

9. HEALTH SERVICES RESEARCH POLICY & ADMINISTRATION

9.1 MS and PhD Degree 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 and to ensure timely completion of the degree. The MS and doctoral programs in HSRP&A are built on a mentoring philosophy, with a great deal of interaction between students and faculty. It is therefore very important for students to spend as much time as possible on campus with the faculty. 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 responsibilities of work expectations associated with research assistantships, internships, traineeships and fellowships, represent a substantial time commitment. Therefore, students are encouraged to carefully consider their workload before committing to work outside the program.

RESPONSIBLE CONDUCT OF RESEARCH

University of Minnesota policy states that research shall be conducted in a responsible and ethical way. The Division of Health Services Research and Policy 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 project 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.

ETHICS TRAINING

The Graduate School requires that all MS and PhD students complete training in ethics. The curriculum includes a one-credit research ethics course that is required for the MS and PhD degree programs.

INCOMPLETE COURSEWORK

HSRP&A students are expected to complete all courses during the semester they are taken. Students receiving a grade of "I" (incomplete) are expected to complete the coursework within one semester after taking the course. Failure to remove an incomplete will be included in the annual review of the student's progress.

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. (This is a higher requirement than the Graduate School minimum grade point average of 2.8).

- PhD students must earn no less than a "B-" in every required core course.
- MS students must earn no less than "B-" in the required Biostatistics sequence of courses.

Required courses not meeting this standard may be repeated once in an effort to improve the grade. Failure to meet this standard leads to an automatic recommendation by the faculty for termination from the program.

Letter Grades Required

All coursework for the MS and PhD degrees must be taken on a A-F grade basis; no pass/fail permitted. This includes core courses, courses that are in the MS or PhD minor, and in the PhD supporting program. The one exception is the MS Plan B Project, which will be graded on an S-N (pass/fail) basis.

9.2 Advisors

Each MS and PhD student, upon entering the program, will be assigned an academic advisor. Effort is made to match students with advisors based on the student's interests, experience, and career goals. HSRP faculty members are from diverse academic and professional backgrounds, and are a rich resource for students in the advisor-advisee relationship. Students may also select a thesis advisor who will be the primary consultant for the development of the MS master's project or PhD dissertation thesis.

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

Faculty Member	Grad School Appointment	Faculty Member	Grad School Appointment
Abraham, Jean	Member/Advising	Kane, Rosalie	Senior Member
Begun, James	Senior Member	Kralewski, John	Senior Member
Blewett, Lynn	Senior Member	McAlpine, Donna	Member/Advising
Call, Kathleen	Senior Member	McBean, Marshall	Senior Member
Christianson, Jon	Senior Member	Moscovice, Ira	Senior Member
Connor, Robert	Senior Member	Nyman, John	Senior Member
Dahl, Tor	Affiliate Member	Parente, Stephen	Member/Advising
Davern, Michael	Affiliate Member	Potthoff, Sandra	Senior Member
Dowd, Bryan	Senior Member	Radosevich, David	Member
Feldman, Roger	Senior Member	Rockwood, Todd	Member/Advising
Finch, Michael	Senior Member	Riley, William	Member/Advising
Foote, Susan	Senior Member	Speedie, Stuart	Senior Member
Garrard, Judith	Senior Member	Town, Robert	Senior Member
Grant, Leslie	Senior Member	Virnig, Beth	Senior Member
Holtzman, Jeremy	Member	Weckwerth, Vernon	Senior Member
Jonk, Yvonne	Member/Advising	Wholey, Doug	Senior Member
Kane, Robert	Senior Member	Wilson, Amy	Member/Advising

The student or advisor may propose a change of academic advisor at any time; however, the change must be mutually agreed upon between the student, previous advisor and new advisor, and discussed with the DGS.

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. They are the student's primary faculty mentor, 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 academic advisor is also required to sign-off on various required Graduate School forms that document the student's academic progress through the MS and PhD programs. These documents are to be filed with the Graduate School at various points throughout the program as required by the Graduate School policies. See the Graduate School policies on line at www.grad.umn.edu.

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 identified, 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 in this role.

9.3 Forms

The Graduate School requires the following forms. Failure to submit required Graduate school forms in a timely manner might cause registration holds, de-activation of student status, or prevent graduation. Most forms can be downloaded from www.grad.umn.edu/Current_Students/forms/index.html.

Form	When Needed	Which Program(s)
Degree Program	After completion of 10 credits	MS
Degree Program	At least two terms prior to the oral preliminary exam	PhD
Thesis Proposal	After passing preliminary oral exam	PhD
Preliminary Written Examination Report	Upon completion of written prelims	PhD
Graduation Packet (contains various forms)	After Grad School approves Degree Program	MS and PhD
Preliminary Oral Examination Report	Upon completion of exam	PhD
Final Exam Report	By last working day of graduation month	MS and PhD
Thesis Reviewer's Report	Prior to Final Exam	MS (Plan A)

Other special purpose forms are:

Form	Purpose
Registration Exception	For changing registration after published deadlines
Petition	To make a change on previously submitted <i>Degree Program</i> form
Change of Status	For readmission to the Graduate School or change of major/degree

9.4 Internships, Assistantships, Fellowships, and Traineeships

INTERNSHIP REQUIREMENT FOR MS STUDENTS

MS students in the HSRP&A program are required to complete an internship. Internships enrich the student's experience and academic growth by providing an opportunity for experiential learning, and practical application of newly acquired skills.

Internships are obtained in two possible ways: 1) HSRP develops paid community internships in which many students will be placed. The paid internships include an hourly wage, and a subsidy that pays for half of the student's tuition and University student health insurance. *Paid internships are not guaranteed and their availability depends on the participation and sponsorship by organizations in the community.* 2) Students may pursue, on their own, an internship in the community, or an appropriate research assistantship in which to obtain some hands-on experience with health services research.

MS Advisors play an important role in the success of internships. Students are expected to have frequent communications with their advisors, (several times per semester), to "check-in" regarding their internship experience. In turn, the advisor will periodically contact the internship site to monitor the student's performance in the internship. These frequent communications are to ensure that the experience is positive for the student and the organization, and if problems or concerns arise, to enable them to be dealt with promptly.

GRADUATE ASSISTANTSHIPS: RESEARCH, TEACHING, AND GENERAL ASSISTANTSHIPS

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

1. Research assistantships (RA): Students work with/for faculty on research projects.
2. Teaching assistantships (TA): Students provide teaching and administrative support to professors.
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.
- Health insurance coverage of at least 47.5%.
- 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.

The Division of HSRP has various RA positions available, and a only a few TA positions. Looking for graduate assistantship employment is very competitive, as the students seeking positions far exceed the number of jobs available. Students looking for an assistantship should approach it like any job search, and prepare a brief biography and resume to have available for prospective openings. Computer skills such as SAS, SPSS, and other statistical software skills are in great demand for research assistantships with HSRP. Students may also look for graduate assistantship jobs outside of the department, through the University's Office of Human Resources at <http://www1.umn.edu/ohr/gao/> Other graduate assistantship positions within the School of Public Health are also available in the SPH Career Services Center, which can be viewed at www.sph.umn.edu/career/.

The University requires non-native English speakers who want to obtain a TA position, to first pass an English-speaking test. This test is administered by the Center for Teaching and Learning Services, www.umn.edu/ohr/teachlearn/; see *section 11.5* of this guidebook for more information.

FELLOWSHIPS AND TRAINEESHIPS 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. HSRP 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 usually subsidize tuition and pay the student a stipend. The dollar value of fellowships and traineeships varies. Funds for fellowships and traineeships come from various sources such as government agencies, private organizations, or the University. Most fellowships and traineeships require United States citizenship. The funding levels for fellowships and traineeships are limited, thus are targeted to students who have demonstrated high academic performance and other accomplishments that predict likely success in the program and the field. All newly admitted doctoral candidates are automatically reviewed for fellowship and traineeship eligibility as part of the admissions process.

Examples of funding sources for fellowships and traineeships are:

- National Institutes of Health
- Agency for Health Care Research and Quality (AHRQ)
- National Research Service Award (NRSA)
- Howard Johnson Fellowship

- University of Minnesota Graduate School
- Environmental and Occupational Health and HSRP Training Grant
- Graduate School Block Grant Fellowship
- HSRP John Kralewski Fellowship
- SPH Dean's TCF Scholarship

10. HSRP&A MASTER OF SCIENCE DEGREE PROGRAM

10.1 Plan Options and Degree Requirements

The MS degree in Health Services Research, Policy and Administration (HSRP&A) prepares graduates for a wide variety of health services research and policy roles in the health care field. Students are expected to complete the degree within a two-year time frame. Students unable to finish within two years must petition for an extension.

Options

HSRP offers two MS degree concentrations, each with a distinctively different focus to address the needs of individuals across the spectrum of experience.

Students electing the Outcomes Research concentration will be enrolled as Plan A students. Plan A students are required to write a thesis and pass a final oral defense. Students electing the Research Analysis concentration will be enrolled as Plan B students. Plan B students write a research paper as their Plan B project, pass an oral exam, and complete an internship. Both options are rigorous two-year programs.

OUTCOMES RESEARCH CONCENTRATION – PLAN A

The Plan A option requires completion of either 47 or 50 credits:

- 31-34 credits in the concentration
- A minimum of 6 credits in related field(s) outside the major
- A master's thesis (10 master's thesis credits)
- Final oral examination

The final exam for the Plan A MS degree is an oral defense of the thesis. The oral defense is a public presentation to which students and faculty will be invited to attend. Following the presentation, the student's MS examining committee will meet in a closed session to discuss the thesis.

RESEARCH AND POLICY CONCENTRATION – PLAN B

The Plan B option requires completion of 46 credits:

- 39 credits in the concentration
- A minimum of 7 credits in related field(s) outside the major
- A Plan B project and internship
- Final oral examination

The Plan B project is designed to demonstrate the student's familiarity with the tools of research and scholarship in the field, the ability to work independently, and the ability to present the results of a project effectively. The Plan B project can be based on the internship, literature review, or research, and should involve a minimum of 120 hours (the equivalent of 3 weeks of work). The final oral exam is based on a presentation of the Plan B project, and answering questions from the examining committee.

GRADES

- The 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 courses, including the core courses and those in the minor or related fields, must be taken on an A-F grade basis, EXCEPT for the Plan B Project credits, in which an S/N (pass/fail) grade is permitted

FINAL EXAMINATION

Both the Plan A and Plan B MS degree requires a final oral examination. The final exam follows the completion of all coursework, including satisfying any incompletes, and the completion of the Plan A thesis or Plan B project. For Plan A, the final exam will be an oral defense of the Plan A thesis. The For the Plan B, the exam will be a presentation of the Plan B project paper. Final MS examinations are conducted with the student's MS examining committee. The MS degree final oral exams are closed exams and not open to the public.

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

The MS Final Oral Exam Committee

The Final Oral Examination Committee is composed of at least three members, all of whom must have Graduate School appointments. Two are required to have Graduate School appointments in HSRP, and one must have an appointment outside of HSRP. The outside member should represent the student's Plan B or MS thesis. The names of all the committee members must be reported to the Graduate School on the Degree Program form, well in advance of the exam. The Graduate School levels of appointment eligible to serve on student examining committees are: Senior Member, Affiliate Senior Member, Member/Advising, Affiliate member/Advising, Member, Affiliate Member, and Examining Status. 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. See the graduate School website for more information about exam committees at www.grad.umn.edu A list of HSRP and Adjunct faculty levels of appointment is found in *section 9.2* of this guidebook.

Additional final exam committee members without Graduate School appointments, may be permitted to serve on examining committees. Generally, individuals with particular expertise in the Plan B or thesis topic may be appropriate to serve on the committee. Committee members without a Graduate School appointment cannot vote, but can participate in the oral exam and provide feedback to the student and the other committee members regarding the paper. For more information please see the Plan B Guidelines below or contact the HSRP coordinator for information about adding final exam committee members.

PLAN A MASTERS THESIS GUIDELINES

Guidelines for the completion of the Master's Plan A thesis are available on the Graduate School website at: www.grad.umn.edu.

PLAN B PROJECT GUIDELINES

Students register for a total of 2 credits fall and 2 credits in the spring for PubH 7894, MS Plan B Project

Purpose

The purpose of the Plan B Project is to have students demonstrate:

1. familiarity with the tools of research or scholarship in the field of health services research;
2. the ability to work independently;
3. the ability to effectively present the results of their investigation in written and oral form.

PREPARATION FOR THE PLAN B PROJECT

Students must discuss their ideas for the Plan B Project with their academic advisor to ensure that their ideas for the project are compatible with the MS degree. Students who plan to use their internship as the basis for their Plan B project also need to discuss their plans with the organizational internship mentor, to ensure that

the project does not infringe on the organization's confidentiality clauses and that it is consistent with the student's responsibilities in the internship. Students must also consult with their academic advisor

IRB Approval and Potential Time Constraints

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

MS Plan B Examining Committee and Final Oral Exam

The Graduate School requires MS students to convene an examining committee who will grade the Plan B Project and administer a final exam. The final exam consists of a presentation of the Plan B Project, followed by questions from the committee members. Your MS examining committee should be organized as soon as you have a topic identified. Committee members are an excellent resource for suggestions and assistance during the development of the Plan B project. The MS examining committee must have a minimum of 3 members with appointments in the Graduate School. Two committee members must have HSRP faculty appointments, one must have a Graduate School appointment outside of HSRP. Consult the faculty roster on the Graduate School website (www.grad.umn.edu) to determine if your committee members have eligible appointments. Students whose Plan B Project is based on their internship may include, if they chose, a fourth member from the sponsoring organization. This member will usually be the internship mentor, but could be anyone in the organization with familiarity and involvement with the project. This fourth member is welcome to serve on the committee and attend the final oral exam. No formal approval by the Graduate School is required for the additional member. The additional member will not be listed on Graduate School documents or sign-off on Graduate School forms.

For further information about examining committees, Graduate School faculty committee membership requirements, and faculty appointments, see the Graduate School web site at www.grad.umn.edu.

REGISTRATION AND GRADING OF THE PLAN B PROJECT

During the fall and spring of the second year of the MS program, students will register for 2 credits in each semester for the MS Plan B Project, PubH 7894. A total of 4 credits of Plan B Project registration is required for the MS degree in HSRP&A. A permission number is required. Students may obtain a permission number from their advisor and will register for the section of PubH 7894 that corresponds to their advisor. The grading basis for the Plan B project is S/N (pass/fail).

Two terms of registration are required for the Plan B Project, but a grade will not be entered until the final oral exam has been completed.

During the first term of registration (fall of the second year), no grade will be issued. Instead, a place-holder of "K" will appear on the transcript to indicate that the Plan B project is continuing into the next semester. Upon completion of the second term of Plan B Project registration, and completion of the Plan B project final oral exam, a grade of either S or N will be issued for both the fall and spring semester at the end of spring.

Submit Bound Copy of Plan B Project

Provide a bound final copy of your Plan B project to the HSRP&A coordinator. The paper should be bound with a Velo Bind Cover with a clear cover and black vinyl back. MS Plan B projects will be stored in the Division and will be available for review by others upon request.

Time Commitment For Plan B Project

The Plan B Project should represent a minimum of 120 hours effort.

Project Options

The purpose of the Plan B project is to give students the opportunity to demonstrate competence in health services research. The project is usually developed from the internship experience, but may also be a research project, or critical literature review project. Virtually any relevant topic may be considered. Possible topics include:

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

Topic Selection

Students may select topics as a result of their MS program internship, prior experience, coursework, research study of a particular HSRP faculty member, or other meaningful and relevant areas of interest. Students are encouraged to discuss ideas with their advisor and internship mentor.

Project Ethics

Students are expected to abide by the University's Student Conduct Code in completing their Plan B Project. Particularly important is the issue of plagiarism. Please see the University's Student Conduct policy at www.umn.edu/regents/policies/academic/studentconduct.pdf

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

Compliance with regulations under HIPAA is also required. For information about HIPAA, see <http://www.irb.umn.edu/topics/hipaa/>

Project Format and Style

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

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

American Medical Association, American Medical Association Manual of Style. 9th ed. Chicago, IL: American Medical Association, 1998.

American Psychological Association, Publication Manual of the American Psychological Association. 5th ed. Washington, DC: American Psychological Association, 2001.

Examples of Formats for Projects

INTERNSHIP BASED PROJECT

HSRP MS students who are placed in an internship may base their Plan B Project on their internship experience. The project could address topics of current relevance to the organization or the field of health services research, which may include program evaluation, organizational objectives, community needs assessment, and assessment of current practices or policies, data systems, screening methods, etc.

Objectives:

- To determine the student's ability to develop or evaluate program plans and priorities.
- To demonstrate the student's ability to plan and organize a body of technical information into a cohesive and acceptable report format.
- To demonstrate the student's ability for assessing the relevance of the findings of the project and translating this knowledge into policy and programmatic implications.

Components:

- Title and Approval Page
- Abstract - not to exceed 250 words
- Acknowledgments
- Table of Contents
- Introduction
 - a. Statement and development of problem, including its significance to health services research
 - b. Conceptual model or theoretical framework (if appropriate)
 - c. Statement of purpose
- Literature Review and Analysis
- Methodology
 - a. Study design
 - b. Description of data base/population and sample selection procedures including nature of response and non-response, as appropriate
 - c. Analytic technique used - quantitative, qualitative, as appropriate
- Results
- Discussion
 - a. Description of how findings confirm/depart from those of others
 - b. Strengths and weaknesses of study
 - c. Implications for public health administration
 - d. Conclusion
- References
- Appendices (include copies of instruments, surveys, records used)

CRITICAL LITERATURE REVIEW PROJECT

This option gives students the opportunity to perform a comprehensive, integrative review of the published literature in a specific area that is relevant to health services research.

Objectives:

- To demonstrate the student's ability to initiate and successfully complete a comprehensive review of the literature in an area of health services research.
- To demonstrate the student's ability to critically and systemically evaluate the scientific, programmatic, or practice and policy implications of a literature review to the selected health services research content area.
- To demonstrate the student's ability to recognize gaps in existing knowledge as well as those areas that need further clarification.
- To demonstrate the student's ability to assess the relevance of the existing literature as it pertains to the practice of health services research.

Components:

- Title and Approval Page
- Abstract - not to exceed 250 words
- Acknowledgments
- Table of Contents
- Introduction
 - a. Statement and development of problem, including its significance to health services research
 - b. Conceptual model or theoretical framework (if appropriate)
 - c. Statement of purpose
- Methodology
 - a. Method used to collect articles
 - b. Criteria for including or excluding articles in review
 - c. Criteria for assessing articles
- Integrative Literature Review and Analysis
- Discussion
 - a. Summary of trends in the literature
 - b. Strengths, weaknesses, and gaps in literature including
 1. Measurement of concepts (including validity and reliability)
 2. Populations and data sources
 3. Study designs
 4. Analyses and data presentation techniques and their adequacy

- 5. Appropriateness of conclusions
 - c. Implications for health services research
 - d. Conclusion
- References
- Appendices

RESEARCH PROJECT

This option is available for students who would like to apply research skills and analyze data (either primary or secondary). This project focuses on pertinent questions or issues relating to health services research.

Objectives:

- To demonstrate the student's ability to conduct research using scientific methods.
- To demonstrate the student's ability to organize a body of information into a cohesive and acceptable analytic format.
- To demonstrate the student's ability for assessing the relevance of the findings of the project and translating this knowledge into future research, policy, and programmatic implications.

Components:

- Title and Approval Page
- Abstract - not to exceed 250 words
- Acknowledgments
- Table of Contents
- Introduction
 - a. Statement and development of problem, including its significance to health services research
 - b. Conceptual model or theoretical framework (if appropriate)
 - c. Statement of purpose
- Literature Review and Analysis
- Methodology
 - a. Study design
 - b. Description of data base/population and sample selection procedures including nature of response and non-response, as appropriate
 - c. Analytic technique used - quantitative, qualitative, as appropriate
- Results
- Discussion
 - a. Description of how findings confirm/depart from those of others
 - b. Strengths and weaknesses of study
 - c. Implications for health services research
 - d. Conclusion

- References
- Appendices (include copies of instruments, surveys, records used)

10.2 Outcomes Research Concentration (Plan A) Curriculum

COURSEWORK [37 OR 40 CREDITS]

Course	Title	Offered	Credits
PubH 6330	Epidemiology I	Fall/Spring	4
PubH 6331	Epidemiology II	Spring	4
PubH 6450	Biostatistics I	Fall/Spring	4
PubH 6451	Biostatistics II	Spring	4
PubH 6724	The Health Care System and Public Health [optional per advisor]	Fall	3
PubH 6742	Ethics in Public Health: Research and Policy	Fall/Spring	1
PubH 6862	Cost-Effectiveness Analysis in Healthcare	Spring	3
PubH 6863	Understanding Health-Care Quality	Fall	2
PubH 6864	Conducting Health Outcomes Research	Spring	3
PubH 8810	Seminar: Research Studies in Healthcare	Fall	3
PubH 8813	Measurement of Health-Related Social Factors (Offered alternating years)	Spring 2006, '08,'10, etc.	3
<i>Electives*</i>	<i>Varies</i>	<i>Varies</i>	6

*Electives may be completed at any time during the program.

Thesis/Research Project [10 credits]

PubH 8777	Thesis Credits: Master's	Fall/Spring	10
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STANDARD COURSE SCHEDULE [SUBJECT TO CHANGE]

Fall Semester – Year One

Course	Title	Cr	Time	Days of Week			
PubH 6724	The Health Care System and Public Health	3	9:05a-12:05p	M			
PubH 6450	Biostatistics I	4	12:20p-1:10p 1:25p-3:20p		T		Th
PubH 6863	Understanding Health-Care Quality	2	3:35p-5:30p			W	
PubH 6330	Epidemiology I	4	3:35p-5:30p		T		Th

Spring Semester – Year One

PubH 6451	Biostatistics II	4	10:10a-12:05p	M		W	
PubH 6331	Epidemiology II	4	1:25p-3:20p		T		Th
PubH 6864	Conducting Health Outcomes Research	3	5:45p-8:15p		T		
PubH 8813	Measurement of Health-Related Social Factors (Offered alternating years)	3	6:00p-9:00p			W	

Fall Semester – Year Two

PubH 8810	Seminar: Research Studies in Healthcare	3	1:25p-2:40p	M		W	
PubH 6742	Ethics in Public Health: Research and Policy	1	Web-Based				
<i>Electives*</i>	<i>Varies</i>	3	<i>Varies</i>				
PubH 8777	Thesis Credits: Master's	5					

Spring Semester – Year Two

PubH 6862	Cost-Effectiveness Analysis in Health Care	3	4:00p-5:15p		T		Th
<i>Electives*</i>	<i>Varies</i>	3	<i>Varies</i>				

PubH 8777	Thesis Credits: Master's	5					
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* Electives may be completed at any time during the program.

10.3 Research and Policy Concentration (Plan B) Curriculum

COURSEWORK [46 CREDITS]

Course	Title	Offered	Credits
PubH 6450	Biostatistics I	Fall	4
PubH 6451	Biostatistics II	Spring	4
PubH 6724	The Health Care System and Public Health	Fall	3
PubH 6752	Public Health Management	Fall	3
PubH 6742	Ethics in Public Health: Research and Policy	Fall/Spring	1
PubH 6802	Seminar: Technology of Data Operations in Health Care Studies	Fall	3
PubH 6832	Economics of the Health Care System	Fall	3
PubH 6835	Health-Services Policy	Spring	2
PubH 6862	Cost-Effectiveness Analysis in Healthcare	Spring	3
PubH 6855	Medical Sociology	Spring	3
PubH 6875	The Practice of Health Services Research (Offered alternating years)	Fall: 2006, '08, '10, etc.	2
PubH 7894	MS Plan B Project	Fall	2
PubH 7894	MS Plan B Project	Spring	2
PubH 6806	Principles of Public Health Research	Fall	2
PubH 8836	Epidemiological Applications to Health Services Research	Spring	2
<i>Electives*</i>	<i>Varies</i>	<i>Varies</i>	7

* Electives may be completed at any time during the program.

STANDARD COURSE SCHEDULE [SUBJECT TO CHANGE]

Fall Semester – Year One

Course	Title	Cr	Time	Days of Week			
PubH 6724	The Healthcare System and Public Health	3	9:05a-12:05p	M			
PubH 6450	Biostatistics I	4	12:20p-1:10p			Th	
	[lab] [lecture]		1:25p-3:20p		T		Th
PubH 6806	Principles of Public Health Research	2	1:25p-3:20p	M			
PubH 6802	Technology of Data Operations in Health Care	3	4:40p-7:40p			W	

Spring Semester – Year One

PubH 6862	Cost-Effectiveness Analysis in Health Care	3	4:00p-5:15p		T		Th
PubH 6451	Biostatistics II	4	10:10a-12:05p	M		W	
PubH 6835	Health Services Policy	2	1:25p-3:20p	M			
<i>Electives*</i>	<i>Varies</i>	3	<i>Varies</i>				

Fall Semester – Year Two

PubH 6832	Economics of the Healthcare System	3	9:45a-11:00a		T		Th
PubH 6752	Public Health Management	3	1:25p-2:40p		T		Th
PubH 6875	The Practice of Health Services Research (Offered alternating years-2006, '08, '10, etc)	2	3:00p-4:55p				Th
PubH 7894	Directed Research, Plan B Project	2	No Class Mtgs				

Spring Semester – Year Two

PubH 6742	Ethics in Public Health: Research and Policy (2 nd half of semester)	1	2:30p-4:2p5		T		
PubH 8836	Integration of PubH Rsrch Mthds to HSR	2	1:25p-3:20p				Th

PubH 6855	Medical Sociology	3	9:45a-11:00a	M		W		
PubH 7894	Directed Research, Plan B Project	2	No Class Mtgs					
<i>Electives*</i>	<i>Varies</i>	4	<i>Varies</i>					

* Electives may be completed at any time during program.

11. HSRP&A DOCTORAL DEGREE PROGRAM

11.1 Overview and Degree Requirements

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. 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 in HSRP&A is made available through a unique relationship between the Graduate School, and the Division of Health Services Research and Policy (HSRP), and the School of Public Health (SPH), at the University of Minnesota.

The doctoral program includes coursework from various disciplines including: statistics, health services research methods, economics, health care policy, and social/psychological theories to health. In addition to the required coursework portion of the program, students also complete a supporting program or minor of at least 12 credits. The supporting program or minor permits students to pursue and develop a specialty area that adds even greater breadth and depth to the foundation of core courses.

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 years in the program.

GRADES AND OTHER REQUIREMENTS

- The doctoral program in HSRP&A requires a grade point average of 3.0 or better. (This exceeds the Graduate School minimum of GPA of 2.8).
- All required courses must be taken on an A-F grade basis. This includes core courses and those in the supporting program or minor, and the optional course, Grad 8101, which is used as a substitute for the teaching requirement.
- All required core courses must earn a grade of B- or better. Those not meeting this minimum may be repeated once to improve the grade.
- PhD students must fulfill a teaching requirement
- Pass written and oral exams by specified deadlines

STUDENT PROGRESS REVIEW PROCESS (FOR DOCTORAL STUDENTS)

The progress of each student through his or her program of study will be reviewed by the program faculty during the fall semester of each year. A student progress report will be prepared by the academic advisor and the student for review by the Student Progress Review Committee (SPRC) and the faculty as a whole. Once a student is "all but dissertation" (ABD), this report need not be completed but progress will continue to be monitored by the advisor and faculty. The report lists the student's completed coursework, plans for future coursework, status of preliminary written examinations and the preliminary oral examination, and progress towards completion of the degree (e.g., selection of thesis topic, committee members, and progress on the research and writing of the dissertation). If the committee, in its review, deems the student's progress

unsatisfactory, the committee recommends to the full faculty that the student be informed in writing of the specific tasks required to bring the progress to a satisfactory level. If unsatisfactory progress is ongoing, termination from the program can be recommended. The faculty will vote on the recommendation and the DGS will inform the student in writing of the faculty's decision. All students receive a letter from the DGS noting the status of their progress. The review is a part of the student's permanent file.

FIVE YEAR LIMIT

Students must complete their dissertation and all other degree requirements within a maximum of five calendar years from the semester following completion of the preliminary oral exam. 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 to the Graduate School.

GRADUATE SCHOOL AND HSRP&A ACADEMIC PROGRESS BENCHMARKS AND REPORTING

Graduate School policy requires students to maintain academic progress by successfully completing all benchmarks, and submitting various forms that document their progress at various points throughout the program. The table in *section 11.2* below illustrates HSRP and Graduate School academic progress benchmarks.

11.2 Four-Year Timetable and Benchmarks for the PhD Degree

1st Year	2nd Year	3rd Year	4th Year
Take core coursework	Complete core coursework	Teaching Experience*	Absolute deadline to pass all written prelims: before fall of 4 th year
	Submit proposal to faculty for supporting program or minor	Select examining committee for oral exams	Submit thesis proposal to examining committee for approval
	Take coursework to fulfill supporting program/minor	Submit Degree Program form to Graduate School	Submit approved Thesis Proposal forms to the Graduate School
	Begin written preliminary examinations (all must be passed before fall semester of the 4 th year)	Schedule preliminary oral exam and submit form to Graduate School	Schedule PhD defense
		Take preliminary oral examination	Defend dissertation
		Obtain Graduation Packet from Graduate School	GRADUATE!!

* 2nd or 3rd year.

11.3 PhD Curriculum

CORE COURSES [36 CREDITS]

Statistics [8 credits]

Course	Title	Offered	Credits
PubH 7400	Fundamentals of Biostatistical Inference	Fall	4
PubH 7400	Biostatistical Modeling and Methods	Spring	4

Health Services Research Methods [10 credits]

PubH 8810	Seminar: Research Studies in Healthcare	Fall	3
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PubH 8836	Epidemiologic Applications to Health Services Research	Spring	2
PubH 8811	Research Studies in Healthcare	Fall	3
PubH 8830	Research Project in Healthcare	Fall	1
PubH 8831	Research Project in Healthcare	Spring	1

Economics of Health Care [6 credits]

PubH 6832	Economics of the Health Care System	Fall	3
PubH 8820	Health Economics I	Spring	3

Social/Psychological Theories to Health [6 credits]

PubH 6855	Medical Sociology	Fall	3
PubH 8805	Sociology of Health and Illness	Spring	3

Health Care Policy [5 credits]

PubH 8801	Health-Services Policy Analysis: Theory	Fall	3
PubH 8802	Health-Services Policy Analysis: Applications	Spring	2

Ethics [1 credit]

PubH 6742	Ethics in Public Health: Research and Policy	Fall/Spring	1
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MINOR OR SUPPORTING PROGRAM [MINIMUM 12 CREDITS]

Students develop the minor or supporting program with the assistance of their advisor and approval by faculty.

DOCTORAL THESIS [24 thesis credits]

Students register for thesis credits while writing their dissertation on a topic selected by the student and their advisor.

STANDARD COURSE SCHEDULE

Fall Semester – Year One

Course	Title	Cr	Time	Days of Week			
PubH 6832	Economics of the Health Care System	3	9:45-11:00		T		Th
PubH 7400	Fundamentals of Biostatistical Inference	4	1:25-3:20		T		Th
PubH 8810	Seminar: Research Studies in Healthcare	3	1:25-2:40	M		W	

Spring Semester – Year One

PubH 8820	Health Economics I	3	9:45-11:00		T		Th
PubH 7400	Biostatistical Modeling and Methods	4	10:10-12:05	M		W	
PubH 6855	Medical Sociology	3	8:15-9:30	M		W	
PubH 8836	Integration of PubH Rsrch Mthds to HSR	2	1:25-3:20				Th

Fall Semester – Year Two

PubH 8801	Health-Services Policy Analysis: Theory	3	10:10-1:10		T		
PubH 8805	Sociology of Health and Illness	3	1:25-4:25		T		
PubH 8811	Research Studies in Healthcare	3	2:30-3:45		T		Th
PubH 8830	Research Project in Health Care	1	1:25-2:15				F
<i>Electives*</i>	<i>Supporting Program or Minor</i>	<i>6</i>	<i>Varies</i>				

Spring Semester – Year Two

PubH 6742	Ethics in Public Health: Research and Policy	1	2:30-4:25		T		
PubH 8831	Research Project in Health Care	1	2:30-3:20				F
PubH 8802	Health Services Policy Analysis Applications	2	3:35-5:30			W	
<i>Electives*</i>	<i>Supporting Program or Minor</i>	<i>6</i>	<i>Varies</i>				

11.4 Doctoral Supporting Program or Minor

In addition to the required courses, students are required to complete their choice of either a supporting program **or** minor of at least 12 credits. The minor or supporting program is an opportunity to expand knowledge and skills as needed for the dissertation, and to build skills to achieve desired career goals. Minor or supporting program course work is taken primarily in other units of the University, such as the Carlson School of Management, the Departments of Economics, Statistics, Sociology, Political Science, or the Humphrey Institute of Public Affairs.

Students design the supporting program with the advice of their advisor. Students are required to submit a proposal to the faculty for approval of their supporting program. It is recommended that the supporting program be approved **PRIOR** to taking courses that comprise the supporting program, in the event that the faculty recommends revisions.

Students who instead chose a minor program will select a minor with the advice of their advisor. Minors are available in many academic departments outside of HSRP, such as Epidemiology, Environmental and Occupational Health Sciences, and other University departments outside of the School of Public Health. Most minor programs are very prescribed, and generally require the student to already possess competency in the discipline. The student's choice of minor must be approved by the faculty. It is recommended that the minor be approved by the faculty **PRIOR** to completing any courses that will comprise the minor.

FORMAL PROPOSAL FOR SUPPORTING PROGRAM OR MINOR

The supporting program and minor must be approved by the graduate faculty at a monthly graduate faculty meeting. Students should work with their academic advisor to design a proposal for the supporting program or minor. The proposal should be submitted prior to completing the courses that comprise the supporting program or minor in case the faculty requires revisions. To submit the proposal, provide an electronic copy of your complete proposal to the Program Coordinator and your advisor at least **ONE WEEK** prior to the faculty meeting at which your proposal will be reviewed. The proposal should contain the following:

- Rationale for the supporting program or minor.
- The specific courses that will comprise the supporting program or minor. Include the course number, title, and number of credits, and timetable of when each course is expected to be completed. If any of the courses were completed before submitting the proposal, include the grade received.
- 3 job postings of positions that are relevant to your interests and goals, and correspond with the supporting program or minor.

Samples of supporting programs and minors are available in the office of the HSRP coordinator.

In developing a supporting program or minor, the student and advisor should consider the following questions:

1. What is the student's career goal? How does this plan of study enhance this goal? What will be the student's area of special expertise? What is the evidence of demand for this area? (To establish demand, students should submit at least one ad for a job similar to that for which they might apply.)
2. If the student wants to compete for an academic position, what type of courses will s/he be prepared to teach as a result of the supporting program?
3. Has the program been developed in conjunction with other faculty with specific knowledge about the area? If not, have such faculty been consulted? What are Health Services Research relevant applications? If none, what assurances are there that the courses will provide useful material? To answer these questions, students should list three research topics of interest and indicate how the proposed coursework would prepare them to pursue these topics.

4. If more than one discipline is addressed, what provisions are there to integrate the material into a unified body relevant to HSRP&A?
5. Have the courses been taken by other HSRP&A students? If so, what were their evaluations? If not, has someone spoken with the instructors to establish the relevance to HSRP&A and the student's plan of study? Is the instructor of each course willing to have students from outside his/her primary discipline?

Changes in a student's program, due to availability of courses, a change in the syllabus of a course or a slight change in direction of a student's academic needs, may be approved in consultation with the advisor and Director of Graduate Studies (DGS). A statement of change signed by the advisor and DGS should be put in the student's file. The full faculty must review substantial changes in the supporting program.

A copy of the supporting program or minor will be kept in the student's file.

Grading Requirement for PhD Supporting Program or Minor

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

11.5 Teaching Requirement

Doctoral students must obtain some training and experience in teaching during the course of their studies and there are two 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, or teach and advise while participating in the ISP program.

The student's advisor will determine which of these choices is most appropriate, and will certify fulfillment of the teaching requirement on the HSRP Annual Progress Report. No additional faculty approval is required.

Eligible teaching experiences include placement in a position as a teaching assistant (TA). Some TA positions are available through HSRP. Other TA positions can be found through the University's Office Of Human Resources at <http://www1.umn.edu/ohr/gao/>, and the SPH Career Services at www.sph.umn.edu/career. Also available are teaching opportunities in the Independent Study Program (ISP) within the University. If a student has had a previous teaching experience, HSRP has a process through which a student may request to petition out of the teaching requirement by way of submitting a formal proposal to the faculty for their approval. This should be done in consultation with the student's advisor.

Students who have had previous teaching experiences may request a waiver of the above options to fulfill the teaching requirement policy. To request a waiver to the teaching requirement, a formal proposal must be submitted to the entire Graduate Faculty at one of their monthly meetings for review and vote. The request must be in writing and should include documentation that substantiates the previous teaching experience, including the time period that the teaching occurred.

TEST FOR NON-NATIVE ENGLISH SPEAKING STUDENTS WHO ARE PROSPECTIVE TEACHING ASSISTANTS

University of Minnesota policy requires that all non-native English speaking TAs or prospective TAs who are or will be assigned to teaching, tutoring, or advising duties (including office hours) must: 1) Take the SPEAK Test that is administered by the Center for Teaching and Learning Services, and 2) Score 55 or 60 on the SPEAK Test. Students are encouraged to contact the Center for Teaching and Learning, 120 Fraser Hall, 612. 625.3041, website: www.umn.edu/ohr/teachlearn/ as soon as possible once on campus.

11.6 Student Examinations for the PhD Program

Doctoral students are required to complete and pass preliminary written and oral exams, and a final oral examination. The examinations are designed to cover areas of study in a comprehensive, integrative manner,

rather than focusing on specific courses, therefore, questions will not necessarily be related to specific courses. Exams may draw from information available in the larger body of literature, and extend beyond standard texts. Each examination will indicate whether the exam is open note/open book or closed note/closed book.

PRELIMINARY WRITTEN EXAMINATION

The Graduate School requires that PhD students must complete and pass a written preliminary exam as designed by the individual department. The purpose of the written prelim is to evaluate the student's comprehensive knowledge of the subject matter. The HSRP written preliminary exam is split into four different subject areas. Students must complete and pass exams in three of the four subject areas.

Timeframe for Completion

Preliminary written examinations should be taken before the fall semester of the third year, and shall be passed before fall semester of the fourth year. 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. (See section 11.7)

Written Preliminary Exam Availability

ALL STUDENTS TAKE:

- **Methods Exam:** June or on an individual basis to be scheduled with Examining Committee. 72 hour take home exam format.
- **Policy Exam:** On an individual basis to be scheduled with Examining Committee. 2 week take home exam format.

STUDENTS CHOOSE ONE OF THE FOLLOWING:

- **Sociology Exam:** January and August, 48 hour take home format; OR
- **Economics Exam:** January and August, 5 hour classroom format. (30 day advanced sign-up required)

If a written preliminary exam is failed, the exam committee will determine the timeframe of the make-up exam. Any written prelim that is failed twice will result in expulsion from the program.

Reading lists for the written prelim exams will be available 3 months prior to the offering of each exam.

Preliminary Written Exam Committees

HSRP has department appointed committees comprised of faculty members who design, review, and grade each individual section of the written exam.

Written Prelim Committees

- **Sociology:** Kathleen call (Chair), Doug Wholey, and Donna McAlpine
- **Economics:** John Nyman (Chair), Bob Town, Roger Feldman, and Jon Christianson
- **Methods:** Bryan Dowd (Chair), Todd Rockwood, Vernon Weckwerth, and Judy Garrard
- **Policy:** Ira Moscovice (Chair), John Kralewski, Bob Kane, Susan Foote, and Lynn Blewett

PRELIMINARY ORAL EXAMINATION

The preliminary oral examination is completed after the written exams, but prior to beginning the writing on the dissertation. The preliminary oral examination will focus on the student's defense of their thesis proposal. The purpose of the oral exam is to confirm that students are ready to begin work on their dissertation. The Graduate School requires that students formally schedule the preliminary oral at least one week in advance of taking the exam. A Graduate School form is available for this purpose.

Timeframe for Completion

The preliminary oral exam should be scheduled and passed 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 an appeal to request additional time for completion of the oral preliminary exam. (See section 11.7)

The Preliminary Oral Exam Committee

The preliminary oral exam committee is composed of five members who are selected by the student. It is the responsibility of the student to identify the committee members and ascertain their availability and willingness to serve. Three of these must have Graduate School appointments in HSRP, and two must have Graduate School appointments in departments outside of HSRP. The outside committee members should have particular knowledge and expertise in the student's supporting program or minor. The HSRP five-person committee requirement exceeds the Graduate School policy of four committee members. Confirming the participation of committee members and scheduling the oral exam to accommodate committee member's schedules can be time consuming. Students should be certain to allow adequate time to organize the preliminary oral exam.

Committee members must have eligible Graduate School appointments. In some cases, the fifth member can be from outside the Graduate School if he or she has particular expertise in the dissertation topic. In this case, the student may request that the DGS petition the Graduate School to permit inclusion of committee member who does not have a Graduate School appointment. The Graduate School makes the final decision. A substantial advance notice is recommended in the event the petition is rejected.

The Graduate School 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. See the graduate School website for more information about exam committees at www.grad.umn.edu. A list of HSRP and Adjunct faculty levels of appointment is found in *section 9.2* of this guidebook.

Examination Process

The examination is administered by the student's examination committee. It is the student's responsibility to schedule the examination with the committee and schedule the exam with the Graduate School by submitting an official Graduate School form, at least one week before the examination. In preparation for this exam, students are expected to submit an outline of their thesis proposal to the committee at least two weeks before the examination. At a minimum the proposal should include:

- The research objective
- A brief summary of related research
- The theory or the conceptual model
- A tentative outline of proposed methods and data

Thesis Advisor

Students are encouraged to seek out a thesis advisor. In some cases, the academic advisor may also serve as thesis advisor. The thesis advisor is the primary consultant to the student during the phase of conducting research and writing the dissertation. The thesis advisor is not eligible to chair the committee, but does assume primary responsibility for supervising the thesis. Students having difficulty identifying a thesis advisor should ask their academic advisor for assistance.

FINAL ORAL EXAMINATION

To be eligible for the final oral examination, students must have completed the writing of their dissertation, completed all required coursework, including satisfying all incomplete coursework, and must have passed both the preliminary written and oral examinations. The examination covers the candidate's thesis.

The final oral examination committee conducts the examination after the thesis has been certified by the readers as ready for defense. It will not exceed three hours. Students must schedule the examination with the examiners and the Graduate School at least one week in advance. The examination will be a 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 statement of the process, see the Graduate School Bulletin, www.grad.umn.edu.

The Final Oral Exam Committee

The Final Oral Exam Committee requires a total of five members. Committee members must have eligible Graduate School appointments: Three of these must have Graduate School appointments in HSRP, and two must have Graduate School appointments in departments outside of HSRP. The outside members usually will have particular knowledge of the student's dissertation topic.

Normally the final oral examination committee is composed of the same members as the oral preliminary exam committee, although they may differ at the student's discretion (e.g., a faculty member's expertise in an area relevant to the thesis). Students who want to make changes to their examining committee may submit a written request via email to the Director of Graduate Studies, and also send a copy of the request to the coordinator. The request should include the rationale for the change, names of members who will be removed, and the names of the new members. If the changes are accepted by the DGS, he will submit a petition to the Graduate School. The Graduate School makes the final decision. A substantial advance notice is recommended in the event the petition is rejected.

The Graduate School levels of appointment eligible to serve on student examining committees are: Senior Member, Affiliate Senior Member, Member/Advising, Affiliate member/Advising, Member, Affiliate Member, and Examining Status. 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. The academic advisor or thesis advisor cannot chair the committee. See the graduate School website for more information about exam committees at www.grad.umn.edu. A list of HSRP and Adjunct faculty levels of appointment is found in *section 9.2* of this guidebook.

11.7 APPEALS

Students concerned that they will not be able to meet the timeframe requirements of the written and oral preliminary exams due to extenuating circumstances must submit an appeal to request additional time to complete the exam. Extenuating circumstances are situations beyond the student's control. Examples of extenuating circumstances are illness, hospitalization, physical injury, family emergency, or other negatively life-altering circumstances. Students facing these circumstances should consider taking a leave of absence. Poor time management, job conflicts, not knowing when exams are offered, etc. are NOT extenuating circumstances. The procedure for submitting an appeal requires a written request addressed to the Director of Graduate Studies **in advance of the deadline**. The DGS will forward the appeal to the Appeals Committee that will make a preliminary decision whether a time extension will be permitted, and will submit its recommendation to the Graduate Faculty for final approval. All decisions are final and cannot be appealed.

APPEALS COMMITTEE

The Appeals Committee of five members is selected by Graduate Faculty vote. A 3-vote majority is required for decisions that will be referred to the Graduate Faculty for final approval.

11.8 LEAVE OF ABSENCE

Students seeking a leave of absence (LOA) from the program may submit a written request to their advisor and the DGS that includes the reason for the LOA request, starting date of the LOA and the date you wish to return. Periods in which a student is on an approved LOA are included in the Graduate School maximum timeframes for completion of the degree. Graduate School policy allows a maximum of seven years to complete the MS degree. PhD students have five years from the date of passing their oral preliminary exam to graduate.

It is recommended that students on an approved LOA maintain their active student status by registering every fall and spring for GRAD 0999. There is no tuition charged or credit earned for this special registration. Students who register under Grad 0999 are not eligible for student loan deferments or to have graduate assistantships. More information about this can be found in the Graduate School Catalog at www.grad.umn.edu.