. It is also where you can submit an online payment using the preferred and free e-check method and don’t forget to sign up for Direct Deposit. And for those of you from Wisconsin, North Dakota, South Dakota, and Manitoba, remember to apply for reciprocity through your home state or province right way so your bill will have the correct amounts.

On the right side you will see our 5 steps to receiving financial aid, from completing the Free Application for Federal Student Aid, the “FAFSA”, to having funds disburse to your student account. Your status will update as you progress through the steps.

4.2 TUITION AND FEES

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

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

The first fall billing statement for 2017-2018 will be published on September 3, you will receive a notice sent to your University email address. The bill will be due on September 16. You may opt into a payment plan when the bill is available, which will divide your payments over three billing periods throughout the semester. Make sure you always pay your bills on time to avoid late fees or cancellation of future class registration.

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

Third Party Billing

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

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

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

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

4.4 FINANCIAL AID AND SCHOLARSHIPS

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

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

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

<table>
<thead>
<tr>
<th>AID TYPE</th>
<th>CONTACT</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division/Major Specific Awards and Traineeships, the Dean’s Scholarship</td>
<td>Your Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>Medica Scholarships, and scholarships that support specific US minority groups</td>
<td>SPH Student Services</td>
<td>sphtagumn.edu</td>
</tr>
<tr>
<td>Federal Loans, Financial Aid Package</td>
<td>Liz Holm</td>
<td><a href="mailto:holmex029@umn.edu">holmex029@umn.edu</a></td>
</tr>
</tbody>
</table>

Loan Deferment

A temporary postponement of loan payments available only under certain conditions; some loans do not accrue interest in deferment, such as subsidized loans policy.umn.edu/forms/fa/fa838.pdf.

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

Financial Aid Exit Counseling

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

You are required to complete exit counseling when you:

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

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

For more information about student loan exit counseling, contact Student Account Assistance: onestop.umn.edu

4.5 GRADUATE ASSISTANTSHIPS

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

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

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

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

5. UNIVERSITY GUIDELINES AND POLICIES

5.1 STUDENT RESPONSIBILITY AND CONDUCT

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

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

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

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

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

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

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

5.2 UNIVERSITY OF MINNESOTA POLICIES

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

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

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

Student Conduct Code

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

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

https://communitystandards.umn.edu/

Below are the Student Conduct Code’s guiding principles:

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.

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

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

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

1. Scholastic Dishonesty.
2. Disruption of the Academic Environment.
3. Falsification.
4. Refusal to Identify and Comply.
5. Attempt to Injure or Defraud.
6. Harm to Person.
7. Bullying.
8. Sexual Misconduct.
10. Illegal or Unauthorized Possession or Use of Weapons.
11. Illegal or Unauthorized Possession or Use of Drugs or Alcohol.
13. Unauthorized Use of University Facilities or Services.
14. Theft, Property Damage, or Vandalism.
15. Unauthorized Access.
17. Hazing.
18. Rioting.
19. Violation of University Rules.
20. Violation of Local, State, or Federal Laws or Ordinances.

Scholastic Dishonesty and Plagiarism

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

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

- Copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
- Representing the words, ideas, or data of another person as one's own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
- Producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
- Paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author's; and
- Borrowing various words, ideas, phrases, or data from original sources and blending them with one's own without acknowledging the sources.

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

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

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to www.lib.umn.edu/instruction/tutorials and click on "Organizing and Citing Research."

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

All issues relating to academic misconduct in the School of Public Health are referred to the Associate Dean for Learning Systems and Student Affairs.

Sexual Harassment

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

Research Involving Human Subjects

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

Grading & Transcript Policy

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

Leave of Absence

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

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

5.3 PRIVACY

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

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

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

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

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

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

In addition:

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

HIPAA (Health Insurance Portability and Accountability Act)

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

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

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

5.4 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 A395 Mayo for assistance.

5.5 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. Any research involving human subjects must be reviewed by the IRB.

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

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

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

**IRB Contact Information**

(612) 626-5654  
irb@umn.edu  
research.umn.edu/units/irb

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

Additional guidelines for students involved in international fieldwork

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

### 5.6 INTERNATIONAL STUDENT REQUIREMENTS

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

**Global Gopher Online Orientation**

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

**Immigration Check-In**

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

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

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

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

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

Academic Status

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

Address Change

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

6. GROUPS, ASSOCIATIONS AND SOCIETIES

6.1 STUDENT GROUPS

School of Public Health Student Senate

The Student Senate is comprised of graduate students of the University of Minnesota, School of Public Health.

The SPH Student Senate is the representative organization for the graduate and professional student body of the School of Public Health. The Student Senate seeks to improve all aspects of graduate and professional education by working to create a positive environment for students to learn, work, and socialize in the School of Public Health.

The SPH Student Senate welcomes input from all students from the school and invites 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 2017-2018 academic year are:

<table>
<thead>
<tr>
<th>Office</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Sarah Moon</td>
</tr>
<tr>
<td>Vice President</td>
<td>Tolulope Odebunmi</td>
</tr>
<tr>
<td>Director of Finance</td>
<td>Mosunmoluwa Oyenuga</td>
</tr>
<tr>
<td>Secretary</td>
<td>Haley Miller</td>
</tr>
<tr>
<td>Director of Communications</td>
<td>Samantha Alch</td>
</tr>
</tbody>
</table>

Professional Student Government

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

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

www.sph.umn.edu/current/senate/  
http://www.umnpsg.org/
Council of Graduate Students (COGS)  
www.cogs.umn.edu

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

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

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

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

Minnesota International Student Association (MISA)  
http://www.misa-umn.edu/

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.

If you are interested in forming a group within the School of Public Health, please contact Crystal Esparza, Coordinator for Student Recruitment and Engagement at espa0018@umn.edu.

6.2 PUBLIC HEALTH RELATED ASSOCIATIONS AND AGENCIES

Minnesota Public Health Association  
www.mpha.net/

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

American Public Health Association  
www.apha.org

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

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

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

Centers for Disease Control and Prevention  
www.cdc.gov

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

National Institutes of Health  
www.nih.gov

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

The University of Minnesota School of Public Health Alumni Community is represented around the world. Consisting of 10,000+ alumni, the SPH Alumni Community plays a key role in the School and public health community as they continue to shape public health policy, conduct ground-breaking research, lead innovative public health solutions and contribute to the future of public health.

Since its inception in 1982, the School of Public Health Alumni Society has worked to serve alumni and students, promote excellence in programs and serve the needs of the School. As an extension of the University of Minnesota Alumni Association, the SPH Alumni Society currently has more than 1,400 members. Membership is open to all graduates, former students who have completed a minimum of 12-18 credits, faculty and administrators of the school.

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

MHA Alumni Association

The Minnesota MHA Alumni Association was established in 1948 to facilitate ongoing support of the Healthcare Administration program and to continue fellowship among alumni. With 2200+ active alumni, the Association supports MHA students through scholarships and by providing learning opportunities, and strives to provides its alumni with education, engagement and philanthropy.

7. DIVISION OF HEALTH POLICY AND MANAGEMENT

7.1 Introduction

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

Degree Programs

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

The M.S. degree in Health Services Research, Policy and Administration emphasizes a policy/population orientation, a research perspective, analytic methods, and broad exposure to the field. Graduates enter careers in policy analysis, and health services research positions in public and private sector organizations such as state legislatures, public health agencies, managed care organizations, large multi-specialty medical group practices, and hospital/physician organizations.
**The Ph.D. in Health Services Research, Policy and Administration** trains students for positions as researchers and teachers in top research universities, in government agencies at the state and federal level, and in the research arms of private health insurance, provider, or consulting organizations. The program is known for its rigorous training in statistical methods and for its emphasis on economic, sociological and political theory as a basis for organizing thought.

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

**Policies and requirements vary by degree and program.**

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

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

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

**Seminar Series**

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

- **Health Services Research Seminars (HSR)** - Nationally and internationally known leaders in health services research speak on current topics. These seminars, offered two to four times each academic year, are free and open to the public. HPM will announce the speaker, topics and location prior to each seminar.

- **Work in Progress Seminars (WIP)** - Work in Progress Seminars feature Division faculty, visiting colleagues, and other University faculty, students and research staff. Doctoral students also present on their dissertation research in progress, and use this forum to present job talks. These seminars provide an opportunity to discuss current work and share ideas. Seminars take place once per week between 12:00-1:00PM. The location, exact time, and topic will be announced prior to each seminar.

**Student Lounge and Study Areas**

The HPM student lounge is in room D-367 Mayo. This room has comfortable furniture and a table for relaxing and meeting with fellow students. A study room with computers is in the Stauffer Room, D-387 Mayo. The computers have some statistical analytics software that can be downloaded. The doors to both room have a card reader that requires you to swipe your UCard to gain entry.

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

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

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

Required Entrance Exams:

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

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

- PHAP (on-campus program) and E-PHAP (online program) and AZ State U PHAP, program director Rebecca Wurtz at rwurtz@umn.edu.
- MHA major coordinator, Katie Keyser at loas0001@umn.edu.
- EMHA students may contact Administrative Director, Tom Gilliam at: gilli032@umn.edu.
- HSRP&A, MS and PhD, major coordinator, Maureen Andrew at: andre031@umn.edu.

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

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

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

For more information, students may also contact Tom Gilliam, Administrative Director, at: gilli032@umn.edu.

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

Students in this collaborative program major in either the HSRP&A, or Environmental Health and Occupational Science doctoral program, and minor in the other. For example, a student who majors in the doctoral program in HSRP&A would minor in Environmental Health and Occupational Science. This minor is individually tailored to the particular needs and objectives of the student. For more information, PhD students may contact the HSRP&A major coordinator, Maureen Andrew, andre031@umn.edu.
Collaboration with Applied Economics and the HSRP&A Doctoral Program
The Division of Health Policy and Management is a co-sponsor of the Applied Economics Graduate Program, a unique partnership of applied economists in four units within the University of Minnesota. Students in this program major in applied economics and complete a concentration in health economics in the Division of HPM. Interested students should contact the department of Applied Economics for more information at: apecdgs@umn.edu and see their webpage at: http://www.apecgrad.umn.edu/

7.3 HPM Doctoral Student Group

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

7.4 Division Travel Funds and Policy for HPM Division Students

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

PHAP: Travel funds are available to attend a conference at which they will give an oral presentation or present a poster, or compete for a national fellowship. The amount of individual funding will depend on the number of students who request funds. Contact Rebecca Wurtz for details at: rwurtz@umn.edu.

E-PHAP: Two $1,000 travel awards are available for students to present work done as part of their degree at a professional conference. For more information, contact Rebecca Wurtz at: rwurtz@umn.edu.

MS in HSRP&A: No travel funds are available for 2017-18.

MHA: Funding for a one trip while in the program. Contact Tom Gilliam for details at gilli032@umn.edu.

PhD in HSRP&A: Students with an NRSA/AHRQ traineeship have $2,000 to attend one conference during the academic year of the traineeship funding, and travel must be completed by June 30. NRSA/AHRQ expects students to use the travel funding to attend the annual NRSA/AHRQ Trainee Conference in June. Attendance at the NRSA/AHRQ trainee conference can be combined with the AcademyHealth Annual Research Meeting without additional permission. A written justification to attend any other conferences is required. Regardless of the conference, current trainees are not required to present a paper or poster.

For students without a current NRSA/AHRQ traineeship, the Division has funds for travel to conferences for PhD students who are not currently eligible for travel funds through an RA, traineeship, or dissertation grant. Funds are available once per academic year, on a first come, first serve basis, but priority will be for first-time requests. Students are required to give either an oral presentation or poster presentation at the conference to be eligible for funding.
Students doing field work or pursuing other relevant training directly related to their dissertation may also be eligible for travel funds. Examples of field work could include the need to visit a particular organization to access a data set or conduct research on-site that cannot be accomplished at a distance. “Relevant training” can include attending an Institute or colloquium.

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

Students requesting travel or research-related funds must provide documentation to confirm the relevance of the conference, field work, training, or other activity and how it is beneficial to the student’s dissertation research. Advisor signatures are required and requests cannot exceed $2000. The amount for funding available could be reduced depending on the number of total students requesting funds. Contact Maureen Andrew for more information: andre031@umn.edu.

**Policy for Travel Funding, Pre-approval and Reimbursement**

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

**Steps for pre-approval for travel:**

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

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

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

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**7.5 PLAGIARISM**

The Division of Health Policy and Management Prohibition against Plagiarism

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

This sort of unacceptable behavior can take several forms:

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

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

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

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

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

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

For Additional Information:

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

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

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

7.6 Division Policies on Graduate Assistantships

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

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

Typically graduate/professional students in the Division take classes during the fall and spring semesters, summer courses are not typically required by the degree programs.
**Tuition Benefits:** Graduate students hired into eligible job classifications for at least 25% during the fall and spring terms are also entitled to tuition benefits. During the summer all graduate assistants will be hired in a non-tuition bearing job class unless they can document a specific extenuating need to take a course(s) in the summer that is required for graduation. The Principal Investigator must approve summer tuition benefits if hired on a sponsored account. If hired on an account using Division funds the program chair overseeing the student’s degree program must approve the need to take the course(s) during the summer.

**Health Insurance Benefits:** Students holding a graduate assistantship appointment as an RA or TA of at least 25% are also eligible for health insurance thorough the Graduate Assistant Insurance Plan. This insurance is not the same as the University Student Insurance that is automatically charged to students when they register for classes. The Graduate Assistant Insurance Plan requires that the student submit an enrollment form to activate the insurance. See the Boynton Health Service website for more information about both insurance plans at: [http://www.bhs.umn.edu/index.htm](http://www.bhs.umn.edu/index.htm)

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

**Compensation:** The floor and top of the salary range for graduate assistant compensation in the Division will be established by the University of Minnesota. The mid-level salary will be established by HPM at the beginning of each fiscal year and will be within the University’s range. The following salary levels will be used for all graduate students employed as Research Assistants, Teaching Assistants and Administrative Fellows in HPM during the 2017-2018 academic year.

<table>
<thead>
<tr>
<th>Degree Status of Student</th>
<th>Salary Levels for 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate degree</td>
<td>Floor level of University range ($19.15/hr)</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>Mid-level of HPM range ($24.11/hr)</td>
</tr>
<tr>
<td>PhD student without a Master’s degree who has completed all preliminary written exams</td>
<td>Mid-level of HPM range ($24.11/hr)</td>
</tr>
<tr>
<td>Doctoral/Professional degree (relevant field)</td>
<td>Up to top of University range - at Principal Investigator’s discretion</td>
</tr>
</tbody>
</table>

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

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

All employees in these job classes will receive salary increases based on mandated changes of the University’s fixed salary range for these job classifications, regardless of length of employment.
### 7.7 HPM Division Faculty and Coordinator Staff

#### Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Title</th>
<th>Office Location</th>
<th>Phone</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean Abraham, PhD</td>
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<td>TBD</td>
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<td>John Nyman, PhD</td>
<td>Professor</td>
<td>15-219 PWB</td>
<td>626-4425</td>
<td><a href="mailto:nyman001@umn.edu">nyman001@umn.edu</a></td>
</tr>
<tr>
<td>SriPriya Rajamani MBBS, PhD, MPH</td>
<td>Assistant Professor</td>
<td>D-369 Mayo</td>
<td>626.5693</td>
<td><a href="mailto:sriPriya@umn.edu">sriPriya@umn.edu</a></td>
</tr>
<tr>
<td>Todd Rockwood, PhD</td>
<td>Associate Professor</td>
<td>C313 Mayo</td>
<td>625.3993</td>
<td><a href="mailto:rockw001@umn.edu">rockw001@umn.edu</a></td>
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<tr>
<td>Nathan Shippee, PhD</td>
<td>Assistant Professor</td>
<td>D375 Mayo</td>
<td>624.3579</td>
<td><a href="mailto:nshippee@umn.edu">nshippee@umn.edu</a></td>
</tr>
<tr>
<td>Tetyana Shippee, PhD</td>
<td>Assistant Professor</td>
<td>D371 Mayo</td>
<td>626-3065</td>
<td><a href="mailto:tshippee@umn.edu">tshippee@umn.edu</a></td>
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<tr>
<td>Beth Virmig, PhD</td>
<td>Associate Professor, SPH Associate Dean</td>
<td>A365 Mayo</td>
<td>624-4426</td>
<td><a href="mailto:vimi001@umn.edu">vimi001@umn.edu</a></td>
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<tr>
<td>Douglas Wholey, PhD, MBA</td>
<td>Professor</td>
<td>D527 Mayo</td>
<td>626-4682</td>
<td><a href="mailto:whole001@umn.edu">whole001@umn.edu</a></td>
</tr>
<tr>
<td>Rebecca Wurtz, MD, MPH</td>
<td>Associate Professor and Program Director, PHAP, E-PHAP and PHAP Az State U</td>
<td>C-305 Mayo</td>
<td>625-1387</td>
<td><a href="mailto:rwurtz@umn.edu">rwurtz@umn.edu</a></td>
</tr>
<tr>
<td>White, Katie, EdD</td>
<td>Assistant Professor</td>
<td>D361 Mayo</td>
<td>625.9169</td>
<td><a href="mailto:kmwhite@umn.edu">kmwhite@umn.edu</a></td>
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</tbody>
</table>
Coordinator and Teaching Program Staff

<table>
<thead>
<tr>
<th>Staff</th>
<th>Title</th>
<th>Office</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Gilliam</td>
<td>Associate Program Director MHA and E-MHA</td>
<td>D262 Mayo</td>
<td>625.4437</td>
<td><a href="mailto:gilli032@umn.edu">gilli032@umn.edu</a></td>
</tr>
<tr>
<td>Maureen Andrew</td>
<td>HSRP&amp;A (MS and PhD) Major Coordinator and Public Health Informatics</td>
<td>D262 Mayo</td>
<td>624.9432</td>
<td><a href="mailto:andre031@umn.edu">andre031@umn.edu</a></td>
</tr>
<tr>
<td>Rebecca Wurtz</td>
<td>Program Director for PHAP, E-PHAP and PHAP at AZ State U</td>
<td>C305 Mayo</td>
<td>625-1387</td>
<td><a href="mailto:rwurtz@umn.edu">rwurtz@umn.edu</a></td>
</tr>
<tr>
<td>Katie Keyser</td>
<td>MHA Major Coordinator</td>
<td>D262 Mayo</td>
<td>626.7349</td>
<td><a href="mailto:loas@umn.edu">loas@umn.edu</a></td>
</tr>
<tr>
<td>Janet Duff</td>
<td>E-MHA and Saudi Program Coordinator</td>
<td>A272 Mayo</td>
<td>625-0857</td>
<td><a href="mailto:duffx003@umn.edu">duffx003@umn.edu</a></td>
</tr>
<tr>
<td>Stephanie Hagel</td>
<td>MHA Curriculum and Student Leadership</td>
<td>D262 Mayo</td>
<td>626.9588</td>
<td><a href="mailto:shagel@umn.edu">shagel@umn.edu</a></td>
</tr>
<tr>
<td>Teresa Perez</td>
<td>MHA Technology and Project Management Coordinator</td>
<td>D-262 Mayo</td>
<td>626.1947</td>
<td><a href="mailto:robinsot@umn.edu">robinsot@umn.edu</a></td>
</tr>
</tbody>
</table>

* All phone numbers are in area code 612

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

8.1 PROGRAM POLICIES

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

Maximum Time to Complete the MS and PhD Degree
Beginning January 2013, the University instituted new policies regarding the amount of time permitted to complete a graduate degree.

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

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

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

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

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

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

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

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

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

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

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

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

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

Options to Maintain Active Student Status

**GRAD 999, Active Status, but not Enrolled, For Up to One Year.** Students who have completed all coursework, but are still working on their thesis or master’s project, or have to take a short leave of absence up to one year, have options for maintaining student status. For those who do not need a student loan deferment, and don’t have a fellowship, grant, or graduate assistantship, there is a free registration called GRAD 999 whose sole purpose is to maintain active student status. GRAD 999 is considered active, but not enrolled. There are no credits associated with GRAD 999. Periods of non-enrollment count toward the total maximum time period to complete the degree. Students may register for up to one year of Grad 999 without permission. After one year, a hold may be placed on your record that prevents registration while an assessment of your academic progress is reviewed. Contact the program coordinator to find out what is required to continue registration for Grad 999.

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

**PubH 8333, Advanced Master’s Status.** This is for MS students who have completed all coursework, but have not yet defended their master’s project, and also need to be full time. PubH 8333 is a special status, whereby only one credit of registration is equivalent to full time, and qualifies for benefits of full time enrollment. Students registered for PubH 8333 may have a graduate assistantship, student loan deferments, dissertation grant, and continuation of International student visas. Permission to register is required. A permission form to request this special status is available on the Graduate School website: grad.umn.edu.

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

**PubH 8888, Doctoral Thesis Credits.** 24 are required for the PhD degree. HSRP&A PhD students may take up to 12 thesis credits after passing the methods preliminary exam, but before passing the preliminary oral exam (proposal defense). Once passing the oral prelim, students become eligible for the remaining 12 thesis credits. Permission required. The registration system will not let a student register for PubH 8888. Rather, students are required to submit a request form to the coordinator who will work with the SPH registrar to register you for thesis credits.

**PubH 8444, Advanced Doctoral Thesis Credits.** This is for students who have completed all 24 thesis credits, but are still working on the dissertation. PubH 8444 is a special status, whereby only one credit of registration is equivalent to full time, and qualifies for benefits of full time enrollment. Students registered for PubH 8444 may have a graduate assistantship, student loan deferment, dissertation grant, and continuation of International student visas. Registration for additional courses is NOT allowed when registering for PubH 8444. The form to apply for advanced doctoral status is on the Graduate School website at grad.umn.edu.

Leave of Absence (LOA)
There are two different methods of taking a leave of absence (LOA). Students may request a LOA directly from the HSRP&A MS or PhD program for up to one year, or may request a LOA for up to two years from the School of Public Health. The terms of each LOA differ, so it is important to understand the benefits and consequences of each.
HSRP&A LOA
MS and PhD students may request a leave of absence from the program for up to 1 year. An approved LOA obtained from the HSRP&A program is included in the maximum timeframe for completing the MS or doctoral degree. The LOA does not extend the maximum timeframe for completing the degree. The MS degree must be completed within 5 years from the admitted date, and the PhD degree must be completed within 8 years of being admitted. It is recommended that students on an approved HSRP&A LOA maintain their active student status by registering for up to one year in the fall and spring for GRAD 999. There is no tuition charged or credit earned for this special registration. Students who register under Grad 999 are considered “active” but not enrolled, therefore are not eligible for student loan deferments, graduate assistantships, International Student visas, or dissertation grants.

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

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

Students who want to request a SPH Leave of Absence should contact the coordinator, Maureen Andrew, at andre031@umn.edu.

Course Transfer and Waiver Requests
Coursework taken at other schools can be considered for transfer into the MS and PhD programs, or a waiver from a particular course may be requested, if the prior course is equivalent to a required course, or to use as an elective, the previous course must be at the graduate level and relevant to the HSRP&A degree. The previous course had to have been completed with a grade of “B-” or better to be considered for either transfer or waiver.

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

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

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

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

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

*HSRP&A Director of Graduate Studies makes decisions about the acceptance of transfer credits.

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

8.3 Types of Advisors and Advising

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

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

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

Only faculty with a Graduate faculty appointment associated with the HSRP&A program may serve as advisors. This includes all HPM full time faculty, and several individuals from outside the Division who also have appointments with the HSRP&A MS and PhD programs. These faculty are also available to serve on student examining committees. The list below includes all the faculty with responsibilities to the HSRP&A program. You will also find the Graduate Education Faculty Role listing that includes HSRP&A faculty as well as other Graduate Education faculty from across the University at: https://faculty-roles.umn.edu/institution/UMNTC/programs/search

The table below indicates advising and committee role eligibility for HSRP&A graduate faculty.

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<thead>
<tr>
<th>HSRP&amp;A Graduate Faculty Member</th>
<th>Advise MS, Chair MS Cmtee, Serve on Cmtees</th>
<th>Advise PhD, Chair PhD Cmtee, Serve on Cmtees</th>
<th>Serve on MS &amp; PhD Cmtees Only (not chair or advisor)</th>
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<td>Abraham, Jean</td>
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<td>Beebe, Tim</td>
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<tr>
<td>Johnson, Pamela Jo</td>
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</table>
The student or advisor may propose a change of academic advisor at any time. If you plan to change advisors be certain that the person you want as your new advisor has the time to serve you in that role. As a courtesy, be sure to also let your current advisor know that you are changing advisors. Faculty are very flexible about students changing advisors so rest assured that you will not hurt your advisor’s feelings if you change. When your new advisor has accepted to serve in that role, contact the HSRP&A major coordinator, Maureen Andrew, who will update your advisor in the student system.

**Role of the Academic and Thesis Advisor**

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

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

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

### 8.4 Required Forms for the MS and PhD

The Graduate School requires the following forms. Failure to submit required Graduate School forms in a timely manner may cause registration holds, de-activation of student status, prevent a student from scheduling an oral exam, or prevent graduation. Many of the forms are available in an electronic format, others have to be down loaded, filled out and submitted on paper. You find all the required forms here: [www.grad.umn.edu/Current_Students/forms/index.html](http://www.grad.umn.edu/Current_Students/forms/index.html).
<table>
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<th>Form</th>
<th>Which Program(s)</th>
<th>When the Graduate School Requires it</th>
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<tbody>
<tr>
<td>Graduate Degree Plan</td>
<td>MS</td>
<td>At least one term prior to graduation</td>
</tr>
<tr>
<td>Graduate Degree Plan</td>
<td>PhD</td>
<td>At least one term prior to the oral preliminary exam</td>
</tr>
<tr>
<td>Assign Members to MS Final Exam Committee</td>
<td>MS</td>
<td>At least 1 month prior to the final oral defense</td>
</tr>
<tr>
<td>(On-line form)</td>
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<td><a href="www.grad.umn.edu/students/forms/masters/index.html">www.grad.umn.edu/students/forms/masters/index.html</a></td>
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<tr>
<td>Assign Members to Preliminary Oral Exam</td>
<td>PhD</td>
<td>At least 1 month prior to the preliminary oral exam (AKA dissertation proposal defense)</td>
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<td>Committee (On-line form)</td>
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<td><a href="www.grad.umn.edu/students/forms/doctoral/index.html">www.grad.umn.edu/students/forms/doctoral/index.html</a></td>
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<tr>
<td>Preliminary Written Examination Report</td>
<td>PhD</td>
<td>Submitted upon completion of written prelims (HPM submits to Grad School) Must be on file to be authorized to take prelim oral</td>
</tr>
<tr>
<td>(Coordinator submits)</td>
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<tr>
<td>Preliminary Oral Scheduling Form</td>
<td>PhD</td>
<td>At least 1 week prior to taking the prelim oral exam (also known as the defense of the proposal)</td>
</tr>
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<td>(is submitted on-line)</td>
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<tr>
<td>Preliminary Oral Examination Report</td>
<td>PhD</td>
<td>Coordinator submits upon completion of prelim oral exam (proposal defense)</td>
</tr>
<tr>
<td>Assign Final Exam Committee Members</td>
<td>PhD</td>
<td>At least 1 month prior to the final oral defense</td>
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<tr>
<td>(On-line form)</td>
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<td>Graduation Packet contains the Application</td>
<td>MS and PhD</td>
<td>After Grad School has approved Graduate Degree Plan, and the MS final exam committee has been assigned, MS students should request the packet. After passing the prelim oral and after assigning the PhD final exam committee, up to 1 term prior to the expected final oral defense, request the graduation packet. <a href="www.grad.umn.edu">www.grad.umn.edu</a></td>
</tr>
<tr>
<td>for Degree and the Final Exam Report (MS) OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the PhD Thesis Reviewers Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule Final Oral Exam (On line form)</td>
<td>PhD</td>
<td>At least one week prior to the date of your final defense</td>
</tr>
<tr>
<td>Application for Degree (In Graduation Packet)</td>
<td>MS and PhD</td>
<td>Submit the Application for Degree by the first day of the month of anticipated graduation. (this form is in the Graduation Packet)</td>
</tr>
<tr>
<td>Thesis Reviewer’s Report (In Graduation Packet)</td>
<td>PhD</td>
<td>Submit Prior to Final Oral Exam (final oral defense)</td>
</tr>
<tr>
<td>Final Exam Report (is enclosed with Graduation</td>
<td>MS</td>
<td>Bring to your final oral defense for committee members to sign after the final oral defense. Submit no later than the last working day of graduation month</td>
</tr>
<tr>
<td>Packet)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Final Exam Report (Obtain from Grad</td>
<td>PhD</td>
<td>Bring to your final oral defense for committee members to sign after the final oral defense. Submit no later than the last working day of graduation month.</td>
</tr>
<tr>
<td>School prior to final oral defense)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Thesis</td>
<td>PhD</td>
<td>Submit dissertation thesis</td>
</tr>
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Other special purpose forms are:

<table>
<thead>
<tr>
<th>Form</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Registration Exception</td>
<td>For changing registration after published deadlines</td>
</tr>
<tr>
<td></td>
<td><a href="www.onestop.umn.edu">www.onestop.umn.edu</a> (forms)</td>
</tr>
</tbody>
</table>
### 8.5 Financial Support Options for MS and PhD Students

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

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

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

There are many benefits to obtaining an assistantship including:

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

**Hourly Salary for Graduate Assistantships 2017-18**

- Students with a bachelor’s degree: $19.15
- Students with a master’s degree, OR PhD students who have passed all written prelim exams: $24.11.
- Students with a doctorate or professional degree: $28.95 (this salary rate is contingent upon negotiation)

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

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

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

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

- Internet-based TOEFL (speaking subscore)
- SETTA (Spoken English Test for Teaching Assistants)
- Final exam taken after coursework in the International TA Program
Scores on these assessments are converted into numerical English Language Proficiency (ELP) ratings which correspond to eligibility for various teaching responsibilities (i.e., higher proficiency corresponds with more demanding instructional responsibilities.) For ELP ratings lower than 1, one to three semesters of ITA Program coursework is required.

This page contains the English Language Proficiency levels and eligibility for various aspects of working as a teaching assistant. http://www1.umn.edu/ohr/teachlearn/graduate/ita/settaeligibility/index.html
Generally, students with a low ranking may be required to obtain English training before being allowed to work as a TA.
Contact the Center for Educational Innovation, University Office Plaza, Suite 400, 2221 University Ave. S.E., Minneapolis, MN 55414

- 612-625-3041
- teachlim@umn.edu

Fellowships, Traineeships and Dissertation Grants for PhD Students
(MS students are not eligible for internally administered fellowships or traineeships)

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

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

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

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

School of Public Health Scholarships
The SPH administers a variety of scholarships. All admitted applicants are automatically considered for SPH scholarships. Most of these are available only when admitted.
9. **HSRP&A MASTER OF SCIENCE DEGREE PROGRAM**

9.1 **Degree Requirements**

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

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

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

The degree requires a minimum of 34 credits:

- 19-20 credits in the required core
- 14-15 elective credits in a structured specialization area or design your own
- Completion of a master’s project that is either a project based on experiential learning OR write a traditional research and analytics-based project.
- Complete CITI (Collaborative Institutional Training Initiative) course on Working with Human Subjects. (free) [https://www.citiprogram.org/](https://www.citiprogram.org/)
- Final oral examination (This is an oral defense of the master’s project)

**Grades**

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

**Time Extension Request**

MS students concerned that they will not be able to meet the 5 year timeline for completion of the MS degree, including the Plan B Project, may submit a request for additional time to complete the degree. Extensions are justified only in cases of extenuating circumstances, and situations beyond the student’s control. Examples of extenuating circumstances are pregnancy, illness, hospitalization, physical injury, family emergency, or other life-altering circumstances. Poor time management, job conflicts, not having a concrete topic, are NOT extenuating circumstances. Extension requests should be submitted two to three months BEFORE the due date.

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

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

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

Students granted an extension from the HSRP&A program for their final oral defense are also required to submit a Request for Extension to the Graduate School.
9.2 MS Plan B Master’s Project

Purpose
The purpose of the MS Plan B Master’s Project is to demonstrate:

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

Two Options for the MS Master’s Project

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

Experiential learning-based Master’s Project:
For this type of project, students work on a real-world project at a local organization that conducts health services research and analytics, where a mentor from the organization provides a specific issue for analysis, and provides access to their data. Students are encouraged to identify the organization based on their own interests, whether a public health agency, insurance company, managed care organization, or other organization that conducts health research and analytics.

Registration Requirement for the Master’s Project:
Students are required to register for 2 credits of PubH 7894, MS Plan B Project. The registration for these credits should correspond to your project advisor. A permission number to register is required. Students may obtain a permission number from the HSRP&A major program coordinator, Maureen Andrew. Email her with your request and let her know who your thesis advisor is so that your registration can be set up to correspond with your thesis advisor. Your thesis advisor will enter the final grade upon completion and the final oral defense of your master’s project. The grading basis for the Plan B project is S/N (pass/fail).

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

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

IRB approval can be a lengthy process. Take care to allow adequate time to not jeopardize timely completion of your master’s project.

MS Plan B Examining Committee and Final Oral Exam
The University requires MS students to convene an examining committee who will grade the Master’s Project and administer a final oral exam. The final oral exam consists of a presentation of the Master’s Project followed by questions from the committee members.

Details regarding eligible faculty status to serve on MS committees, organizing your examining committee and final oral exam is described in section 9.4.
Submit Electronic and Bound Copies of Your Master’s Project
Email an electronic PDF version of your Plan B project AND provide a bound final hard copy of your Plan B project to the HSRP&A coordinator. The bound copy should have the title and author visible on the front cover. MS master’s projects will be stored in the Division and will be available for review by others upon request.

Time Commitment For Plan B Project
Both options for the Master’s Project should represent a minimum of 120 hours effort.

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

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

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

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

MS Project Plan
Complete the MS Plan B Project Plan form (in appendix), to create an initial outline of your proposed project. The Project Plan helps you formulate the project objectives, significance, methods of your research, human subject’s protection, and authorship. The Project Plan helps you outline your project to have available when discussing your project with your project advisor.

9.3 Plan B Project Format and Style

Generally, papers should be typed, double-spaced, and normally 30-40 pages in length including references. Tables, charts and conceptual models can be used to illustrate and summarize information. The project should be in a standard master’s project format to include various components:

- Cover Page (includes the title, program name, author’s name)
- Signature Page (includes name or your advisor(s) and signature line for advisor to sign when project is a final copy.
- Table of Contents (if multiple chapters, tables, appendices)
- Abstract
- The full project including conclusions and limitations
- Bibliography

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


Examples of MS student’s Master’s Projects can be obtained from the program coordinator, Maureen Andrew.
**9.4 Final MS Oral Exam and Committee**

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

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

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

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

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

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

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

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

The current status of a faculty member determines the role that the committee member may have on the committee. Only faculty with more senior with tenure can advise PhD students and chair PhD committees. Junior faculty may advise MS students, co-advise PhD students, and chair MS committees. Consult the list of HSRP&A faculty in this Guidebook, for their eligible roles. To find the role eligibility for external faculty, see the Graduate faculty Directory on the Grad School website at: www.grad.umn.edu.

Always contact each faculty member that you are considering for your committee to make sure they are willing to serve.
Including an External Committee Member

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

Assigning Your Final Oral Exam Committee

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

Changes to the Masters Final Examination Committee

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

If a committee member is unable to attend the oral defense at the last minute, a replacement can be recruited to attend the defense and vote. On the MS Final exam Report, simply cross off the original member and write-in the replacement member. After the defense, the committee must be reassigned to include the new member after the fact. The defense can go forward only if there are a minimum of three committee members present.

9.5 MS in HSRP&A Curriculum

Required Core Courses, When Offered and On-line Options

2017-2018

A minimum of 14-15 elective credits in addition to the core are required for the MS degree. Electives are not included below.

<table>
<thead>
<tr>
<th>REQUIRED CORE 19-20 credits</th>
<th>In-Person and When Available</th>
<th>On-line option fall</th>
<th>On-line option spring</th>
<th>On-line option summer</th>
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<tbody>
<tr>
<td>PubH 6450, Biostatistics I (4cr)</td>
<td>Fall &amp; Spring</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PubH 6451, Biostatistics II (4cr)</td>
<td>Spring</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PubH 6806, Principles of Public Health Research (2cr) OR PubH 6864, Outcomes Research (3cr)</td>
<td>Spring</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PubH 6341, Epidemiological Methods I (3cr) (in person) OR -----------------------------------</td>
<td>Spring, In person only. May not be available every year</td>
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<tr>
<td>PubH 6320, Fundamentals of</td>
<td>Fall</td>
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</table>
### HSRP&A MS Program Required Core Courses and When Offered, 2017-18

*Biostatistics (PubH 6450) has several options for the lab section. Minimum of 14-15 elective credits are also required for the degree.

**PubH 6341 Epi I has another section at 4:15 - 05:30 P.M. Tu, Th

#### FALL 2017 Year 1

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<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
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<td>8:00-8:50</td>
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<td>9:05-9:55</td>
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<tr>
<td>10:10-11:00</td>
<td>10:10-12:05 PubH 6741</td>
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<td>10:10-12:05 PubH 6741</td>
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<tr>
<td>11:15-12:05</td>
<td>10:10-12:05 Ethics Prof Practice 2nd Half (also has on-line option)</td>
<td>11:15-12:30 PubH 6724, HlthCare&amp;Pub Hlth Syst (on-line option spring)</td>
<td>11:15-12:30 PubH 6724, HlthCare&amp;Pub Hlth Syst (on-line option spring)</td>
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<tr>
<td>12:20-1:10</td>
<td>12:20-2:15 PubH 6742 Ethics in Rsrch&amp;Policy 2nd Half (also has on-line option)</td>
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<tr>
<td>1:25-2:15</td>
<td>1:25-3:20 Pub H 6450 Biostatistics 1 (also has on-line option)</td>
<td></td>
<td></td>
<td>1:25-3:20 Pub H 6450 Biostatistics 1 (also has on-line option)</td>
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<tr>
<td>2:30-3:20</td>
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<tr>
<td><strong>On-Line Core Course Options</strong></td>
<td>PubH 6806 Principles of HC Rsrch (also in-person spring)</td>
<td>PubH 6320, Fundamentals of Epidemiology, (3)</td>
<td>PubH 6450, Biostatistics I (4) (also in person option)</td>
<td>PubH 6471, Ethics in Professional Practice (1), 2nd half (also in-person option)</td>
<td>PubH 6742, Ethics in Research and Policy (1), 2nd half (also in-person option)</td>
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</table>

Choose your elective credits. The combination of core and elective credits should not exceed 14 per semester.
The MS degree requires a minimum of 14-15 elective credits

#### SPRING 2018

<table>
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<td>8:00-8:50</td>
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<td>8:00-9:55 PubH 6320 Fundamentals of Epi</td>
<td>8:00-9:55 PubH 6320 Fundamentals of Epi (Lab)</td>
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<tr>
<td>10:10-11:00</td>
<td>10:10-12:05 PubH 6451 Biostatistics II (also has on-line option)</td>
<td>10:10-12:05 PubH 6451 Biostatistics II (also has on-line option)</td>
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<tr>
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On-Line Core Course Options

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<td>PUBH 6724, Health Care System and Public Health (also in person in fall)</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 6451, Biostatistics II (also in-person option)</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 6741 Ethics Prof Practice (1) OR PUBH 6742 Ethics Research and Policy (1)</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 6320 Fundamentals of Epidemiology (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summer 2018**—Finish remaining courses and register for 2 Master’s Project Credits PUBH 7894.

On-Line Core Course Options

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 6320 Fundamentals of Epidemiology (3)</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 6741 Ethics Prof Practice (1)</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose your elective credits. The combination of core and elective credits should not exceed 14 per semester. The MS degree requires a minimum of 14-15 elective credits.

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

Elective credits can be used for any graduate-level course that is compatible with health services research and your interests and goals. We have grouped some courses together into thematic specialization areas to illustrate the focus of the skills and knowledge acquired in each group of courses. Students can combine courses from more than one specialization, or design and propose their own specialization in consultation with their advisor.

#### Examples of Specialization Areas and When Courses are Offered 2017-18

**Cost Effectiveness (7 cr)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>PUBH 6717, Decision Analysis for Health Care (2 cr)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>PUBH 6862, Cost Effectiveness Analysis (3 cr)</td>
</tr>
<tr>
<td></td>
<td>PUBH 6809, Advanced Methods in Health Decision Science (2 cr)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>PUBH 6765, Continuous Quality Improvement (3 cr) OR completely on-line in spring.</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>PUBH 6727 Health Leadership and Effecting Change (2 cr)</td>
</tr>
<tr>
<td></td>
<td>PUBH 6560, Operations Research and Quality in Healthcare (2 cr)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>PUBH 6717, Decision Analysis for Health Care (2 cr)</td>
</tr>
<tr>
<td></td>
<td>PUBH 6845 Using Demographic Data for Policy Analysis, (3 cr)</td>
</tr>
<tr>
<td></td>
<td>PUBH 6863 Understanding Health Care Quality (2 cr)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>PUBH 6803 Conducting a Systematic Literature Review, (3 cr)</td>
</tr>
<tr>
<td></td>
<td>PUBH 6810 Survey Research Methods, (3 cr)</td>
</tr>
<tr>
<td></td>
<td>PUBH 6852 Program Evaluation in Health and Mental Health Settings, (3 cr) Completely online</td>
</tr>
</tbody>
</table>

**Health Policy (Minimum 6 cr)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>PUBH 6078 Public Health Policy as a Prevention Strategy (2 cr)</td>
</tr>
<tr>
<td></td>
<td>PUBH 6735 Principles of Health Policy (3 cr) (Fall OR online Spring)</td>
</tr>
<tr>
<td></td>
<td>PUBH 6832 Economics of the Health Care System (3 cr) OR PUBH 6555 Topics in Health Economics (2 cr)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>PUBH 8802 Health Services Policy Analysis: Applications (2 cr) Spring odd years</td>
</tr>
<tr>
<td></td>
<td>PUBH 6711 Public Health Law (2 Cr)</td>
</tr>
<tr>
<td></td>
<td>PUBH 6702 Integrative Leadership Seminar (3cr) If this class shows as full, check concurrent sessions: MGMT 6402-060, PA 5105-001, OLPD 6402-001 &amp; LAW 6623-001</td>
</tr>
</tbody>
</table>
For more policy course options, see the Public Health Policy Interdisciplinary Concentration at http://sph.umn.edu/programs/ic/

<table>
<thead>
<tr>
<th>Health Economics (Minimum 6 cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
</tr>
<tr>
<td>PubH 6832 Economics of the Health Care System (3 cr)</td>
</tr>
<tr>
<td>Spring:</td>
</tr>
<tr>
<td>PubH 6862 Cost Effectiveness Analysis (3 cr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Determinants of Health (Minimum 6 cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
</tr>
<tr>
<td>PubH 6066 Community and Building Health (2 Cr)</td>
</tr>
<tr>
<td>PubH 6675 Women’s Health (2 cr, odd years)</td>
</tr>
<tr>
<td>PubH 6634 — Advocacy and Children’s Rights (2 cr)</td>
</tr>
<tr>
<td>Spring:</td>
</tr>
<tr>
<td>PubH 6055 Social Inequalities in Health (2 cr)</td>
</tr>
<tr>
<td>CSPh 5115 Cultural Knowledge, Health, and Contemporary Cultural Communities (3 cr)</td>
</tr>
<tr>
<td>PubH 6855 Medical Sociology (3 cr)</td>
</tr>
<tr>
<td>PubH 6804, Community Mental (2cr) offered alternating years</td>
</tr>
</tbody>
</table>

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

AVAILABLE COURSES SUBJECT TO CHANGE

HSRP&A DOCTORAL DEGREE PROGRAM

10.1 Overview and Degree Requirements

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

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

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

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

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

**Grades and Other Requirements at a Glance**

- The doctoral program in HSRP&A requires a grade point average of 3.0 or better.
- All required courses must be taken on an A-F grade basis. This includes core courses and those in the supporting program, Area of Emphasis, or minor, and the optional course, Grad 8101, which is used as a substitute for the teaching requirement.
- All required core courses must earn a minimum grade of B-. Those not meeting this minimum may be repeated once to improve the grade.
- PhD students must fulfill a teaching requirement.
- PhD students must pass written and oral preliminary exams by specified deadlines.
- PhD students must complete 24 thesis credits. Up to 12 thesis credits can be completed before passing the prelim oral (conditions apply. See section 10.12 for details). The remaining 12 are taken after the passing oral prelim.
- Annual progress report is required.
- PhD students must formally declare a chosen Area of Emphasis by the end of spring of their first year. (A form is available for this purpose).
- PhD students are required to attend the Work in Progress (WIP) and other Division hosted seminars.
- PhD students are required to give a work-in-progress seminar after passing the proposal defense, but before the final oral defense.

**Student Progress Review Process for Doctoral Students**

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

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

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

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

### 10.2 PhD Degree Completion Steps

Links to forms and more detailed description is on the Graduate School website: https://www.grad.umn.edu/current-students-forms/formsdoctoral.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Complete Graduate Degree Plan</td>
<td>Submit at least one semester prior to your oral preliminary exam. Have Maureen review it before collecting signatures.</td>
</tr>
<tr>
<td>2) Assign members to your prelim oral exam committee</td>
<td>Complete at least one month prior to your prelim oral</td>
</tr>
<tr>
<td>3) Complete prelim written exams</td>
<td>Coordinator reports results to Graduate School</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4) Schedule oral prelim (find link on the Grad School webpage)</td>
<td>Notify Grad School at least one week in advance. You will have to pick up the grading form, Preliminary Oral exam Report, from the Grad School and bring to your defense</td>
</tr>
<tr>
<td>5) Submit Preliminary Oral Exam Report</td>
<td>Submit to Grad School after completing oral prelim to record doctoral candidacy</td>
</tr>
<tr>
<td>6) Assign members to final oral exam committee (Find link on the Grad School website)</td>
<td>Complete at least one month prior to final oral defense</td>
</tr>
<tr>
<td>7) Request Graduation Packet (Find link on Grad School website)</td>
<td>Packet includes Application for Degree, and Thesis Reviewers Report. Can be requested on line or in person up to one semester prior to final oral defense. Grad Packet contains the Thesis Reviewers Report that committee members sign to authorize your oral defense</td>
</tr>
<tr>
<td>8) Schedule final oral exam (Link on Grad School website)</td>
<td>Notify Grad School at least one week prior</td>
</tr>
<tr>
<td>9) Submit Application for Degree (This is found in the Graduation Packet)</td>
<td>Submit to One Stop by the first business day of anticipated graduation</td>
</tr>
<tr>
<td>10) Submit Thesis Reviewers Report</td>
<td>Submit to Grad School prior to defense</td>
</tr>
<tr>
<td>11) Submit Doctoral Final Exam Report</td>
<td>Submit to Grad School no later than the last business day of anticipated month of graduation</td>
</tr>
<tr>
<td>12) Submit dissertation</td>
<td>Submit by the last business day of anticipated graduation. Consult Graduation Packet for formatting guidelines and submission destinations</td>
</tr>
</tbody>
</table>

### 10.3 Funds and Travel Policy for PhD Students

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

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

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

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

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

**Division Funds:** The Division provides funds dedicated to PhD students to use for conference travel or research-related expenses. The funds are annually authorized as part of the Division budget and the amount available is subject to change. (FY18 amount is $12,000). The PhD Travel Funds can be used for either travel or research-related expenses. Availability is on a first-come, first served basis. Students may only access the funds once per fiscal year and the...
amount per student is limited to $1,400 per student. The funds will be distributed as equitably as possible, which may result in smaller amounts spread over a larger number of students. We cannot guarantee full reimbursement. Students with active traineeships or dissertation funds are not eligible.

Student Travel

The funds are for travel to conferences. Students are required to give either a podium or poster presentation at the conference to be eligible for funding. Proof of acceptance of a poster or podium is required.

Research-Related Expenses

Students doing field work or pursuing other relevant training directly related to their dissertation may use the funds for:

- Visit to a particular organization to access a data set or conduct research on-site that cannot be accomplished at a distance;
- Attend an Institute or colloquium—akin to a short course that would not be available at the UMN; OR
- Dissertation-related needs such as datasets, supplies, software in cases where funds are not available through other funding.

AHRQ Trainees

Students with an NRSA traineeship are not eligible to use the PhD Student Travel funds during their appointment. The traineeship provides up to $2,000 to attend one conference during the appointment (travel must be completed by 06/30 of that year). AHRQ requires a justification to any conference except the NRSA/AcademyHealth combined conference. If justified, the conference must be domestic (within the US), but there is no requirement for presenting a poster or making a presentation.

Process to Use Funds

Students requesting travel or research-related funds must provide documentation to confirm the relevance of the conference, field work, training, or other activity and how it is beneficial to the student's dissertation research. Your advisor is required to approve the appropriateness of the field work or the purchase of data.

Once you have your advisor’s approval, forward the request to Sarah Trachet to be added to the queue. Requests will be awarded on a first-come, first-serve basis, but priority will be to first time requesters.

If your request is selected, you will need to send in a budget on the UMN’s Employee Expense Reimbursement (EER) Form to Sarah Trachet for approval. All expenses must be approved PRIOR to spending. Eligible expenses include:

- Roundtrip airfare from Minneapolis
- Hotel (limited to federal per diem level)
- Meals (limited to federal per diem level). Expenses will need detailed receipts. Alcohol (and its share of tax) and any meals provided by the conference will not be covered.
- Taxis between airports and home or hotel. Taxis to dinners are not allowable.
- Registration at student rate. Membership fees are not allowable.
- Poster printing
- All receipts need to be originals. PICTURES of receipts are not allowable (they don’t scan).

When you return from the conference, update the EER with your actual expenses, tape the receipts to a full-size sheet, and submit form to Sarah Trachet. The form must be submitted within 15 days of returning.

Questions? Contact Maureen Andrew: andre031@umn.edu or Sarah Trachet: scatt001@umn.edu

10.4 PhD Curriculum

All doctoral students will complete the core courses, additional required Area of Emphasis courses, and supporting program or minor courses (if in the Multidisciplinary Social Science Area of Emphasis). It is recommended that students complete the HSR core requirements as a cohort as outlined in the curriculum schedule.

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

### Core Courses Required For All Doctoral Students 2017-2018

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

**Total Core Credits** 31

### Areas of Emphasis

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

- Health Decision Science
- Health Economics
- Multidisciplinary Social Sciences
- Clinical Outcomes Research
- Health Policy
- Sociology of Health and Illness
10.5 See the following tables for each Area of Emphasis

- Health Decision Science
- Multidisciplinary Social Sciences
- Health Policy
- Health Economics
- Clinical Outcomes Research
- Sociology of Health and Illness
Health Decision Science 2017-18

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

<table>
<thead>
<tr>
<th>Required Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AREA OF EMPHASIS REQUIRED CORE COURSEWORK</strong></td>
</tr>
<tr>
<td>• PUBH 6717: Decision Analysis for Health Care (2) (fall)</td>
</tr>
<tr>
<td>• PUBH 6862: Cost Effectiveness Analysis in Health Care (3) (spring)</td>
</tr>
<tr>
<td>• PUBH 6809: Advanced Methods in Health Decision Science (3) (spring)</td>
</tr>
<tr>
<td>AND, Choose a minimum of 2 credits from the following:</td>
</tr>
<tr>
<td>• IDSC 8721: Behavioral Decision Theory (3) (periodic fall &amp; spring)</td>
</tr>
<tr>
<td>• IDSC 8511: Conceptual Topics and Research Methods in Information and Decision Sciences (3) (fall)</td>
</tr>
</tbody>
</table>

| SUPPORTING PROGRAM (Must total a minimum of 12 credits, and be approved by the Area faculty) |
| Sample supporting program courses: |
| • PUBH 7450: Survival Analysis (3) (fall) |
| • PUBH 7420: Clinical Trials: Design, Implementation and Analysis (3) (spring) |
| • PUBH 7440: Introduction to Bayes Analysis (3) (spring) |
| **TOTAL CREDITS** 77 (includes core, A of E core, supporting and required 24 thesis credits). |

| PRELIM EXAMS |
| Methods and Decision Science exam, which is a 5-hour classroom format. |

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

### Required Coursework

**AREA OF EMPHASIS REQUIRED COURSEWORK**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 8805</td>
<td>Sociological Theory in Health Services Research (3) Offered per cohort request</td>
</tr>
<tr>
<td>APEC 5151</td>
<td>Applied Microeconomics: Firm and Household (3) (fall)</td>
</tr>
</tbody>
</table>

Choose one additional theory course.

To be decided with your advisor. Here are some possibilities:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 6862</td>
<td>Cost Effective Analysis in Health Care (3) (spring)</td>
</tr>
<tr>
<td>PUBH 8821</td>
<td>Health Economics II (3) (spring, even years)</td>
</tr>
<tr>
<td>APEC 8203</td>
<td>Applied Welfare Economics and Policy (3) (spring)</td>
</tr>
<tr>
<td>SOC 8701</td>
<td>Sociological Theory (4) (fall)</td>
</tr>
<tr>
<td>SOC 8721</td>
<td>Theories of Social Psychology (3) (offered irregularly)</td>
</tr>
<tr>
<td>PUBH 8804</td>
<td>Quantitative Methods for Policy and Demographic Research (3) Spring</td>
</tr>
<tr>
<td>PUBH 6717</td>
<td>Decision Analysis for Health Care (2) (Fall)</td>
</tr>
<tr>
<td>PUBH 6809</td>
<td>Advanced Methods in Health Decision Science (3) (Spring)</td>
</tr>
</tbody>
</table>

### Supporting Program

Must total minimum of 12 credits, with the approval of the MULTI faculty. It also has to be submitted to the Graduate Faculty for approval.

| Total Credits | 76-77 (includes core, area of emphasis, and supporting program and required 24 thesis credits) |

**PRELIM EXAMS**

Methods and a choice between the in-house health econ exam which is a 5 hour classroom format OR the sociology exam which is the writing of a research paper

**MULTI FACULTY**

Bryan Dowd, lead member, and all other Graduate Faculty in the Division of HPM
Health Policy and Analysis 2017-18

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

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take, substitute, or test out by end of first year one of the following courses:</td>
</tr>
<tr>
<td>• PUBH 6724: Public Health and the US Health Care System (3) (fall and spring) OR</td>
</tr>
<tr>
<td>• PUBH 6556: Health and Health Systems (3) (fall)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Emphasis Required Core Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PUBH 8802: Applications in Health Services Policy (2) (spring, odd years)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Program (Must total minimum of 12 credits, with the approval of the area faculty)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Supporting Program: Methods – Choose courses to fit individual needs with advisor approval.</td>
</tr>
<tr>
<td>• PUBH 6845: Demographic Data for Policy Analysis (3) (spring) HIGHLY RECOMMENDED</td>
</tr>
<tr>
<td>• PUBH 8804, Advanced Quantitative Methods Seminar (3cr) (spring) HIGHLY RECOMMENDED</td>
</tr>
<tr>
<td>• PUBH 6717: Decision Analysis for Health Care (2) (fall)</td>
</tr>
<tr>
<td>• PUBH 6810: Survey Research Methods (3) (fall)</td>
</tr>
<tr>
<td>• PUBH 6862: Cost Effectiveness Analysis (3) (spring)</td>
</tr>
<tr>
<td>• PUBH 8813: Measurement – Health Related Social Factors (3) (spring, odd years)</td>
</tr>
<tr>
<td>• PUBH 6811: Health Disparities in Research (2) (fall, even years)</td>
</tr>
</tbody>
</table>

Other Topics for Supporting Program. Program must be approved by advisor prior to taking courses: LTC or Aging Policy, Economics, Health Disparities, Ethics, or other topic with approval of policy faculty.

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>72 (Includes core, A of E core, supporting program and required 24 thesis credits).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prelim Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods exam and Policy exam. Format of Policy exam is a policy analysis paper.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policy Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn Blewett, Rosalie Kane, Ira Moscovice, Bryan Dowd, Jon Christianson, Katy Kozhimannil, Sarah Gollust, Ezra Golberstein</td>
</tr>
</tbody>
</table>
Health Economics 2017-18

The goal of the Health Economics Area of Emphasis is to train health economists who will rival PhDs from the top economics departments in competing for jobs in universities and research institutions. The curriculum includes a broad menu of health economics courses in addition to the multidisciplinary core courses.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Calculus, statistics, linear algebra and micro-economics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Note: students may have the option to pass these courses between the time of admission and matriculation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Coursework</th>
</tr>
</thead>
</table>

**Core Course Requirements for Economists (8 credits)**

Choose one of the following sequences:
- APEC 8211-12: Econometric Analysis (8) recommended / OR
- PUBH 7401-7402: Fundamentals of Biostatistical Inference & Biostatistics Models and Methods (8)

<table>
<thead>
<tr>
<th>Area of Emphasis Required Coursework (11 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PUBH 8821: Health Economics II (3) (spring, even years)</td>
</tr>
</tbody>
</table>

Choose one of the following sequences:
- APEC 8001-2-3-4: Microeconomic Analysis (8) (fall & spring) recommended / OR
- ECON 8001-2-3-4: Microeconomic Analysis (8) (fall and spring) OR
- ECON 8101-2-3-4: Microeconomic Theory (8) (fall and spring)

<table>
<thead>
<tr>
<th>Supporting Program (Minimum of 12 credits; must be approved by area faculty)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two methods courses from the selection below:</td>
</tr>
<tr>
<td>• APEC 8211-12: Econometric Analysis, if not taken as core requirement (4-8)</td>
</tr>
<tr>
<td>• ECON 8205-6-7-8: Applied Econometrics (4-8)</td>
</tr>
<tr>
<td>• PUBH 7401-7402: Fundamentals of Biostatistical Inference &amp; Biostatistics Models and Methods (8), if not taken as a core requirement and if not taken with Applied Econometrics</td>
</tr>
<tr>
<td>• APEC 8202: Mathematical Optimization in Applied Economics (3)</td>
</tr>
<tr>
<td>• APEC 8206: Dynamic Optimization: Applications in Economics &amp; Management (3)</td>
</tr>
<tr>
<td>• PUBH 8804: Advanced Quantitative Methods Seminar (3) (spring, even years)</td>
</tr>
<tr>
<td>• PA 8302: Applied Policy Analysis (4)</td>
</tr>
</tbody>
</table>

Courses may be offered infrequently. Check the current class schedule to determine availability and ask your advisor about additional courses that may meet this requirement.

**Additional Supporting Program options:**
- ECON 8xxx: Graduate courses in Economics
- APEC 8xxx: Graduate courses in Applied Economics
- PUBH 6862: Cost-Effectiveness Analysis in Health Care (3)

Note: PUBH 8xxx: Graduate courses in Biostatistics or Epidemiology may be approved on an ad-hoc basis.

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>78 (Includes core, area of emphasis, supporting program, and 24 required thesis credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preliminary Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three preliminary examinations: (1) Methods; (2) Health Economics (5-hour classroom exam); and (3) choice of Microeconomics exam in the Department of Applied Economics or Micro-economics for Minors exam in the Economics Department</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economics Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean Abraham, Jon Christianson, Bryan Dowd, Ezra Golberstein, Peter Huckfeldt, John Nyman, Steve Parente, Hannah Neprash</td>
</tr>
</tbody>
</table>

**NOTES:**
- Students from other doctoral programs may qualify for a Minor in Health Services Research, Policy and Administration (HSRP&A) with a Focus in Health Economics. They should consult the requirements for this minor.
- Although the Division recommends a course load of 12 credits for the first semester, health economics track course requirements result in students having to complete 14 credits in their first semester.
- Attendance at the math camp offered by the Applied Economics (APEC) department in August prior to the first semester is STRONGLY recommended.
- MATLAB software is a requirement for students taking APEC 8211. The department will pay for a license for students to access this software.
The Clinical Outcomes Research track is designed to train health services researchers who wish to study clinical care, costs and outcomes. Their research may be conducted using observational (quasi-experimental) studies, randomized clinical trials or analyses of secondary data sets, including administrative data. Honing these skills requires a combination of epidemiology, statistics, measurement, and interpretative expertise. These individuals would develop their epidemiology skills and take courses to expand their understanding of how to measure outcomes of health care. Many will want to include work in cost-effectiveness as well.

<table>
<thead>
<tr>
<th>Required Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AREA OF EMPHASIS REQUIRED COURSEWORK</strong></td>
</tr>
<tr>
<td>- PUBH 6342: Epidemiology II (3) (spring)</td>
</tr>
<tr>
<td>- PUBH 6343: Epidemiology III (4) (fall)</td>
</tr>
<tr>
<td>- PUBH 6864: Conducting Health Outcomes Research (3) (spring)</td>
</tr>
<tr>
<td>- PUBH 6863: Understanding Healthcare Quality (2) (fall)</td>
</tr>
<tr>
<td>- PUBH 6803: Conducting a Systematic Literature Review (3) (Spring)</td>
</tr>
</tbody>
</table>

**Supporting Program** Must total a minimum of 12 credits. Choose from courses listed below. Courses not listed here may be used with approval of Area director or designee. Supporting program must be approved by the Area faculty.

<table>
<thead>
<tr>
<th>Supporting Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>- PUBH 6717: Decision Analysis for Healthcare (2) (fall)</td>
</tr>
<tr>
<td>- PUBH 6862: Cost Effective Analysis in Health Care (3) (spring)</td>
</tr>
<tr>
<td>- PUBH 8813: Measurement of Health-Related Social Factors (3) (spring, odd years)</td>
</tr>
<tr>
<td>- PUBH 7430: Statistical Methods of Correlated Data (3) (fall)</td>
</tr>
<tr>
<td>- PUBH 7450: Survival Analysis (3) (Fall)</td>
</tr>
<tr>
<td>- PUBH 6810: Survey Research Methods (3) (fall)</td>
</tr>
</tbody>
</table>

**Total Credits** 82 (includes core, Area of Emphasis and required 24 thesis credits)

**Prelim Exams** Methods and the Clinical Outcomes exam which is a 5 hour in-classroom exam format.

**Clinical Outcomes Faculty**

Beth Virnig, Karen Kuntz, Nathan Shippee, Tim Beebe, Mary Butler
### The Sociology of Health and Illness 2017-18

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

### Required Coursework

#### AREA OF EMPHASIS REQUIRED CORE COURSEWORK

<table>
<thead>
<tr>
<th>Theoretical Foundations (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example courses. Area faculty must approve of courses.</td>
</tr>
<tr>
<td>- PUBH 8805: Sociological Theory in HSR (3) Offered by cohort request</td>
</tr>
<tr>
<td>- SOC 8701: Sociological Theory (4) Offered periodically</td>
</tr>
<tr>
<td>- SOC 8731: Sociology of Knowledge (3) Offered periodically</td>
</tr>
<tr>
<td>- MGMT 8302: Seminar in Macro-Organization Behavior (4) offered periodically</td>
</tr>
<tr>
<td>- SOC 8211: Race Relations Theory (3) Offered periodically</td>
</tr>
</tbody>
</table>

#### SUPPORTING PROGRAM (Must total minimum of 12 credits) (Example courses listed; others may be approved by area faculty)

<table>
<thead>
<tr>
<th>Area of specialization (disparities, demography, social networks, family, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting program must be approved by the Area faculty.</td>
</tr>
<tr>
<td>Minimum of 8 credits:</td>
</tr>
<tr>
<td>- SOC 8735: Sociology of Culture (3) Offered periodically</td>
</tr>
<tr>
<td>- SOC 8551: Life Course Inequality &amp; Health</td>
</tr>
<tr>
<td>- SOC 8390: Topics in Political Sociology (3) Offered periodically</td>
</tr>
<tr>
<td>- SOC 8101: Sociology of Law (3) Offered periodically</td>
</tr>
<tr>
<td>- SOC 8290: Topics in Social Stratification (3) Offered periodically</td>
</tr>
<tr>
<td>- SOC 8501: Sociology of the Family (3) Offered periodically</td>
</tr>
<tr>
<td>- IDSC 8721: Behavioral Decision Theory</td>
</tr>
<tr>
<td>- SOC 8311: Political Sociology</td>
</tr>
<tr>
<td>- Soc 8412: Social Network Analysis: Theory and Methods</td>
</tr>
</tbody>
</table>

#### Advanced Methodology4-6 credits:

- PUBH 8813: Measurement of Health Related Social Factors (3) Spring, alternating years
- PUBH 6811: Health Disparities Research: Data, Measures, and Methods (2) (Offered periodically)
- PUBH 8804: Advanced Quantitative Methods Seminar (3) Spring, even years
- EPSY 5247 Qualitative Methods in Educational Psychology or Pol 8126 Qualitative Methods
- PUBH 6845: Using Demographic Data for Policy Analysis (3) Fall
- PSY 8881: Seminar in Quantitative and Psychological Measurement (1) Fall
- SOC 8412 Social Network Analysis: Theory and Methods

### TOTAL CREDITS

73 (includes core, A of E core, supporting, and required 24 thesis credits).

### PRELIM EXAMS

Methods and Sociology exam, which is a paper with a sociological focus

### SOCIOLOGY FACULTY

Kathleen Call, Jim Begun, Sarah Gollust, Rosalie Kane, Donna McAlpine, Todd Rockwood, Tetyana Shippee, Nathan Shippee, Doug Wholey, Rachel Hardeman, Tim Beebe
10.6 Doctoral Supporting Program or Minor

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

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

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

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

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

10.7 Research Apprenticeship

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

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

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

10.8 Teaching Requirement

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

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

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

3. Demonstrate other teaching experience (at the undergraduate level at the minimum). This teaching experience must involve substantial responsibility for the course, design, lecturing and grading. Student must provide the course syllabus and a brief written explanation of their role in the course to their advisor.
The student and their advisor will determine which of these choices is most appropriate, and the advisor will certify fulfillment of the teaching requirement on the PhD Annual Progress Report. No additional faculty approval is required. However, advisors may consult with the DGS and/or the Graduate Faculty.

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

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

10.9 Authorship Guidance for Students

The division strongly encourages our PhD students to publish during their doctoral program in addition to conducting their dissertation research. Our goal is that students will publish a minimum of three papers during the program, with one as first author. Conducting research and publishing the results is an important part of your academic development as a graduate student. Authorship on a research paper is often the primary way by which to acknowledge the contributions of individuals involved in a project, and as a graduate student, it can be a rewarding experience and achievement to see your name on a published manuscript for the first time. However, just being part of a research project does not imply that you will be an author.

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

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

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

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

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

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

10.10 Exams and Timelines for the PhD Program

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

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

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

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

- **Health Policy Exam Requirements**
  
  PubH 6724, Public Health and the US Health Care System (3 cr) OR PUBH 6556: Health and Health Systems
  
  PubH 8801, Health Policy Analysis: Theory (3cr)
  
  PubH 8802, Applications in Health Services Policy (2cr)

- **Health Economics Exam Requirements**
  
  Calculus and micro-economics
  
  APEC 8211-12 OR PubH 7401-2
  
  PubH 8821, Health Economics II (3cr)
  
  --And choice of one of the following sequences--
  
  APEC 8001-2-3-4, Microeconomic Analysis (8cr) (RECOMMENDED) OR
  
  ECON 8001-2-3-4, Microeconomics Analysis (8cr) OR
  
  ECON 8101-2-3-4, Microeconomic Theory (8cr)

- **Methods Exam Requirements**
  
  Students take the research methods exam after completion of PubH 8810 Research Methods in Healthcare I (fall, year 1), and PubH 8811, Research Methods in Healthcare II (fall year 2).
  
  Students arrange the date for the methods exam with the faculty instructors for both PubH 8810 and PubH 8811.

  *These courses are subject to change.*

Students should consult with their Area of Emphasis faculty well in advance of writing the prelim to ensure they are adequately prepared for the exam. It is the student’s role to initiate scheduling the exam. Students should contact the Area of Emphasis lead faculty member to voice interest in taking the written preliminary exam.

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

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

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

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

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

**Written Preliminary Exam Availability**

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

1) Methods exam

2) The Area of Emphasis exam

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

- **Methods Exam**: is offered in the spring semester, usually January or February, at the request of the students in the research methods course, PubH 8811, or on an individual basis to be scheduled with the Examining Committee. 72 hour take home exam format.
- **Health Economics exam**: is offered in August. It is a 5 hour classroom-format exam.
- **The other Area of Emphasis exams** are offered on an individual basis by request. Students should contact the faculty of their chosen Area of Emphasis to schedule the exam.

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

**Format of the Preliminary Written Exams**

- **Methods**: 72 hour take home, open book exam
- **Clinical Outcomes**: 72 hour take home, open book exam
- **Decision Science**: 5 hour in-classroom format
- **Health Economics**: 5 hour in-classroom format
- **Health Policy**: A student designed research paper usually completed over several weeks
- **Medical Sociology**: A student designed research paper, usually completed over several weeks.

**Preliminary Written Exam Report**

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

**Preliminary Oral Examination**

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

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

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

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

**Timeframe for Completion of the Doctoral Degree**

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

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

**10.11 Time Extension Requests**

Doctoral students concerned that they will not be able to meet the timeframe requirements of the preliminary written and oral preliminary exams, or final oral exam, may submit a request for additional time to complete the exam. Extensions are justified only in cases of extenuating circumstances, and situations beyond the student’s control. Examples of extenuating circumstances are changing an Area of Emphasis, pregnancy, illness, hospitalization, physical injury, family emergency, or other life-altering
circumstances. Poor time management, job conflicts, not knowing when exams are offered, etc. are NOT extenuating circumstances. Extension requests should be submitted two to three months BEFORE the due date. Time extensions are counted toward the 8 year maximum timeframe for completing a PhD degree.

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

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

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

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

### 10.12 Thesis Credits: Types and Purposes

Doctoral students are required to complete 24 thesis credits.

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

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

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

**Other Doctoral Thesis Credit Options**

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

**PubH 8444, Advanced Doctoral Thesis Credits**. This is for students who have completed all 24 thesis credits, but are still working on the dissertation. PubH 8444 is a special status, whereby only one credit of registration is equivalent to full time, and qualifies for benefits of full time enrollment. Students registered for PubH 8444 may have a graduate assistantship, student loan deferments, dissertation grant, and continuation of International student visas. Registration for additional courses is not permitted with PubH 8444.

### 10.13 Thesis Advisor, Committees and Oral Exam Processes

**Thesis Advisor**

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

**Preliminary and Final Oral Exam Committees**

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

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

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

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

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

**Eligibility for Oral Exam Committee Membership**

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

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

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

**Including an External Committee Member**

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

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

Once the committee has been identified and all members have agreed to serve, the student needs to notify the Graduate School. On the Graduate School webpage are on-line forms used to notify the Graduate School of the committee members for each oral exam. (http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion_appa.pdf) The form for the prelim oral exam is called “Assign/Update Doctoral Preliminary Examining Committee.” The form for the final oral defense committee is called “Assign/Update Final Oral Examining Committee.” Enter your committee member’s names. Faculty with Graduate Education faculty appointments will already be in the system, and no additional information besides their names will be needed to assign them to your committee. To assign an external member, their University ID number will also have to be entered. (If
you followed the process above to request an external member, a University ID number will have been created and given to you for the purpose of assigning an external committee member).

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

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

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

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

**Emergency Committee Changes for Oral Exams**

The PhD in HSRP&A program policy calls for a minimum of 4 committee members, (3 internal, e.g. with Graduate Education faculty appointments in the major of HSRP&A, and 1 external, e.g. not having an appointment in the HSRP&A major ). This is the absolute minimum number of members permitted, per Graduate School policy. If a committee member informs the student at the last minute that he or she cannot attend the oral exam, the exam may still proceed under these two circumstances:

1) Students with a larger committee of 5 or more members may be permitted to proceed with the oral exam as long as the composition of the committee meets the Graduate School minimum membership requirements of 4 members; 3 ‘internal’ members and 1 ‘external’ member. On the Oral Exam form, cross off the name of the member unable to participate and write-in the new member. After the oral exam, reassign the committee with the new member on the Grad School website.

2) If a substitute committee member can be found that conforms with the required composition of the committee (3 internal, 1 external), you may proceed. After the oral exam, reassign the committee to include the new member on the Graduate School website.

If a substitute cannot be found to ensure the required composition of the committee, the exam CANNOT proceed and has to be rescheduled.

**Remote Participation on Examining Committees**

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

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

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

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

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

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

Grading Categories for the Oral Preliminary Exam

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

Grading Categories for the Final Oral Exam

The final oral exam covers the candidate’s thesis. The final oral examination committee conducts the examination after the thesis has been certified by the readers as ready for defense. It will not exceed three hours. Students must schedule the final defense exam with their committee members. When a date and time have been agreed to, contact the program coordinator, Maureen Andrew, to reserve a room. When a location has been determined, the student must schedule the examination with Graduate School at least one week in advance, via a web-based Doctoral Final Defense Scheduling Form at this website:http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/doctoralcompletion_appa.pdf . The examination format will be a public seminar to which the relevant scholarly community is invited to hear the presentation of the thesis by the candidate for the first hour. After one hour the audience is excused and the committee members meet privately with the student. For a complete description of the process, see the Dissertation Proposal and Final Oral Defense Guidelines in this Guidebook in section 10.12.
The final oral defense is graded as either “Pass” or “Fail.” Candidates must receive unanimous “Pass” votes with no more than one dissenting member to qualify as a “Pass.” If the student has clearly passed or failed the defense and all committee members have signed the Final Oral Exam Report form, it must be returned to the Graduate School no later than the first working day following the defense.

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

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

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

Commencement
The School of Public Health commencement is once per year in mid-May. Every spring semester the SPH will post announcements about commencement inviting students to sign up to participate. Commencement is ceremonial and actual graduation is not a requirement. Students who expect to graduate by the end of summer are invited to “walk” in commencement.

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

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

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

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

**Proposal Defense**

**Purpose of the dissertation proposal defense**

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

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

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

**Format of Dissertation Proposal**

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

1. Statement of purpose. Describe hypotheses to be tested (if applicable) or specific aims.
2. Background, significance, and contribution. The study should be grounded in a policy, practice, or theoretical context. There should be some indication of how the findings might be used, for example, to make management or policy decisions,
or how study findings will make a theoretical contribution. The proposal should demonstrate the study's significance and demonstrate its contributions in policy, practice, or theory.

3. Literature review. A thorough literature review that explains what is known about the topic, what is important but unknown, and exactly what gaps the dissertation will fill. This does not rule out a dissertation that examines hypotheses tested in previous research, but in that case, this section should explain the advantages of the proposed test over previous tests. This section might also address methodological issues, for example, how a technique used elsewhere will be employed here in a creative way.

4. A clear exposition of the theory relevant to the topic, including a conceptual model. The exposition of the theory should take into account theoretical foundations in related literatures.

5. A clear exposition of the methodology used in the data collection and analysis.

6. For empirical dissertations, a description of the data that will be used in the dissertation, including a clear exposition of the way in which theoretical constructs are actually measured, or “operationalized” in the data. Ideally, the student would prepare a table showing the source of each major dependent and independent variable and its form. The student also should provide evidence that the key variables in the analysis are empirically useful (have adequate sample size and variance, few missing values, etc.). For projects involving primary data collection, the student should describe how the data will be collected. For secondary analyses, the student should describe the current state of the data and how it can be used for the proposed analysis.

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

**Evaluation Criteria**

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

1. The topic is interesting and important enough to warrant expenditure of the student’s time and effort to write a dissertation on it. There are several sub-dimensions to this criterion.
   a. The topic is original enough to represent a substantial contribution to the literature.
   b. The topic would be considered important by experts in the general area addressed by the dissertation. One test of this concept would be that a paper on this topic would have a good chance of being published in a reputable journal.
   c. The topic fits well with the student’s research interests.
   d. The topic will serve the student well in the short-run (possible dissertation grant funding, placement in first post-doctoral job, and publications) and the longer term (providing a foundation for the students initial reputation in the field and possible continued research for the first few years of their career – particularly if they are seeking academic employment).

2. There are no fatal flaws in the research design, data availability, or analysis plan to the extent that can be assessed by the faculty at the time of the proposal defense.

3. The proposal theory (if applicable) is consistent with and reflects the theoretical literature from which it is derived.

4. The student is prepared academically (e.g., coursework and methods) and financially (e.g., arrangements to acquire expensive data) to complete the dissertation.

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

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

1. The proposal defense is conducted privately with only the student and committee members present.

2. The proposal defense should take 1-2 hours (2 hour maximum).

3. The committee chair oversees the defense and keeps the process on track (advisors can chair the preliminary oral defense).

4. Student gives a 20-30 minute presentation of their proposal, addressing the components in the written proposal

5. After the presentation, the committee members will ask questions about the proposal.

6. Student is excused from the room.

7. Prior to any discussion about the defense, the committee votes by secret, written ballot.

8. Following the first vote, the defense is discussed by the committee members, and a second secret, written vote is taken.

9. Each of the committee members will sign the Doctoral Preliminary Exam form, indicating pass, pass with reservations, or fail. Unanimous vote or a 4 to 1 vote is required to pass. Pass with reservations constitutes a passing vote.
10. If the student gets a pass with reservations, he/she will be informed immediately. The chair of the committee has one week to inform the student in writing, specifics of the reservations, and steps that must be taken to remove them.

11. Student returns the signed Oral Prelim Examining Form to the Graduate School, and if reservations, the chair of the committee also sends a letter to the Graduate School. The student must remove the reservation to proceed.

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

Faculty Roles and Obligations

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

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

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

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

Dissertation Defense

Purpose of the final dissertation oral defense

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

Format of the final dissertation oral defense

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

10.16 Dissertation Format and Final Oral Defense
While page constraints for peer-review publications may limit the level of detail included in the literature reviews, descriptions of the committee discuss expectations for communicating about the submission of papers or chapters for publication en route to committee must discuss and agree upon the format during the oral proposal defense. At this time, it is also recommended that the dissertation be handled:

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

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

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

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

Final Oral Defense

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

10.17 Guidelines Regarding Inclusion of Published Materials in the Dissertation

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

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

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

1. The research must have been carried out under the direction of the graduate faculty and approved by the adviser for incorporation into the dissertation.

2. Adviser(s) must notify The Graduate School in writing of the intention to publish a part of the material (The Graduate School’s approval is not required.)

3. The student must be listed as the sole author of the dissertation. Editorial or substantive contributions with general significance made by others should be acknowledged in the preliminary materials; more specific contributions should be acknowledged by footnotes where appropriate.

4. Students whose manuscripts include more than the student’s research must make their contribution clear in the dissertation.

5. A suitable introduction is required, as well as transition sections and a conclusion that might not ordinarily be included in the published manuscript.

6. Where appropriate, a comprehensive literature review, not usually permitted by journals, should be part of the submitted dissertation.

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

8. Use of manuscript reprints or the published articles themselves are acceptable if they are satisfactorily (and legally) reproduced and conform to all the formatting specifications outlined in the document Formatting your Doctoral Dissertation.

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

10.18 Obtaining an MS Degree from the Doctoral Program

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

Leaving the PhD program:

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

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

Continuing in the PhD program:

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

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

Both options require:

- Plan B Paper (This may include projects from PubH 8830-31, completed prelim oral exams (the dissertation proposal and defense), or another Plan B project option as described in the MS section 8.
- An examining committee of 3 members (Members from the oral prelim committee meet this requirement).
- Oral Exam (The oral prelim exam is equivalent to the MS final oral exam, or if leaving the PhD prior to that point, schedule a separate MS oral exam based on your Plan B project.
- Submitting required Graduate School forms

Filing Required Graduate School Forms:

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

2) After the Grad School has entered the Graduate Degree Plan milestone for the MS into the system, you will receive a notification.
3) At that point, assign your MS final exam committee. When your committee has been approved, request a Graduation Packet from the graduate School. The Graduation Packet contains the Application for Degree and Final MS Exam Report, both of which are needed to confer the MS degree.

10.19 Appeals

Examples for requesting an appeal IF YOU:

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

Appeal Process

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

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

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

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

11 APPENDIX

Includes:

- PhD Student Timeline
- MS & PhD: Course Waiver/Transfer Request Form
- PhD Area of Emphasis Declaration Form
- PhD Supporting Program form
- PhD Thesis Credits Registration form
- PhD Progress Report Form
- MS Plan B Project Plan
- MS Degree Thesis Title Page Template
- MS Degree Signature Page Template
**PHD STUDENT TIMELINE**  
**UPDATED AUGUST 2017**

## FIRST YEAR – FALL SEMESTER

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td>Attend new student orientation and read student guidebook</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td></td>
</tr>
<tr>
<td>Week 1-2:</td>
<td>Meet with academic advisor. Get acquainted, discuss your interests, start thinking about dissertation topics will be, potential supporting program, as well as research and training opportunities you wish to take advantage of.</td>
</tr>
</tbody>
</table>

*Note: Use your academic **advisor** for:*
- academic planning  -electives
- deciding area of emphasis  -developing a supporting program
- academic progress issues  -course sequencing
- professional development  -discussing research ideas
- discussing career plans

Use **Maureen** (Major Coordinator) for:
- class schedules  -when courses are offered
- benchmarks/timelines  -registration issues
- permission numbers  -Grad School requirements
- changing advisors  -student news for web
- fellowship/funding issues  -Transferring/waiving courses
- reserving room for oral exams/defense
- PhD program requirements
- Student Travel

See the Student Guidebook at:  
[http://www.sph.umn.edu/programs/hsrpaphd/index.asp](http://www.sph.umn.edu/programs/hsrpaphd/index.asp) and click on the “Student Resources” tab in the middle of the page for more information about advising (e.g., academic advisor, thesis advisor and major coordinator roles).

**On-going**

If you have not decided on an Area of Emphasis (A of E), remember that this has to be declared by May 30 of your first year. Seek information to help guide this decision. For example, meet with various A of E faculty and fellow graduate students to learn about the kind of health services research problems people in their area work on, what their favorite journals are, and what professional association and meetings they attend or are active in. Peruse these journals and professional association web sites to inform your decision.

**Ongoing**

- Attend Work-in-Progress (WIP) seminars to learn faculty and visitor interests, get a sense of common research issues, how speakers approach research topics, and how they present their work. Also, attend visiting scholar seminars sponsored by HPM and other groups around the University. This provides exposure to national/international experts outside our local environment.
- Join student groups and watch for activities they organize. Various student groups include:
  - HPM Student Group (most impact on your day-to-day life in the division)
COGS (Counsel of Graduate Students) invites student reps  
SPH Student Senate – invites student reps  
Health Disparities Work Group (HDWG)

| Fall          | • While taking methods courses, consider topics to pursue for the “Writing for Research” class in the spring of your second year. Read literature on the topic to get acquainted with the topic, background information, gaps in the literature, while completing these courses.  
• Attend meeting with Director of Graduate Studies (DGS) to review expectations and ask questions. |
|--------------|----------------------------------------------------------------------------------------------------------|
| Early November | • Registration for Spring semester opens. Clear all “holds” so you can register.  
• Consult with academic advisor again about spring coursework if needed. |
| December      | • Final exams.  
• Complete end of semester course evaluations (on the web). Completed evaluations give students early access to view grades.  
• Attend HPM holiday party. |

## FIRST YEAR – SPRING SEMESTER

<table>
<thead>
<tr>
<th>January</th>
<th>Attend meeting with DGS to debrief about first semester</th>
</tr>
</thead>
</table>
| Jan-Feb | • Meet with academic advisor. Discuss courses, electives, research topic ideas and how to satisfy the teaching requirement. Get closer to deciding on an A of E **(must be declared by May 30th)**.  
• Talk to your advisor and/or other faculty about opportunities to build your curriculum vita (CV) through work on projects (e.g., writing papers, work on grants, presentations at professional meetings, etc).  
NOTE: It is expected that students will graduate with at least 3 publications underway (first and supporting author roles). |
| Late Spring semester | Doctoral student progress reports are sent to students. Complete the form, send to your advisor and set up a time to meet (and co-advisor if applicable). After the meeting, both you and your advisor(s) must sign off on the report. Take advantage of this opportunity to discuss goals and career development opportunities on and off the progress report. |
| March/April | Join meeting with DGS for general question and answer session. |
| March | Begin looking for RA job for fall if funding ends. Network with faculty. This will help them keep you in mind when they have RA funds and are considering advertising for positions.  
  
**Tip:** Networking is very important. Get to know faculty. Have a current CV (SPH Career Services offers assistance in this area). Desirable RA skills include: SAS, STATA, other statistical processing software, synthesis, writing skills and/or previous research experience. Sign up for courses in SAS or STATA (sometimes offered over winter break) or teach yourself.  
Note: Some but not all courses that offer TA positions require prior enrollment in the course. |
| April | • Meet with academic advisor. If possible, finalize supporting program.  
**NOTE:** that some upper level courses are not offered every year so plan |
ahead for supporting program coursework. Make plans for fulfilling teaching requirement in the coming year. Get organized to take written prelim exams.

Teaching Requirement:
Either TA, or take a class (Grad 8101) or, if you have previous teaching experience, you may submit an appeal to the Graduate Faculty for a waiver. Advisor has to approve the option you choose.

Written Prelims:
Deadline to take and pass is **August 31st of your third year**. Once you decide on you A of E, find out what the prelim exam for that area is like, ask A of E faculty members when to begin preparations and how best to prepare. To meet the August 30 deadline, include time necessary to retake a failed exam. A written prelim exam can be failed only once.

**May**
- Attend HPM Spring Party
- Complete SPH end of the school year survey (on the web).
- Complete end of semester course evaluations (on the web).
- Meet with DGS to debrief about second semester
- **May 30th**: Deadline to declare Area of Emphasis. Get the form from the Student Guidebook at: http://www.sph.umn.edu/programs/hsrpaphd/index.asp click on the “Student Resources” tab in the middle of the page.
- It is recommended that your academic advisor be within your A of E. If you need to change advisors based on your declared A of E, see Maureen.
- You should receive the annual progress form to complete; set up a time to meet with your advisor (and co-advisor if applicable).

**FIRST YEAR – SUMMER**

**June**
- AHRQ/NRSA Trainee Conference. Current and past trainees are strongly encouraged to attend. Trainees have a travel subsidy with their training grant that can be applied to their travel expenses. (Most also attend the Academy Health Research Meeting since they occur back to back.)
- Academy Health Conference. AHRQ/NRSA trainees can use the travel allowance from the grant to attend this conference.

**NOTE:** All travel expenses that are to be paid for with fellowship funds or by the Division have to be approved prior to making travel arrangements. Contact Maureen Andrew for information on getting pre-approval before making any travel arrangements.

**Summer**
- Complete and send your annual progress form to your advisor. Set up a meeting to go over all of the materials on this form and any other issues on your own agenda. At the close of the meeting obtain comments and signatures.
- Again, consider topics to pursue for the “Writing for Research” class in the Spring of your second year.
- If time permits, take the opportunity to work with faculty on projects to gain hands on research experience.
**SECOND YEAR – FALL SEMESTER**

**September**

- Meet with your academic advisor. If supporting program is still not approved, work on this with advisor and other A of E faculty. Discuss plans to take written prelim exams. Discuss other issues of concern. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, etc.
  
  REMINDER: It is expected that students will graduate with at least 3 publications underway (first and supporting author roles).

- Plan to take the methods prelim in the spring after completing PubH 8811. The methods prelim exam is a 3-day, take home exam. Students may arrange the exam on dates that work for their cohort—discuss dates with cohort members and the Methods Committee (Professors Dowd and Rockwood).

**NOTE:** Students MUST be registered every fall and spring of their degree program. If you miss registering by the 2nd week of a term, the University will deactivate your record and you will have to apply for readmission. In extenuating circumstances, such as brief periods of leave of absence, students still need to register. There is a free “placeholder” registration status to retain active student status called: Grad 999, that students can register for up to one year. Check with Maureen if you have questions about this.

**Other registration status and purpose:**

*Pre-Thesis credits (PubH 8666)*: For students who have finished coursework but have not yet passed the prelim oral exam. This is used when full time enrollment is needed (like to qualify for an RA/TA job, student loan deferments, or fellowships). Pre-thesis credits are limited to 2 instances and 12 total credits without permission.

*Thesis credits (PubH 8888)*: 24 thesis credits are required to graduate. Up to 12 thesis credits may be completed after passing the methods prelim. The remaining required thesis credits cannot be taken until AFTER passing the prelim oral exam (dissertation proposal).

*One Credit Equivalent to FTE (PubH 8444)*: For students who have used up all their thesis credits, but need to be full time while completing dissertation This single credit is counted as full time . Permission from the PhD program is required. Find the form for permission to register on the Grad School website: [www.grad.umn.edu](http://www.grad.umn.edu).

**Ongoing**

- Attend Work-in-Progress (WIP) seminars
- Join or stay connected to student groups for activities they organize (e.g., the HPM student group), or consider joining a professional organization. Please note that the Graduate School organizes dissertation and writing
<table>
<thead>
<tr>
<th>Oct/Nov</th>
<th>Attend meeting with DGS for general question and answer session.</th>
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</thead>
<tbody>
<tr>
<td>November</td>
<td></td>
</tr>
<tr>
<td>• Meet with your academic advisor. Discuss thesis topic and begin identifying a thesis advisor. (Your thesis advisor can be the same as your academic advisor but need not be.) Discuss classes, keep working on supporting program, and have a plan for completing written prelims. Also discuss career goals and how to position self to achieve these goals.</td>
<td></td>
</tr>
<tr>
<td>• Clear registration holds (if any) for spring registration.</td>
<td></td>
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<tr>
<td>December</td>
<td></td>
</tr>
<tr>
<td>• Complete end of semester course evaluations (on web). Completed evaluations give students early access to view grades.</td>
<td></td>
</tr>
<tr>
<td>• With your cohort, decide on a date to take the Methods prelim. Clear it with Professors Dowd and Rockwood, and then inform Maureen of those dates.</td>
<td></td>
</tr>
<tr>
<td>• Attend HMP holiday potluck</td>
<td></td>
</tr>
<tr>
<td>• Attend SPH holiday party</td>
<td></td>
</tr>
<tr>
<td>• As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E.</td>
<td></td>
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</tbody>
</table>

**SECOND YEAR – SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Jan/Feb (or other agreed upon date)</th>
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<tbody>
<tr>
<td>• Take Methods prelim exam.</td>
</tr>
<tr>
<td>• Attend meeting with DGS to discuss Fall Semester</td>
</tr>
<tr>
<td>• After passing the methods prelim exam you may be eligible to start taking up to 12 thesis credits. Contact Maureen for more information.</td>
</tr>
<tr>
<td>Ongoing</td>
</tr>
<tr>
<td>• Attend Faculty Work-in-Progress (WIP) seminars</td>
</tr>
<tr>
<td>• Join or stay connected to student groups for activities they organize, and consider joining a professional organization.</td>
</tr>
<tr>
<td>February</td>
</tr>
<tr>
<td>Meet with your advisor to discuss your progress in the program. Make a plan to satisfy the teaching requirement, finalize your supporting program, and be on-track with meeting written prelim deadlines. Fine-tune your research topic. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, career goals, etc.</td>
</tr>
<tr>
<td>REMINDER: It is expected that students will graduate with at least 3 publications (first and supporting author roles).</td>
</tr>
<tr>
<td>NOTE: Each A of E written prelim exam has its own format. Check with your A of E for the format of the prelim exam.</td>
</tr>
<tr>
<td>NOTE: When your plan for the supporting program is finalized complete the Supporting Program form (get from the appendix in the Student Guidebook: <a href="http://www.sph.umn.edu/programs/hsrph/index.asp">http://www.sph.umn.edu/programs/hsrph/index.asp</a> click on the Student Resources tab in the middle of the page. Have Maureen review when approved by your A of E faculty.</td>
</tr>
<tr>
<td>March/April</td>
</tr>
<tr>
<td>• Attend meeting with DGS for general question and answer session.</td>
</tr>
<tr>
<td>• Clear any registration holds for fall.</td>
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</tbody>
</table>
### May
- Attend HPM Spring Party
- Complete end of semester course evaluations (on web). Completed evaluations give students early access to view grades.
- Meet with DGS to debrief about Spring semester
- As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E.
- You will receive the annual progress form to complete.

### Second Year – Summer

| Early June | • AHRQ/NRSA Trainee Conference. Current trainees use their travel allowance to attend this conference.  
• AcademyHealth Research Meeting.  
NOTE: All travel expenses that are to be paid for with fellowship funds or by the Division have to be approved prior to making travel arrangements. Contact Maureen Andrew for information about pre-approval.  
• Complete and send your annual progress form to your advisor. Set up a meeting to go over all of the materials on this form and any other issues on your own agenda. Included in this discussion with your advisor is your thesis ideas/topics and potential target dates for your oral prelim exam. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, career goals etc.  
• Obtain signatures for progress report and turn in (electronically).  
• The oral prelim exam is a defense of your written doctoral thesis research proposal. See Guidelines for Proposal in the Student Guidebook or the web at: [http://www.sph.umn.edu/programs/hsrpaphd/index.asp](http://www.sph.umn.edu/programs/hsrpaphd/index.asp) and click on the “Student Resources“ tab in the middle of the page. Also, start brainstorming with your advisor about possible committee members if your proposal topic is well defined.  

NOTE: Passing the oral prelim puts you in position to submit a proposal for funding for R36 AHRQ Dissertation Award (Due dates are February 1, May 1, August 1, and November 1 of each year. Conforming to those dates requires sufficient lead time to prepare the proposal for submission). For more information contact Glenda Gosen, grant administrator in HPM. Also see: [http://grants.nih.gov/grants/oer.htm](http://grants.nih.gov/grants/oer.htm) |

### Third Year – Fall Semester

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

| October | • Meet with your academic advisor. Discuss classes, keep working on supporting program, have a plan for completing written prelims.  
• Discuss thesis topic and begin identifying a thesis advisor. With guidance from your thesis advisor, begin to fine tune your thesis topic, determine viable data sets, and begin a discussion about assembling a committee (5 people). Talk about opportunities to build your CV through work with faculty on projects, presentations in the division and at conferences, writing |
<table>
<thead>
<tr>
<th>Ongoing</th>
<th>Attend Faculty Work-in-Progress (WIP) seminars.</th>
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<tbody>
<tr>
<td></td>
<td>Join or stay connected to student groups and watch for activities they organize; consider joining a professional organization. Please note that the Graduate School organizes dissertation and writing support groups. Visit their web page.</td>
</tr>
<tr>
<td>Oct/Nov</td>
<td>• Attend HPM fall party.</td>
</tr>
<tr>
<td></td>
<td>• Join meeting with DGS for general question and answer session.</td>
</tr>
<tr>
<td>November</td>
<td>Clear all holds for spring registration.</td>
</tr>
<tr>
<td>December</td>
<td>• Complete end of semester course evaluations (on web). Grades won’t be released until the evaluation is completed.</td>
</tr>
<tr>
<td></td>
<td>• Meet with DGS to debrief about Fall semester</td>
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<td>o Note: this is the last formal “end of semester” debrief with the DGS as most students will have completed all HSR core required courses at this point.</td>
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<td></td>
<td>• As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E.</td>
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</table>

### Third Year – Spring Semester

<table>
<thead>
<tr>
<th>January</th>
<th>Have final date for taking remaining written prelim exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>• Attend Faculty Work-in-Progress (WIP) seminars.</td>
</tr>
<tr>
<td></td>
<td>• Join or stay connected to student groups for activities they organize, or consider joining a professional organization.</td>
</tr>
<tr>
<td>February</td>
<td>• Meet with your advisor. Discuss thesis topic and begin identifying a thesis advisor. (Your thesis advisor can be the same as your academic advisor, but need not be. Once selected, most of your guidance should come from your thesis advisor.) Discuss classes, keep working on supporting program and begin a discussion about potential thesis committee members (minimum of 4 people) with guidance from your thesis advisor. Talk about opportunities to build your CV through work with faculty on projects, presentations, writing papers, grants, career goals, the job market, etc.</td>
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<tr>
<td></td>
<td>• Determine thesis topic and data set.</td>
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<td></td>
<td>• When you have a thesis advisor, inform Maureen (she tracks advisors and ensures that advisors are officially entered into the system).</td>
</tr>
<tr>
<td>March/April</td>
<td>Attend meeting with DGS for general question and answer session.</td>
</tr>
<tr>
<td>March</td>
<td>Clear holds for summer and fall registration.</td>
</tr>
<tr>
<td>May</td>
<td>• Attend HPM spring party.</td>
</tr>
<tr>
<td></td>
<td>• Complete end of semester course evaluations (on web). Completed evaluations give students early access to view grades.</td>
</tr>
<tr>
<td></td>
<td>• Complete SPH End of the Year survey on the web.</td>
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<tr>
<td></td>
<td>• You should receive the annual progress form to complete.</td>
</tr>
</tbody>
</table>
### Third Year – Summer

| June-August | • Complete and send your annual progress form to your advisor. At this meeting with advisor: Discuss thesis topic, identify thesis advisor, discuss classes, keep working on supporting program, complete written prelims, make plans to assemble a committee, and determine thesis topic and data set. Talk about opportunities to build your CV through work with faculty on projects, professional presentations, writing papers, grants, etc. Following meeting obtain signatures.  
  • Have plan for satisfying teaching requirement. |
| August 31st | **Absolute deadline to pass all written prelims.** Plan well in advance to build in time for grading exam, and potential of having to retake the exam.  
  **NOTE:** The department informs the Grad School via a form, when the written prelims are passed. Check with Maureen to ensure this form has been submitted. |

### Fourth Year – Fall

| | • Have concrete plan for dissertation topic, data set and assemble thesis committee.  
  • Meet with thesis advisor frequently.  
  • When committee is determined, submit the on-line form to assign your oral prelim examining committee to the Grad School.  
  **Pass oral prelim no later than Dec. 30th of the 5th year.** Allow ample time for committee review of proposal and scheduling a time for full committee to meet. See “Dissertation Proposal and Final Defense Guidelines” in the Student Guidebook.  
  **NOTE:** The Graduate School requires that the prelim oral exam be scheduled and approved by the Grad School at least 7 days prior to the exam. The electronic Preliminary Oral Scheduling form is on the Grad School website: [www.grad.umn.edu](http://www.grad.umn.edu) |
| | • Contact Maureen to locate and reserve a room and arrange for any needed equipment.  
  • After passing the Oral Prelim exam, you will be eligible to register for any remaining thesis credits to fulfill the required 24 thesis credits.  
  • After passing the oral prelim, request a Graduation Packet from the Grad School  
  • Submit electronic form to assign your final oral exam committee to the Grad School.  
  • Write your dissertation |
| On-going while writing dissertation | • Attend WIP sessions and stay connected to student groups.  
• Meet frequently with your advisor.  
• With guidance from your advisor, provide drafts to your committee members and obtain their feedback.  
• Integrate feedback into draft  
  Allow adequate time for your committee members to provide feedback—at least 2-3 weeks.  
• If you are still working on your dissertation after completing the required 24 thesis credits, **continue to register**! Students must be registered in order to defend! Contact Maureen for details about registration options.  
**Options:** 1) Special 1 credit equivalent to FTE, PubH 8444 if you need to be full time  
  2) Grad 999 (no credit, no cost “place holder” to retain active student status)  
• Continue to meet with your advisor to discuss career goals, professional development ideas, job market and continue to build your CV through work on faculty projects (e.g., presentations at professional meetings, writing papers, work on grants, etc).  
REMINDER: It is expected that students will graduate with at least 3 publications (first and supporting author roles).  
• After passing your proposal defense, but some months before the final oral defense, present your Work-In-Progress with a diverse faculty audience, to obtain feedback for possible integration into your dissertation.  
• **DEFEND** and graduate by 5th year! |
Divison of Health Policy and Management
COURSE WAIVER OR TRANSFER REQUEST
for the MS or PhD in HSRP&A

NAME: ___________________________   U of MN ID: _______________________

Your Degree Program:  ☐ MS  ☐ PhD

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

This request is for (check one):   _______Waiver of Required Course(s)

_______Transfer Previous Courses into my degree

<table>
<thead>
<tr>
<th>Previous Coursework for Consideration</th>
<th>HSRP&amp;A Course That Appears Equivalent</th>
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<tbody>
<tr>
<td>School</td>
<td>Title and course # Course</td>
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<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>5.</td>
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Attach a syllabus for each previous class and grade transcript.

Student Signature: ___________________________   Date: ______________

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

Office Use Only

☐ Approved  ☐ Not Approved

Director of Graduate Studies: ___________________________   Date: ______________
Doctoral students are required to declare your Area of Emphasis by May 31 of the first year.

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

- Use this form to inform the doctoral program of your chosen Area of Emphasis. Please complete this form and give it to the PhD program coordinator, Maureen Andrew, D-262 Mayo.

- Contact the faculty of the Area of Emphasis you have chosen to discuss your intention to pursue that Area.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Year you entered the PhD Program</th>
<th>Your chosen Area of Emphasis</th>
</tr>
</thead>
</table>

Areas of Emphasis

<table>
<thead>
<tr>
<th>Areas of Emphasis</th>
<th>Lead Faculty Member of this Area of Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multidisciplinary Social Sciences</td>
<td>Bryan Dowd</td>
</tr>
<tr>
<td>Sociology of Health and Illness</td>
<td>Donna McAlpine</td>
</tr>
<tr>
<td>Health Decision Science</td>
<td>Karen Kuntz</td>
</tr>
<tr>
<td>Clinical Outcomes Research</td>
<td>Beth Virnig</td>
</tr>
<tr>
<td>Health Policy</td>
<td>Lynn Blewett</td>
</tr>
<tr>
<td>Health Economics</td>
<td>Ezra Golberstein</td>
</tr>
</tbody>
</table>
Division of  
Health Policy and Management  
PhD Program In Health Services Research, Policy & Administration  
SUPPORTING PROGRAM

Your supporting program must be approved by the Area of Emphasis faculty and a copy provided to the program coordinator, Maureen Andrew, D-262 Mayo.

Student Name_____________________________________________Date___________________

Area of Emphasis_________________________________________________________________

Supporting Program Courses (must be a minimum of 12 credits)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title of Course</th>
<th># Credits</th>
<th>Term &amp; Year</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

This supporting program is approved by the Area of Emphasis Faculty

Area of Emphasis Faculty Signature__________________________________________Date________________

Student Signature_______________________________________________________Date________________
Division of Health Policy and Management  
HSRP&A Doctoral Program  
Early Thesis Registration Eligibility Form and  
Thesis Registration Request (PubH 8888, section 004)

Student: _____________________________________________________ Date__________________

ID Number: __________________________________________________________

Student must have already passed the Methods Prelim Exam and be “research ready.”

PART ONE: Eligibility Request (required only once). If eligibility has already been certified, skip this section and go to Part 2.

THESIS ADVISOR TO CERTIFY: (Print name)_______________________________________________

I certify that this PhD student:
• Has passed the Methods Preliminary Exam
• Is “research ready” and may register for up to 12 thesis credits prior to passing their oral prelim exam. Here “research ready” is demonstrated when the student has embarked on activities specifically pertaining to their dissertation. This includes, but is not limited to, writing the thesis proposal, conducting preliminary exploratory analysis, assembling a dissertation committee, etc.

Advisor Signature_______________________________________________________________

PART TWO: Request for Thesis Registration (required for each occurrence of thesis registration)

Indicate the number of thesis credits (PubH 8888, section 004) request by term:

<table>
<thead>
<tr>
<th>What Term? (choose one only)</th>
<th>Fall 20___</th>
<th>Spring 20___</th>
<th>Summer 20___</th>
</tr>
</thead>
<tbody>
<tr>
<td># Credits ____</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many thesis credits do you want to register for this term?
- Before passing your prelim oral: 1-12 credits with a cumulative max of 12.
- After passing your prelim oral: Any remaining thesis credits up to the total combined max of 24 required for the PhD degree, limited to no more than 12 credits in a single semester.

Return this to Maureen Andrew, PhD Program Coordinator in D-262 Mayo, or scan and email to andre031@umn.edu, or fax to: 612-626-8328.
Division of Health Policy and Management

Student Progress Review: Ph.D. in HSRP&A

Summer

ALL: Individualized attention to student progress is something the Graduate Faculty in HSRP&A value. The progress review is designed to (1) facilitate a conversation between PhD students and their advisors to discuss accomplishments, challenges, career development; (2) ensure timely progress toward program goals which vary from year to year; (3) draw attention to the importance of building a strong curriculum vita (CV) early in the graduate program; and (4) prepare students for annual reviews typical in academic, government, private job sectors after completion of the PhD.

Students: To complete this process you need to:

1. complete this form
2. attach a recent transcript (IIA)
3. list of course work (IIC)
4. attach a current CV (III)
5. set up a 30-45 minute meeting with advisor (and co-advisor if applicable) to review these materials

Provide all materials at least one week prior to the meeting. Obtain your advisor’s comments and signature and submit to Maureen Andrew no later than July 31, 2015.

Keep an electronic record so that you can review your own progress and update sections from year to year.

Faculty Advisor(s): Meet with your advisee and review the completed form with particular attention to discussing materials listed in Section I, A through F. After meeting, add comments to page 5, sign the form and return it to your advisee. Each student signs before submitting to Maureen Andrew no later than July 31, 201__.

______________________________________________________________________________

Date:  
Name:  Email:  
Area of emphasis (AE):  
Year that you started the HSRP&A PhD program:  
Note dates of any extended program interruptions (e.g., family leave):  

Name of Academic or Thesis Advisor (circle which is applicable):  
(Note: Responsibility for the progress report transfers to the thesis advisor once one is selected. Inform Maureen Andrew of any change in advisor.)
Name of Co-Advisor (if applicable):

I. FOR DISCUSSION WITH ADVISOR

1ST YEAR STUDENTS:
Please describe connections you have made with faculty around potential research collaborations. Have you identified a faculty member whose interests are compatible with your own? If not, who do you have in mind? What topics are you interested in? (The goal is to begin connecting in the 2nd semester of your 1st year.)

ALL STUDENTS COMMENT ON EACH ITEM BELOW (or attach write up)
A. Please comment on your past year’s progress.
(e.g., list any professional experiences not be listed on your CV, conferences and workshops attended, papers in preparation, list faculty are you working with on projects and/or papers, provide progress report on dissertation, etc.):

B. Please note any areas of concern and possible plans for addressing concerns.
(e.g., incompletes, delays in meeting benchmarks, impending deadlines, etc. that may be difficult to achieve, requests for support in meeting goals, etc):

C. Please comment on your plans for next year.
(e.g., coursework and program benchmarks to meet, dissertation plans, professional development opportunities you hope to take advantage of, which faculty would you like to connect with, RA positions, funding plans or concerns, etc):

D. Briefly describe ideas and topics you are considering/you have selected for your dissertation:

E. List your dissertation committee members (This may not be relevant until 3rd year); feel free to provide a tentative list to review and discuss with your advisor:

Internal: ____________________________  External (1 required, 2nd is optional): ____________________________
_____________________________  ______________________________

II. Coursework
A. Completed: Print out a new unofficial U of MN transcript and attach it to this form. To print a recent transcript, go to www.onestop.umn.edu, then to Grades and Transcripts.
B. **Completed**: If you have either been granted a waiver from a course, or are transferring coursework into the HSRP&A PhD, please list those courses here:

Waived HSRP&A Courses:  
________________________________________  __________________________________________
________________________________________  __________________________________________
________________________________________  __________________________________________

Transferred-In courses
________________________________________  __________________________________________
________________________________________  __________________________________________
________________________________________  __________________________________________

C. **Remaining**: Provide list or spreadsheet with core and tentative courses to be completed per semester in the coming year. Attach to this form OR print out the PhD curriculum from the Student Guidebook ([http://www.sph.umn.edu/programs/hsrpaphd/hsrpphdresources/](http://www.sph.umn.edu/programs/hsrpaphd/hsrpphdresources/)), and cross off completed courses and write in elective courses.

III. **Curriculum Vita**

Please attach copy of your current Vita. *Note with asterisks * any new entries since your last review. This demarcation is typical for faculty annual reviews and continuation documentation.

IV. **Degree Milestones**

Note that many of the following activities are completed in Year 2 and later. It is okay to leave blank.

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Anticipated Date of Completion</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st attempt; not passed</td>
<td>Passed</td>
</tr>
<tr>
<td>Methods Written Prelim Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taken and Passed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AE Written Prelim Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taken and Passed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Econ students only:</em> Economics Department Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taken and Passed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITTEN PRELIMS MUST BE COMPLETED BY AUGUST 31 OF THE 3RD YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assign Prelim Oral Committee (on Grad School website)</td>
<td></td>
<td></td>
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<tr>
<td>Oral Prelim</td>
<td></td>
<td></td>
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<tr>
<td>Taken and Passed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ORAL PRELIM MUST BE COMPLETED BY DECEMBER 31 OF THE 5TH YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assign Final Oral Exam Committee (on Grad School website)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request a Graduation Packet (from Grad School website)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain signatures on Thesis Reviewers Report prior to final defense (this form is in the Graduate Packet).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. Program Requirements and Recommendations
Note that many of the following activities are completed in Year 3 and later; it is okay to check the “no” box.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established committee members(^1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting program approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date approved:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Degree Plan filed(^1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 thesis credits taken(^2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfilled the teaching requirement though:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Taking course Grad 8101 and earned a grade of “B” or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Serving as a TA with a variety of experience; course and/or syllabus development/revising, lecturing, grading, one-on-one student help, leading study group, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Prior teaching experience (Waiver request submitted for faculty approval is required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which option was used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation as a member of grant writing team (recommended but not required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared first-authored manuscript for publication (strongly encouraged)(^3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared manuscript for publication in supporting role (strongly encouraged)(^4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 In most circumstances committee members are selected, and the Graduate Degree Plan form is completed after successfully passing the Preliminary Written Exams. See section 8.5 in the Student Guidebook. The form is completed with the assistance of Maureen Andrew.

2 Up to 12 thesis credits may be taken after passing the Methods preliminary written exam / before oral prelim; see section 10.10, Student Guidebook at http://www.sph.umn.edu/programs/hsrpphd/hsrpphdresources/.

3 Ideally all PhD students will have at least three peer reviewed publications prior to completing the PhD, with one as lead author.

VI. Dates, Signatures and Comments

Instructions: this page should be completed after the meeting between student and advisor(s) takes place. Student reviews advisor(s) comments before signing, commenting and submitting to Program Chair/DGS

Note date of meeting with Advisor (and co-advisor if applicable):

Advisor Comments:
Title of Project:

Type of Project:

☐ Literature Review  ☐ Policy Analysis  ☐ Research Project  ☐ Quality Improvement

☐ Other (Specify)

I. Objectives:

Describe the objectives of the project. What are the questions you plan to answer? What is the scope? What topics are beyond the scope of this project? Do you have hypotheses? Etc.

II. Significance:

Describe the significance to health services research, policy, administration or practice? How will the proposed project make a contribution? Etc.

III. Methods:

Describe the methods in sufficient detail so that it is clear that they are appropriate for answering your research questions or meeting your objectives. (For example, is the sample size large enough? Are the variables available? etc.) If sophisticated methods are proposed, the student should demonstrate that they have the skills and infrastructure (i.e. computing) necessary to complete the project. If data are necessary, the student should specify when they will be available.

IV. Human Subjects Protection:

If a review by the University's Institutional Review Board (IRB) is unnecessary, describe why. Otherwise, describe steps that will be taken to address human subject's projection before the project begins.

V. Authorship:

If this thesis is published in some form, such as an article, what are the authorship agreements for the individuals involved in this project (e.g. order of authors). Both student and faculty roles must be clearly specified.

VI. Additional Items:

Enter additional items you feel are necessary for evaluating this proposal.
TITLE OF THE THESIS/PROJECT

A PROJECT
SUBMITTED TO THE FACULTY
OF THE DIVISION OF HEALTH POLICY & MANAGEMENT
OF THE UNIVERSITY OF MINNESOTA
BY

FULL LEGAL NAME OF AUTHOR

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF SCIENCE

NAME OF ADVISER, NAME OF CO-ADVISER (if applicable)

MONTH AND YEAR
This is to certify that I have examined this copy of a MS Plan B Project by

Full Legal Name of Author

and have found that it is complete and satisfactory in all respects, and that any and all revisions required by the final examining committee have been made.

Name of Faculty Advisor
Faculty Adviser

Signature of Faculty Adviser

Date

DIVISION OF HEALTH POLICY & MANAGEMENT