



University of Minnesota  
Division of Rehabilitation Science  
Student Handbook  
2018-2019

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<b>Table of Contents</b>	<b>Page</b>
<b>Mission and Vision Statement, Commitment to Diversity, Commitment to Safe Environment</b>	<b>3</b>
<b>Division Contact Information</b>	<b>4</b>
<b>University Contact Information</b>	<b>4</b>
<b>General Information</b>	<b>5</b>
Active Status, Annual Student Review, Computer Access, Copier Use, Email, Emergency Situations, Financial Aid, GRAD 999, HIPAA Compliance, Immunization Records, Lab and Office Space, Leave of Absence, Mental Health, Orientation, Phone Policy, Professional Development Funds, Professional Services Policy, Research Assistants, Responsible Conduct in Research Training, SETTA Test for International Teaching Assistants, Student Conflict Resolution Center and Student Grievance, Supplies, Teaching Assistants, Teaching Assistants and Teaching Practicum, Transfer of Credits, Tuition and Fees.	
<b>Registration Requirements, Grade Requirements, Time Limits and Termination</b>	<b>12</b>
Registration Requirements and Procedures, Minimum Grade Requirements, Incomplete Grades, Time Limit for Completing Degree, Termination of Graduate Status.	
<b>PhD Requirements</b>	<b>14</b>
<b>Master's Degree Requirements</b>	<b>18</b>
<b>Faculty</b>	<b>21</b>
<b>Course Descriptions</b>	<b>24</b>
<b>Mutual Responsibilities in Graduate Education -</b>	<b>30</b>
<b>Appendices</b>	<b>34</b>

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**IMPORTANT NOTE:** *In addition to the content found in this handbook, Rehabilitation Science students are responsible for the material contained in the University's Student Code of Conduct and related resources. In addition, students should familiarize themselves with the information found on the Office for Student Conduct and Academic Integrity's website, as well as the Graduate School's Policies and Governance. Below are links for all:*

[http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)

[http://regents.umn.edu/sites/default/files/policies/Code\\_of\\_Conduct.pdf](http://regents.umn.edu/sites/default/files/policies/Code_of_Conduct.pdf)

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

<http://www.grad.umn.edu/about/policiesgovernance/>

*The information in this handbook and other University catalogs, publications, or announcements are subject to change without notice. Contact Program Coordinator for current information.*

## **Mission and Vision Statement**

The mission of the Division of Rehabilitation Science is to discover and disseminate rehabilitation knowledge and improve the quality of life, participation, health, performance and well-being of people in Minnesota and throughout the world. Our mission further encompasses the cultivation of premier leaders and researchers in academia, industry and clinical environments to transform the science and practice of rehabilitation.

From its inception in 1998, the PhD in Rehabilitation Science program has provided students with:

- A strong foundation in research methodology.
- A concentrated educational experience tailored toward a student's specific research questions.
- A working knowledge of the importance of a collaborative, interdisciplinary approach to the scientific process.

### **Division of Rehabilitation Science Commitment to Diversity**

The Graduate School and Division of Rehabilitation Science embraces the University of Minnesota's position that promoting and supporting diversity among the student body is central to the academic mission of the University. A diverse student body enriches graduate education by providing a multiplicity of views and perspectives that enhance research, teaching, and the development of new knowledge. A diverse mix of students promotes respect for, and opportunities to learn from, others with the broad range of backgrounds and experiences that constitute modern society. Higher education trains the next generation of leaders of academia and society in general, and such opportunities for leadership should be accessible to all members of society. The Graduate School and Division of Rehabilitation Science is therefore committed to providing equal access to educational opportunities through recruitment, admission, and support programs that promote diversity, foster successful academic experiences, and cultivate the leaders of the next generation. 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. Rehabilitation Science is committed to improve access to education by determining and implementing reasonable academic, workplace, and guest accommodations; and by partnering with University offices to ensure meaningful physical and technological access.

### **Division of Rehabilitation Science Commitment to Safe Work and Educational Environment**

The University and the Division of Rehabilitation Science is committed to creating a welcoming and respectful work and educational environment that is free from sexual harassment, and the University provides comprehensive support, education, and reporting mechanisms to all members of the University community. All members of the University community are prohibited from engaging in sexual harassment and retaliating against individuals based on their participation in a sexual harassment investigation. When they learn about incidents of sexual harassment, University employees who are supervisors must take prompt remedial action to respond to any concerns including referring the matter to relevant internal options. We encourage you to review Appendix D of this handbook. For additional information related to this policy, including reporting and additional support, please visit:

<https://policy.umn.edu/hr/sexharassassault>

## **Division Contact Information -**

Dawn M. Lowe, PhD, Professor  
Director of Graduate Studies (DGS)  
Division of Rehabilitation Science  
Phone: (612) 626-3344  
Email: lowex017@umn.edu

**or**

Rich Adamczak  
Program Coordinator  
Division of Rehabilitation Science  
Phone: (612) 625-3966  
Email: adamc002@umn.edu  
Office: Room 522 Children's Rehab Center

### **Mail Address:**

Division of Rehabilitation Science  
MMC 388  
420 Delaware St SE  
Minneapolis, MN 55455

## **Important University Contact Information -**

(Both the MyU and Onestop websites are central sites for all student needs)

MyU	<a href="http://www.myu.umn.edu">www.myu.umn.edu</a>
Onestop	<a href="http://www.onestop.umn.edu">www.onestop.umn.edu</a>
University of Minnesota Homepage	<a href="http://www.umn.edu">www.umn.edu</a>
University of Minnesota Graduate School	<a href="http://www.grad.umn.edu">www.grad.umn.edu</a>
Graduate Assistant Employment	<a href="http://www.umn.edu/ohr/gae">www.umn.edu/ohr/gae</a>
International Scholar and Student Services Office	<a href="http://www.issu.umn.edu">www.issu.umn.edu</a>
Boynton Health Services	<a href="http://www.bhs.umn.edu">www.bhs.umn.edu</a>
Student Computing Services	<a href="http://www.oit.umn.edu/students/index.htm">www.oit.umn.edu/students/index.htm</a>
Division of Rehabilitation Science	<a href="http://www.rehabscience.umn.edu">www.rehabscience.umn.edu</a>
Occupational Therapy Program	<a href="http://cahp.umn.edu/ot">http://cahp.umn.edu/ot</a>
Division of Physical Therapy	<a href="http://www.physther.umn.edu">www.physther.umn.edu</a>
Office of Conflict Resolution	<a href="http://ocr.umn.edu/">http://ocr.umn.edu/</a>
Public Safety	<a href="https://publicsafety.umn.edu/">https://publicsafety.umn.edu/</a>
Mental Health	<a href="http://www.mentalhealth.umn.edu/">http://www.mentalhealth.umn.edu/</a>
Disability Services	<a href="https://diversity.umn.edu/disability/">https://diversity.umn.edu/disability/</a>
Diversity in Graduate Education	<a href="https://www.grad.umn.edu/diversity">https://www.grad.umn.edu/diversity</a>

University of Minnesota  
Division of Rehabilitation Science  
PhD and MS Degrees

**--- General Information ---**

**Active Status** – Maintaining active status is required in order to participate in the University community as a graduate student. A student’s active status is dependent on enrollment. As long as a student registers for a minimum of 1 graduate credit each Fall and Spring semester, the student will be considered an active graduate student. The number of credits a student is required to register for may vary dependent on the student’s VISA status, employment status, and/or financial aid needs. Students not registered every fall and spring term are considered to have withdrawn and their student record will be deactivated. Those who wish to resume graduate work must request readmission (and if readmitted, must register) to reactivate their status. For those students who do not have any classes to register for, but need to maintain active status, please contact Program Coordinator (page 4). Please also see GRAD 999 (page 6). For more information visit:

<https://onestop.umn.edu/academics/special-registration-categories-graduate-and-professional-students>

**Annual Student Review** - Rehabilitation Science students will be reviewed annually, typically in January of each year. The review will cover academic performance, professional performance and research progress. The form of the review will be both written and verbal. For those students pre-candidacy (prior to successful completion of prelim oral exam) the review will require the completion of two forms: (1) program Annual Student Review form (Appendix A) and (2) Medical School Individual Development Plan (Appendix B). For PhD Candidates, the review will be the [Graduate School’s online review](#). In both cases, the Program Coordinator will initiate the start of the review with the advisor/student. The advisor and student will complete the review. If requested by the student or advisor, Program Coordinator and/or DGS may take part in the review. In the event the DGS is the student advisor, a second faculty member may be requested by the student to take part in the review process. All Rehabilitation Science students will have an opportunity to formally respond to their annual review. Completed forms will be placed in the student’s file held in the office of the Program Coordinator. Students can request written access to their file at any time. Written access should be in the form of an email and should be addressed to the Program Coordinator, DGS, and student advisor.

**Computer Access** - Computers are available for student use in faculty labs and the Rehabilitation Student offices in Children's Rehab Center. There are also computer labs in Coffman Memorial Union and University libraries.

**Copier Use** – The copier is located in room 220A Children's Rehab Center. The copier is designated for faculty and staff use only. Students may use the copier for work related to the student's research assistantship and/or teaching assistantship. Students may not use the 2<sup>nd</sup> floor copier for the student's general school work or for non-University related work. Copiers for student use are located in Coffman Memorial Union and/or University libraries.

**Email** - All registered students will have an official University e-mail address. It will be the student's responsibility to activate his/her e-mail address. Instructions for activating a student account can be found at: <https://www.umn.edu/initiate>. All Rehabilitation Science students will receive University-related correspondence via the student's University of Minnesota email account. Non-University of Minnesota email accounts will not be used to transmit University-related information.

**Emergency Situations** – If you face an emergency situation of any kind, do not hesitate to contact your local fire department, police department, or medical facility. The best way to do so is to find the nearest phone and dial 911. 911 is the dedicated emergency phone number throughout the United States.

**Financial Aid** - A limited number of graduate assistantships are available in the form of teaching and/or research assistantships. Teaching assistantships are competitive and arranged through either the University's Occupational Therapy Program or Physical Therapy Program. Research assistantships are arranged through the student's faculty advisor. Students should contact the Program Coordinator, and/or the student's faculty advisor, for further information related to fellow and graduate assistant opportunities. For general graduate assistant and financial aid information, visit:

<https://humanresources.umn.edu/find-job/graduate-assistant-jobs>  
[http://onestop.umn.edu/finances/financial\\_aid/index.html](http://onestop.umn.edu/finances/financial_aid/index.html)

**GRAD 999** – GRAD 999 is a non-credit, non-cost course that students register for to stay active within the graduate school. A student needs advisor/Program Coordinator approval—in writing (email preferred)—in order to register for GRAD 999. Written permission should be sought in advance of the first day of the semester. If a student registers for GRAD 999 without advisor permission, a hold will be placed on the student's record for the following semester. The student will then need to consult with his/her advisor on a plan of study in order to release the hold. The consultation to release the hold needs to occur before the first day of the semester. Further information on GRAD 999 can be found at:

<https://onestop.umn.edu/academics/special-registration-categories-graduate-and-professional-students>

**Health Insurance Portability & Accountability Act (HIPAA) Compliance** – The Division of Rehabilitation Science is a part of the University’s Academic Health Center (AHC). AHC requires all students and faculty to be compliant with the federal Health Insurance Portability and Accountability Act (HIPAA). The University of Minnesota’s Privacy and Data Security Training program is the educational component developed at the University to comply with HIPAA (the Health Insurance Portability & Accountability Act of 1996) regulations. All AHC students will complete HIPAA training, specifically two modules: HIPO16 and ISA71. Instructions for completing HIPAA training will be sent directly to the student’s University email account and/or the student’s MyU page once the student registers for classes for the first time. It is the student’s responsibility for completing the appropriate training and should complete all training prior to the end of the student’s first semester of study. Any student not completing the training in the first semester will be subject to having a hold placed on the student’s record. For instruction on training, please visit:

<http://www.healthprivacy.umn.edu/training>

**Immunization Records** – All students are required to have a health clearance as a condition of enrollment. Rehabilitation Science students are Academic Health Center students. For information regarding this process and compliance, please visit the following:

<https://boynton.umn.edu/ahc>

**Lab and Office Space** – Laboratory and office space will be arranged and assigned based on availability and need. All Rehabilitation Science students will have dedicated space. Please contact your advisor regarding lab and office space.

**Leave of Absence** – Graduate students are expected to maintain active status through continuous registration from the time they matriculate until they graduate. Students who are not able to maintain active status are strongly encouraged to consult with the Director of Graduate Studies, advisor, and Program Coordinator to determine whether requesting a leave of absence (LOA) is the most appropriate course of action. Students who do not have an approved leave of absence and are not continuously enrolled may experience negative consequences related to academic, visa, financial aid, and other student issues.

1. Students who experience circumstances preventing them from maintaining active status will ordinarily be granted college approval for a LOA upon request. Students must complete a leave of absence form that specifies the term(s) and year(s) of the leave. See Program Coordinator for access to the form.
2. An approved leave of absence may not exceed two academic years.

3. Students who do not obtain a college-approved leave of absence prior to interrupting their enrollment (excluding summer) may be terminated from their graduate program or held to new requirements if they are subsequently readmitted.
4. Students granted a leave of absence may not use University facilities or services available only to registered students.
5. The term(s) and year(s) of an approved leave of absence will not be counted toward time to degree.
6. Students who obtain a college-approved leave of absence in accordance with this policy are eligible for reinstatement provided they enroll no later than the term immediately following the expiration of the leave (excluding summer). Colleges may specify reasonable conditions for reinstatement to active status, whether the student returns early or at the expiration of the leave. Colleges may deny reinstatement to active status based on crimes or other serious misconduct occurring during the leave that would have been grounds for suspension or expulsion had the student engaged in the conduct while enrolled (see Board of Regents Policy: [Student Conduct Code](#)).
7. Students whose leave of absence has expired and who have not yet registered for the following term (excluding summer) will be placed on inactive status. Students who are placed on inactive status must apply for readmission.

**Mental Health** – The Division of Rehabilitation Science and the University of Minnesota Graduate School is committed to ensuring a positive graduate experience for all of its students. The University offers a number of services on the Twin Cities campus to assist students who are experiencing stressful events and/or have mental health challenges, and to provide them with the opportunity to thrive during their academic careers. Services include confidential one-on-one counseling and support groups. In addition, there are services to support you if you feel a classmate may be dealing with issues such as depression, stress, addiction and other issues. To access resources, please visit: <http://www.mentalhealth.umn.edu/index.html>. Appointment and walk-ins available at [Boynton Health](#) or [Student Counseling Services](#). After hours crisis, call 612-301-4673 or text “UMN” to 61222 evenings and weekends.

**Orientation** – Once you are admitted, the Program Coordinator will contact you to arrange a program orientation. During this orientation you will be provided information necessary for getting started as a graduate student. The University also offers optional new student orientation (<http://grad2.umn.edu/orientation/index.html>). All international students will complete international student orientation. Please contact the International Scholar and Student Services (ISSS) to arrange for this orientation. Contact information for ISSS can be found online at: [www.iss.umn.edu](http://www.iss.umn.edu).

**Phone Policy** – Students may not place phone calls which require expense from any Departmental phone unless given permission by Rehabilitation Science faculty and/or staff. In

the case of a family emergency, students may place calls from a Departmental phone at the student's discretion. If a student needs to make a call requiring expense which is related to the student's or faculty's research, the student should first consult with the faculty advisor in charge of the research.

**Professional Development Funds** – Each active Rehabilitation Science student in good standing is eligible for up to \$1000 annually during years 1-5 to cover expenses related to professional development. Funds are intended to support students presenting at a scientifically related event, such as a conference, symposium etc. Consideration will be given to non-presenting students providing strong professional development rationale. Examples of expenses include: conference registration, airfare, hotel etc. This policy follows the fiscal year, July 1-June 30. Money cannot be carried forward from year-to-year. The \$1000 is for one fiscal year and resets to zero on July 1 of each year. If the student is interested in using these funds, the student must inform Program Coordinator in advance of accruing the expense. The Program does not guarantee reimbursement if the student does not first inform the Program Coordinator. It is recommended expenses be placed on the Program's business credit card.

**Professional Services Policy** – Rehabilitation Science students are expected to adhere to state laws when providing professional rehabilitation services, regardless of whether these services are for salary, fee, or free; and regardless of recipient's status as student in affiliated programs. If a Rehabilitation Science student is appropriately credentialed and licensed in the state and chooses to offer professional rehabilitation services, these services must be within the practice act guidelines of the profession and may not be performed on University premises or with University equipment/supplies. All concerned parties (i.e., student service provider and service recipient) must be aware that such service is not covered by the University's liability. This policy does not apply to assessments or interventions when performed as part of Rehabilitation Science students' coursework, research projects, or in the role of teaching assistant.

**Research Assistants** – Research assistantships are arranged between the student and the student's faculty advisor. Research assistantships are dependent on available funds. For general information related to research assistantships, please contact Program Coordinator and/or visit the Graduate Assistant Employment website at: <http://www1.umn.edu/ohr/gae/>.

**Responsible Conduct in Research (RCR) Training** - The University requires Responsible Conduct in Research (RCR) training. Courses that meet, in part, the RCR requirement for training can include, but are not limited to: part of an existing course or courses; a course dedicated to research/professional ethics; faculty mentoring; and/or a non-credit seminar, workshop, or RCR core curriculum. Student should work with advisor to identify a mechanism for meeting this requirement. The Rehabilitation Science Program encourages students to complete the University's RCR Core Curriculum. To access training, visit:

<https://research.umn.edu/units/rco/training-education/responsible-conduct-research-rcr-core-curriculum>

**Spoken English Test for Teaching Assistants (SETTA) for Non-Native English Speaking Teaching Assistants** – University of Minnesota policy requires that all prospective teaching assistants who are non-native English speakers show proficiency in English before serving as a teaching assistant. The policy can be found at:

<http://policy.umn.edu/Policies/hr/Performance/LANGUAGE.html>

If a non-native English speaking student does not show proficiency prior to arrival, the student will be required to take the SETTA test upon arrival and show the requisite proficiency before beginning as a teaching assistant. Results of the SETTA help determine the student's eligibility for a TA assignment. It is possible for students to be exempted from this requirement if they are from a country where English is a primary language. For information regarding the SETTA exam, please visit:

<https://cei.umn.edu/services-graduate-students-and-postdocs>

**Student Conflict Resolution Center (SCRC) and Student Grievance** – As a first step, students are encouraged to seek conflict resolution via the Director of Graduate Studies and/or Program Coordinator. In the event the student wishes to explore resources and options outside of the Division, the student is encouraged to contact SCRC. SCRC works with students to resolve university-based problems and concerns. The services are free and confidential. SCRC will assist you with any University issue. An ombudsman provides confidential, neutral and informal options. An advocate is available to assist students in formal grievance or disciplinary proceedings. Ombudsman standards include:

#### CONFIDENTIALITY

SCRC is a confidential resource. We do not contact anyone without your knowledge or permission. The only exception to this standard is if we thought someone was in danger based on information we received.

#### IMPARTIALITY

The Ombudsman is not a representative of any party. We are here to help facilitate an agreement by the parties.

#### INDEPENDENCE

SCRC maintains, by charter, its independence from the University. The Student Conflict Resolution Center is funded by student services fees.

## INFORMAL

The Ombudsman does not participate in any formal proceeding in any way. The Ombudsman will not participate in grievance hearings, student discipline appeals, or litigation. It is important to note that the Student Conflict Resolution Center and Office of the Ombudsman is not an office of notice within the University community.

For information, please visit: [www.sos.umn.edu](http://www.sos.umn.edu). SCRC is located in room 254 Appleby Hall on the east bank of the University's Minneapolis campus. Phone number is 612-624-7272. Email is [sos@umn.edu](mailto:sos@umn.edu).

In addition, familiarity with the University's Administrative Policy on "Addressing Student Academic Complaints" is encouraged (<https://policy.umn.edu/education/studentcomplaints>).

**Supplies** – Supplies owned by the Division of Rehabilitation Science, Occupational Therapy Program, and Division of Physical Therapy should not be used by students for personal use or for use related to the student's role as student. Supplies can be used if the work is related to the student's role as research or teaching assistant.

**Teaching Assistants** – Presently, limited teaching assistantships are offered by the Occupational Therapy Program and Physical Therapy Program. Contact your faculty advisor and/or Program Coordinator for more information regarding teaching assistantships.

**Teaching Assistants and Teaching Practicum** – It is accepted that a student can serve as a paid teaching assistant and receive credit for their teaching experience in the form of Teaching Practicum (RSC 8188), as long as the following provisions are met:

- ❑ Teaching Practicum has separate, identifiable responsibilities than those responsibilities the student has as a Teaching Assistant.
- ❑ Teaching Practicum must be a faculty mentored experience.
- ❑ Teaching Practicum is arranged in consultation with the student's advisor.

**Transfer of Credits** – Graduate course credits earned at other accredited institutions may be transferred to master's or doctoral degree plans subject to approval by the Director of Graduate Studies (DGS). The DGS will consult with Rehabilitation Science faculty as needed. Graduate credits earned at other recognized graduate institutions may be applied if the course work (1) was taken as an enrolled, graduate degree seeking student and (2) appears on official transcripts. Credits earned while pursuing a University of Minnesota master's degree (post-professional) may be used to meet doctoral degree course requirements. Credits earned through an entry-level master's degree program, or professional doctoral program, generally do not meet the requirements, but may be petitioned. Transfer of credits from other institutions is not allowed for courses completed through independent (correspondence) study, through extension, or taken before the awarding of a baccalaureate degree. In the case of a transfer from a non-United States institution, graduate course credits to be transferred

must have been earned in a program judged by the University graduate program to be comparable to a graduate degree program of a regionally accredited institution in the United States. Transfer of thesis credits is not allowed.

- **For master's degrees** – A minimum of 60% of total course credits (not including thesis credits) required for a specific master's degree must be completed after admission to the Division of Rehabilitation Science. Transferred credits can include a maximum of 12 graduate course credits taken as non-degree seeking or non-admitted status. Transfer of thesis credits is not allowed.
- **For doctoral degrees** – Doctoral students must take a minimum of 12 course credits at the University. Transferred credits can include a maximum of 12 graduate course credits taken as non-degree seeking or non-admitted status at the University of Minnesota. Transfer of thesis credits is not allowed.

**Tuition and Fees** - Current tuition rates and related fees can be found by visiting the following website:

[http://onestop.umn.edu/finances/costs\\_and\\_tuition/index.html](http://onestop.umn.edu/finances/costs_and_tuition/index.html)

Students should contact Program Coordinator for a breakdown of tuition and fees.

### ***--- Registration Requirements and Procedures, Grade Requirements, Time Limits, and Termination ---***

**Registration Requirements and Procedures** – Students need to meet with their advisor to develop a plan of study and to plan the courses they will take each semester. Students are encouraged to attend full-time (6 credits or more of graduate level courses Fall and Spring semester; 3 credits Summer Session). Summer enrollment is optional. Students may enroll in the program as a part-time student (<6 credits per semester) upon approval by the student's advisor. All Graduate School students are required to retain Active Status with the Graduate School for the duration of the student's studies (see page 5). Students should register early, if possible, so faculty can confirm that there are a sufficient number of students enrolled to offer the course, and to avoid late registration fees. Generally, except for independent study courses, four students must be registered for a course, otherwise, the course may be canceled. Students should visit the Onestop or MyU student websites for registration instructions and procedures (see page 4 for addresses). If you are asked to provide a permission number for registration, or if registration assistance is needed, or for any other special needs a student may need regarding registration procedures, please contact the Program Coordinator.

**Minimum Grade Requirements** - Students must maintain a minimum cumulative GPA of 3.0 for all course work taken in the degree program; receive a C- grade or better in any individual course taken for letter grade; and/or a "pass" (S) grade for courses taken pass/fail (S/N).

Program Coordinator will coordinate the review of student transcripts annually. Students with GPA below the minimum cumulative GPA of 3.0; students receiving less than a C- grade in any individual course taken for letter grade; students receiving a N (fail) grade in any course taken pass/fail; or students with an incomplete ("I") on their Graduate Degree Plan, will be notified, in writing, by the DGS and/or Program Coordinator. Advisors will get a copy of this notification. The notification will outline the deficiency and outline a mechanism and timeframe for correcting the deficiency. Please see "Termination of Graduate Studies" (page 13). For students with "I" grades on the Graduate Degree Plan, see "Incomplete Grades" (page 13).

**Incomplete Grades** - Students with "I" grade(s) on their Degree Plan form will have 3 consecutive semesters, including Summer Session, to complete the coursework for letter grade. After 3 consecutive semesters, if the work has not been completed for letter grade, the grade will be assigned an "F" letter grade unless course instructor approves, in writing, a time extension for completion of the "I" grade. Please consult with your advisor and course instructor to complete "I" grade(s) for letter grade(s).

**Time Limit for Completing Degree** – All requirements for the PhD degree must be completed and the degree awarded within eight calendar years after initial enrollment to the graduate program. All requirements for the master's degree must be completed and the degree awarded within five calendar years after initial enrollment. Students who are unable to complete the degree within the time limits described above may petition the program and collegiate unit for one extension of up to 24 months for the PhD and 12 months for the MS. Students must obtain the approval of their advisor and program DGS and submit the petition for an extension at least six months prior to the end of the time limit. If a petition is approved, the student is notified in writing of the expectations for progress and of the month/year of degree conferral. If the petition is denied, the student is notified in writing that he or she will be terminated from doctoral candidacy and from the graduate program upon expiration of the time limit. Under extraordinary circumstances, students may file a second petition for an additional 12 of 24 month extension after the first extension has expired; however such petitions after the initial extension must be reviewed and approved by the advisors, program DGS, and Vice Provost and Dean of Graduate Education. Students who have been terminated under such circumstances may apply for readmission to the program; however, readmission is not guaranteed.

**Termination of Graduate Status** - Termination of Graduate Status can be based on, but is not limited to, academic course performance and exam performance. Student behavior which does not comport with the University's Student Code of Conduct (see page 2) is also subject to Termination of Graduate Status. In cases related to academic course performance and exam performance, action to dismiss a student must be preceded by a review of the students overall performance by Rehabilitation Science faculty sub-committee. A majority vote by Rehabilitation Science faculty must be registered in order to terminate graduate status of a student. The Faculty may agree to outline a mechanism and time limit for student to satisfactorily correct specific deficiencies and retain Graduate Status. Students are eligible to

appeal termination with the Graduate School ([www.grad.umn.edu](http://www.grad.umn.edu)) and/or the Student Conflict Resolution Center ([www.sos.umn.edu](http://www.sos.umn.edu)).

**Academic Course Performance:** The Division of Rehabilitation Science requires a minimum of 1 warning be issued to the student regarding unsatisfactory academic course performance before a student is terminated. The warning must include the specific deficiencies and must outline a mechanism and time limit for correcting them. Grounds for Termination of Graduate Status due to academic course deficiency include, but are not limited to:

- Cumulative GPA of less than 3.0 in degree program
- Failure to earn a grade of C- or higher or a Pass (N) on any individual course taken, or any retake of a course.

**Exam Performance:** Grounds for Termination of Graduate Status due to failure of preliminary written exam, preliminary oral exam or final oral exam, depending on the degree track (MS or PhD).

### ***--- PhD Requirements ---***

**Course Work** - The PhD degree requires a minimum of 36 graduate credits, not including dissertation/thesis credits (RSC 8888). The minimum of 36 graduate credits is broken down as follows: a minimum of 16 graduate credits of Rehabilitation Science (RSC) courses (see page 24), a minimum of 6 graduate credits of statistics course work; and a minimum of 14 additional graduate credits from RSC courses, non-RSC courses, or a combination of both. Regarding the minimum 16 graduate credits of RSC courses, students are required to complete all 5 RSC professional development courses. The courses are: Intro to Rehab Science (1 credit), Scientific and Professional Presentation (1 credit), Critical Analysis of Scientific Literature (2 credits), Grant Writing (2 credits), and Peer Review and Publication (2 credits). If a student chooses to declare a minor, the student must follow the minor requirements of the program offering the minor. Acceptable statistics courses include, but are not limited to: PUBH 6450 – Biostatistics I, PUBH 6451 – Biostatistics II, EPSY 8251 – Statistical Methods I, and EPSY 8252 – Statistical Methods II. To fulfill the requirement students need to take both courses in the respective series (Biostats I and Biostats II; Stat Methods I and Stat Methods II). You cannot fulfill the statistics requirement by taking only PUBH 6450 – Biostatistics I and EPSY 8251 – Statistical Methods I. A minimum of 2/3 of the course credits included on the students Graduate Degree Plan (see page 15) must be taken for letter grade (A-F). In addition to these minimum requirements, the advisor may require additional courses. Students need to meet with their advisor prior to each semester to plan the student's course of study.

**Minimum Grade Requirements** - See page 12.

**Language Requirement** - None, unless international student Teaching Assistant (page 10).

**Thesis Credits** – Rehabilitation Science students pursuing the PhD are required to complete 24 thesis credits (RSc 8888). Thesis credits are taken upon successful completion of the student's preliminary oral examination.

**Graduate Degree Plan** - No later than the third semester of registration, the student must file with the Graduate School an official Graduate Degree Plan (see Appendix C). This form lists all courses the student has completed--or will complete--for the degree in Rehabilitation Science (as approved by the advisor). A minimum of 2/3 of the course credits included on the degree plan must be taken for letter grade (A-F).

**Preliminary Written Exam** - All doctoral students are required to pass a written examination in their major field. This examination covers all work completed in the major field and must include work completed in the minor or supporting field, plus questions probing the student's ability to collect and interpret information from the scientific literature. It will also determine whether the students have retained and integrated knowledge from their course work, have the ability to articulate their knowledge in written form, and have the ability to reason and apply knowledge toward new questions.

A student cannot sit for Preliminary Written Exam if they have an "I" grade in their program of study (listed on the Graduate Degree Plan, page 15). If a student does have an "I" on their Graduate Degree Plan, see "Incomplete Grades" (page 13).

The advisor, in consultation with the student, will recommend a Preliminary Written Examination committee to the DGS, including chair. The committee will include five members: 3 internal members, 1 external member, and a 5<sup>th</sup> member who is either internal or external. The DGS approves the committee and chair. The major responsibility of the committee chair is to organize the reexamination process, if necessary. Students are encouraged to meet with each committee member to discuss the scope of their questions and to identify critical readings at least 4-6 weeks before the exam. The advisor will ask each committee member to submit examination questions which can be completed in 6 hours or less. The student, in consultation with his/her advisor, will select days for the exam. The student must inform the Program Coordinator of the exam date once the exam date is set. The examination will be conducted over three consecutive days and will be divided by the advisor into three short exams (i.e., two committee members' questions on day #1 & #2; faculty advisor's question(s) on day #3). On the first two days, students will receive their examinations at 8:00 AM and will return their responses by 8:00 PM of that day. On the third day, students will receive their examination at 8 AM and will return their responses by 2 PM. Each day the exam will be emailed to the student, who needs to confirm receipt of the exam by email or phone. The student will return the exam by email and receipt of the exam from the student will be confirmed by the advisor or Program Coordinator. Because the examination is not proctored, the student will be required to sign the following statement: "I completed this exam alone, without assistance from any other person. I pledge that I will keep this examination confidential, and not disclose (verbally, electronically, or in writing) specific examination

content (questions or answers) to others or reproduce any portion of the examination in any manner." Each member of the committee will grade his/her specific questions on a pass/fail basis.

The following criteria will be used to evaluate the Preliminary Written Exam:

4 or 5 votes of pass = pass

3 votes of pass = fail with opportunity for reexamination

2 or less votes of pass = fail with student subject to "Termination of Graduate Status" (page 13)

All students will be notified by the advisor, in writing, regarding the vote that they received on the initial Preliminary Written Exam. A copy of this notification will be put on file with the Program Coordinator.

If a student receives a vote of 3 or less, the student will be notified by the advisor, in writing, that he/she has failed the Preliminary Written Exam. If a student receives 3 votes of pass, the student must request to his/her advisor, in writing, his/her desire for a re-examination. The student must make this written request within two weeks of having received results of the original preliminary written exam. The committee chair will organize the re-examination with the committee members. Methods and procedures for re-examination are at the discretion of the committee and DGS and may include oral and written components. The advisor will outline the methods, procedures, and terms of re-examination in a written letter to the student. A copy of this letter will go on file with the Program Coordinator.

If a student receives 2 or less votes of pass, please see "Termination of Graduate Status" (page 13).

**Preliminary Oral Exam** - All doctoral students are required to pass a preliminary oral examination in their major field. The preliminary oral exam is conducted as a closed examination, attended by only the student and the examining committee. Students must successfully complete their preliminary written exam prior to attempting their preliminary oral exam. The preliminary oral examination must include a dissertation proposal and may include work in the major field, the minor field, and any work fundamental to these areas. Additionally, the oral examination can include questions elaborating on earlier responses from the preliminary written examination. A written proposal describing the intended dissertation project should be submitted to all committee members at least two weeks in advance of the examination date. The proposal must include an introduction, comprehensive review of the literature, specific aims, hypotheses, and detailed methods (i.e., a condensed research proposal will not provide the detail that will be expected). The student, in consultation with the student's advisor, will submit the names of committee members online via the Graduate School website. This committee will be approved by the DGS and the Graduate School. Once the committee is approved, the student must formally schedule the preliminary oral examination with the Graduate School and do so at least one week in advance of the examination. The student should contact the Program Coordinator for instruction on

scheduling the preliminary oral examination with the Graduate School. The examining committee includes five members (minimum of four with advisor approval), but may include additional members at the discretion of the advisor. Advisor must serve on the committee. Three of the committee members must be from the major field (Rehabilitation Science) and one from outside the major (non-Rehabilitation Science faculty). The 5<sup>th</sup> member may be from either the major field or outside the major field. If the student has declared a minor, one committee member must represent the minor field. Members cannot satisfy the requirement with respect to more than one field. At least two members of the committee must be tenure-track University faculty members who hold earned doctorate degrees or designated equivalents in appropriate fields from an accredited institution. All assigned members must be present in person or electronically (e.g., ITV or Skype) at the preliminary oral examination. The absence of any member results in an invalid examination. The preliminary oral examination committee may or may not include the same members as the preliminary written examination committee. Student should reserve a room through the Program Coordinator for a minimum of two hours. The outcome of the examination is recorded in one of three ways: pass, pass with reservations, or fail. The voting proportions necessary for these decisions are as follows: if the committee consists of five members, a favorable verdict for passing consists of either a unanimous vote or a vote of 4-1; (If the committee consists of four members, a favorable verdict for passing consists of either a unanimous vote or a vote of 3-1). If a student fails the exam, he or she may retake the examination once, if all committee members, or if all committee members save one, approve this option on the Doctoral Preliminary Oral Examination form. The second attempt to pass the preliminary oral examination must use the same committee members unless an extraordinary or emergency situation necessitates a substitution. If the committee does not approve a retake, or if the student fails the second attempt, the student will be subject to termination from the program. The proposal, once approved, represents an agreement between the doctoral candidate and the student regarding the expectations of the dissertation project that the student will eventually defend at the final oral examination. The format of the final dissertation document also requires the agreement of the committee. The format for the Preliminary Oral Exam will be student's presentation of their dissertation proposal (30-40 minutes) followed by questions about the dissertation proposal or about student's previous coursework.

**Graduation Packet** – After successful completion of the preliminary oral exam, the student should request their Graduation Packet from the University's Graduate School. The graduation packet includes the forms the student needs for scheduling the final oral exam, as well as information related to writing the thesis. The student should contact the Program Coordinator for information related to the graduation packet, and information on scheduling the final oral exam.

**Final Oral Exam** - The final oral exam consists of a public seminar in which the candidate defends his/her dissertation project to the examining committee and other members of the scholarly community. After the public portion is concluded, the student will meet privately to respond to additional questions from the examining committee. The dissertation is not only a

representation of a student's academic work, but also a reflection on the faculty advisor, the dissertation committee, the Rehabilitation Sciences Graduate Program, and the University of Minnesota. Because stylistic conventions vary greatly from one scientific field to another, the body of the dissertation may differ. The body of the dissertation may follow the traditional individual chapter format (introduction, review of literature, methods, results, discussion chapters) or represent a series of chapters (manuscript style). Regardless of the style, the dissertation must include a comprehensive review of the literature, integration of the findings, and bibliography. Students should consult with their faculty advisor and committee regarding what is an acceptable format.

The Final Oral Examination committee must consist of at least four members, including the student's advisor(s). At least three members must be from the student's major field. At least one member must represent a field outside the major. If a minor is declared, one member must represent the minor field. Members cannot serve as both a major field and outside/minor field examiner. The chair of the committee must not be the candidate's advisor or co-advisor. All members of the committee and the candidate must participate in the final oral examination. Committee members and/or the student may participate remotely as long as all conditions for remote participation in the examination are met. Committee substitutions on the examining committee may be necessitated by such circumstances as a faculty member's temporary absence on leave from the University. The advisor or DGS must request the Graduate School's approval of such substitutions well in advance of the examination. Substitutions necessitated by emergency situations must also be approved in advance. In such cases, the committee chair should consult with the Graduate School before the start of examination.

A written copy of the dissertation project should be submitted to all committee members at least 14 days in advance of the examination date; 21 days is preferred, but the requirement is 14 days. Three designated dissertation readers must be identified from the committee. Two of the readers must be from the major field and one representing the outside/minor field. In the case of multiple minors, there must be a reviewer for each minor. Adviser(s) must serve as reader(s). The readers must sign-off that the dissertation is ready for defense prior to the defense date. Students should reserve a room through the Program Coordinator for a minimum of two hours. Students are not expected to provide food or beverages at their dissertation defense. To be recommended for the award of the doctoral degree, all committee members, or all committee members save one, must vote that the student has passed the doctoral final oral examination. Students are not allowed to retake the final oral examination. Committee members must notify the candidate in writing of all required revisions to the doctoral dissertation as well as specifying a time limit for the submission of the revised doctoral dissertation within seven days of the final oral examination. All students who complete a doctoral dissertation must file a digital copy of the dissertation with the University in accordance with University standards. Students may choose whether or not to request an embargo of the publication of the dissertation for a limited period of time.

## **--- Master's (MS) Requirements ---**

### **---Plan A: Master's Degree with Thesis---**

**Graduate School Requirements, including Graduate Degree Plan** – MS students are responsible for following Graduate School requirements for degree completion, including proper submission of graduate forms and for meeting deadlines. Degree completion procedures can be found at the following two websites:

[https://assets.asr.umn.edu/files/gssp/otr201\\_Masters\\_PlanA\\_GDP.pdf](https://assets.asr.umn.edu/files/gssp/otr201_Masters_PlanA_GDP.pdf)  
<http://policy.umn.edu/education/mastersperformance>

**Course Work** - In addition to Graduate School Requirements, MS students must complete a minimum of 23 graduate credits, not including thesis credits. The minimum of 23 graduate credits is broken down as follows: 14 credits of RSC course work (see page 24), including RSC 5106; 3 credits of statistics course work; and a minimum of an additional 6 graduate credits from RSC courses, non-RSC courses, or a combination of both. Students are welcome to declare a minor. If a student chooses to declare a minor, the student must follow the minor requirements of the program offering the minor. Acceptable statistics courses include, but are not limited to PUBH 6450 – Biostatistics I, PUBH 6451 – Biostatistics II, EPSY 8261 – Statistical Methods I, EPSY 8262 – Statistical Methods II. Student advisor may require additional courses.

**Minimum Grade Requirements** - See page 11.

**Language Requirement** – None, unless international student Teaching Assistant (page 9).

**Thesis** - Minimum of 10 thesis credits (RSc 8777).

**Preliminary Oral Examination** – The preliminary oral examination for the Master's Plan A student is directed specifically to review, examination, and approval of the Thesis Proposal by the examining committee. The Preliminary Oral Examination can be scheduled upon advisor and committee agreement prior to the completion of all course work, such that the student may complete the Master's Thesis in conjunction with some components of their course work. The thesis proposal document format should be agreed upon by the examining committee, but at minimum must include an introduction which includes the purpose and study hypotheses, as well as a methods section that details the plan for the proposed work. A review of literature section is also recommended. This proposal document must be provided to the thesis committee a minimum of two weeks prior to the scheduled preliminary oral examination. The thesis proposal meeting will typically include a 20 minute presentation by the student of the proposed work, and adequate time for questioning by the committee and defense of the proposal by the student. The total time of the examination should not exceed two hours. The committee may suggest modifications to the proposal and should reach agreement on the student's thesis plan.

**Final Oral Examination** - Defense of thesis research to an examining committee. The final examination committee must consist of at least three members, including the advisor/s. All members of the committee and the student must participate in the final examination. At least one member must represent a field outside the student's major field. If the student has a declared minor(s), the outside member(s) must be from the minor field(s). Members cannot satisfy the requirement with respect to more than one field. Advisor may serve as chair for the final exam. Committee member also serve as thesis reviewers.

**---Plan B: Master's Degree without Thesis---**

**Graduate School Requirements, including Degree Program Form** – MS students are responsible for following Graduate School requirements for degree completion, including proper submission of graduate forms and for meeting deadlines. Degree completion procedures can be found at the following website:

[https://assets.asr.umn.edu/files/gssp/otr202\\_Masters\\_PlanBC\\_GDP.pdf](https://assets.asr.umn.edu/files/gssp/otr202_Masters_PlanBC_GDP.pdf)

**Course Work** - In addition to Graduate School Requirements, MS students must complete a minimum of 30 graduate credits. The minimum 30 graduate credits is broken down as follows: 14 credits of RSC course work, including RSC 5106; 3 credits of statistics course work; and a minimum of an additional 6 graduate credits from RSC courses, non-RSC courses, or a combination of both. Students are welcome to declare a minor. If the student declares a minor, the student must follow the minor requirements of the program offering the minor. Acceptable statistics courses include, but are not limited to PUBH 6450 – Biostatistics I, PUBH 6451 – Biostatistics II, EPSY 8261 – Statistical Methods I, EPSY 8262 – Statistical Methods II. The balance of courses to comprise the 30 credit minimum is chosen by agreement between the student and advisor. Student advisor may require additional courses.

**Minimum Grade Requirements** - see page 11.

**Language Requirement** - None, unless international student Teaching Assistant (page 9).

**Plan B Project(s)** – Students must demonstrate familiarity with the tools of research or scholarship in their major field, the ability to work independently, and the ability to present the results of their investigation effectively, by completing at least one Plan B project. The graduate faculty in each major field may require as many as three such projects. The Plan B project(s) should involve a combined total of approximately 120 hours of work. The graduate faculty in each major field specifies both the nature and extent of the options available to satisfy this requirement, and whether the requirement is to be satisfied in conjunction with, or independent of, the courses in the student's program.

**Final Examination** – The Graduate School requires a final examination for Plan B candidates; this may be written, oral, or both, at the discretion of the graduate faculty in the major field. The final examination cover the major field and the minor or related fields, and may include any work fundamental to these fields. Students should make the Plan B project(s) available to the examining committee for its review well in advance of the final examination. If a final oral examination is held, it is conducted as a closed examination, attended by only the student and the examining committee. All committee members must be present at the oral examination; the absence of any member results in an invalid examination. A committee of at least three examiners is recommended by the faculty advisor in the major field at the time the official degree program is submitted. This committee consists of two representatives from the major field and one from the minor or a related field. Committee members cannot represent more than one field simultaneously. The examination is coordinated by the chair of the student’s examining committee. The results of the examination are reported on the Final Examination Report Form, which the student must obtain from the Graduate School or by requesting a Graduation Packet from the Graduate School in advance of the exam. A majority vote of the committee, all members present and voting, is required to pass the examination. A student who fails the examination maybe terminated from the graduate program or may be allowed, on unanimous recommendation of the examining committee, one retake of the examination, providing the reexamination is conducted by the original examining committee.

### --- Faculty ---

#### Core Faculty

**Brendan Dougherty, PhD – bdougher@umn.edu**

*Assistant Professor, Divisions of Physical Therapy and Rehabilitation Science*

Research focused on cellular and molecular mechanisms of neuroplasticity in the spinal cord using the respiratory motor system as a model; spinal neuroplasticity and intermittent Hypoxia; cervical spinal cord injury.

**Arin Ellingson, PhD – ellin224@umn.edu**

*Assistant Professor, Divisions of Physical Therapy and Rehabilitation Science*

Research focus on detecting biomechanical and imaging based biomarkers of spinal health and identify aberrant spinal motion patterns, quantifying intervertebral disc pathology, and isolating neuromuscular responses to pain.

**John Ferguson, PhD – John.Ferguson1@va.gov**

*Assistant Professor, Division of Rehabilitation Science*

Research Health Scientist and Investigator in adaptive design and engineering, Minneapolis VA Medical Center. Other research interests include mHealth, assistive Technology and sensor systems.

**Bernadette Gillick, PhD, MS, PT – gillick@umn.edu**

*Assistant Professor, Divisions of Physical Therapy and Rehabilitation Science*

Cortical plasticity, neurologic insult recovery in pediatric and adult populations, transcranial magnetic stimulation, behavioral training, motor function.

**Andrew Hanson, PhD – Andrew.Hansen2@va.gov**

*Associate Professor, Division of Rehabilitation Science*

Design and evaluation of rehab technologies, human biomechanics, rehabilitation engineering, prosthetics and orthotics, rocker shoes, motion analysis, wheelchair design and wheelchair evaluation.

**Manda Keller-Ross, PhD, DPT – kell0529@umn.edu**

*Assistant Professor, Divisions of Physical Therapy and Rehabilitation Science*

Mechanisms of exercise intolerance in heart failure, neuromuscular limitations contributing to muscle fatigue and central inhibition in heart failure, novel therapeutic strategies to treat musculoskeletal myopathies and reduce muscle fatigue in adults with heart failure.

**Dawn Lowe, PhD – lowex017@umn.edu**

*Director of Graduate Studies and Associate Professor, Physical Therapy and Rehab Science*

Muscle physiology, aging, muscular dystrophy, exercise science. Cellular and molecular mechanisms underlying muscle deterioration that occur with age, injury, and disease.

**Paula Ludewig, PhD, PT - ludew001@umn.edu**

*Interim Director and Professor, Divisions of Physical Therapy and Rehabilitation Science*

Shoulder biomechanics & rehabilitation, 3D human motion, kinesiology, electromyography, ergonomics.

**Peggy Martin, PhD, OTR/L – marti370@umn.edu**

*Director and Asst Professor, Program in Occupational Therapy and Division of Rehab Science*

Adult education, development of expertise, clinical reasoning, movement analysis, development disabilities, sensory integration.

**Virgil Mathiowetz, PhD, OTR - mathi003@umn.edu**

*Associate Professor, Program in Occupational Therapy and Division of Rehabilitation Science*

Rehabilitation outcomes for stroke and multiple sclerosis, task-oriented approach to CNS dysfunction, energy conservation strategies for persons with multiple sclerosis, measurement of hand strength, dexterity, and hand function.

**Corey McGee, PhD, OTR/L, CHT – mcge0062@umn.edu**

*Assistant Professor, Program in Occupational Therapy and Division of Rehabilitation Science*

Hand strength requirements for successful occupational performance; outcomes of

occupational therapy interventions in hand and burn rehabilitative settings; teaching outcomes.

**Michael Potegal, PhD, LP – poteg001@umn.edu**

*Associate Professor, Program in Occupational Therapy and Division of Rehabilitation Science*

Behavioral aspects of vestibular function; spatial orientation; post-rotary nystagmus (PRN); gravitational insecurity.

**Patricia Schaber, PhD, OTR/L, FAOTA – schab002@umn.edu**

*Associate Professor, Program in Occupational Therapy and Division of Rehabilitation Science*

Geriatrics, specifically, dementia related disorders and family centered care models of practice; occupational therapy assessment and intervention with Alzheimer's disease and related disorders; and scholarship of teaching and learning.

**LeAnn Snow, MD, PhD – snow0018@umn.edu**

*Assistant Professor, Divisions of Physical Therapy and Rehabilitation Science*

Age, exercise, and rehabilitation; biology of aging; effects of exercise on nerve and muscle function in neuromuscular disorders.

**Ann Van de Winckel, PhD, MS PT – avandewi@umn.edu**

*Assistant Professor, Divisions of Physical Therapy and Rehabilitation Science*

Neural mechanisms of neuroplasticity and recovery after stroke using fMRI structural and functional connectivity, to determine its impact on clinical sensorimotor outcomes.

**Emeritus Faculty**

**James Carey, PhD, PT (carey007@umn.edu)**

**Affiliate Faculty**

**Terese Chmielewski, PhD (terese.chmielewski@tria.com)**

**Ward Glasoe, PT, PhD (glaso008@umn.edu)**

**Linda Koehler, PT, PhD (koeh0139@umn.edu)**

**Lars Oddsson, PhD (loddsson@umn.edu)**

**Sharyl Samargia, PhD (sharyl.samargia@uwrf.edu)**

**Erica Stern, PhD, OTR/L (stern001@umn.edu)**

## --- Course Descriptions ---

*Students should check with Program Coordinator for class meeting times and for possible changes in the scheduling of courses. Courses marked with \*\* are core Rehab Science professional development courses.*

### **RSC 5058 – Anatomy for Rehab Science (6 credits)**

Study of gross human anatomy through lecture/laboratory experiences that include cadaver dissection of extremities, head, neck, back, abdomen, thoracic, pelvic regions with correlation to clinical conditions. Cross listed with PT 6058. Offered every Summer session.

### **RSC 5060 – Lower Extremity Anatomy Intensive (2 credits)**

Intensive and focused study of lower extremity gross human anatomy for graduate students. The content is presented through lecture and laboratory experiences that include cadaver dissection of Human lower extremities with correlation to clinical conditions. Meets with PT 6058. Offered every Summer session.

### **RSC 5065 – Upper Extremity Anatomy Intensive (2 credits)**

Intensive and focused study of upper extremity gross human anatomy for graduate students. The content is presented through lecture and laboratory experiences that include cadaver dissection of Human upper extremities with correlation to clinical conditions. Meets with PT 6058. Offered every Summer session.

### **RSC 5101 – Math Tools for Research Applications in Health, Rehab and Movement (1 credit)**

This course is intended to prepare the student entering graduate school for immersion into quantitative research and coursework. Review of mathematical formulas and calculations will be completed for quantitative research approaches in health, rehabilitation and human movement sciences. Application examples and practice problems are the focus of the course. Specifically application of basic algebra and geometry, solving equations for unknowns, logarithmic transforms, derivatives and integrals, matrix methods, and use of macros in research applications will be mastered using an online format. This course does not replace specific courses in mathematics or statistics. Advanced courses in statistics, instrumentation, and signal processing are commonly required in graduate programs. Computer based. Primarily online. Offered Spring semesters.

### **\*\*RSC 5106 – Introduction to Rehabilitation Science (1 credit)**

This course will prepare students to think critically about rehabilitation science literature, as well as prepare students to write persuasively on scientific topics. This course will include lecture presentations and discussion/interaction sessions planned jointly by students and faculty. Students will explore the origins of Rehabilitation Science (and Physical Medicine & Rehabilitation), including definitions, terminology, core theories, and core and related disciplines; explore the current and evolving status of research in the field and the research

agenda; identify key stakeholders, funding agencies and funding mechanisms in rehabilitation science research; demonstrate the ability to engage fellow students in an active learning process on a key rehabilitation science topic; and demonstrate understanding of a key rehabilitation science topic through a written format. Offered every Fall semester.

**RSC 5135 - Advanced Biomechanics I: Kinematics (3 credits)**

Addresses two fundamental questions in human biomechanics: 1) how to describe movement, and 2) how to measure movement, with an emphasis on three-dimensional techniques. Includes lecture, laboratory exposure, and seminar discussion of basic and applied biomechanics, pathokinesiology, and rehabilitation literature. Class meets with RSC 8135. Course assignments vary for those registered at different levels. Offered Fall semesters of odd-numbered years.

**RSC 5200 – Introduction to Neuromodulation (1-3 credits)**

This course will provide training in the theory, biophysics and evidence-based application of non-invasive magnetic and electric brain stimulation in humans. Course content will be delivered in three modules: (1) safety and administration of non-invasive brain stimulation, (2) neuromodulation methods, and (3) advanced assessment and modeling techniques. All registered students must take module #1. Testing methods will include various methods to assess intracortical, transcallosal and interhemispheric excitability. Neuromodulation methods presented will include non-invasive and invasive forms of brain stimulation. Hands-on instruction and laboratory applications will be provided for cortical excitability testing using transcranial magnetic stimulation (TMS) as well as for other non-invasive forms of brain stimulation. Those enrolled will both administer and receive non-invasive brain stimulation and will be asked to sign a consent form. Specific safety exclusion criteria for receiving non-invasive brain stimulation exist and enrollees who have questions should contact the Division of Rehabilitation Science. Offered Fall semesters of even-numbered years.

**RSC 5231 – Clinical Biomechanics (variable credits; 2-5)**

Course material covers basic principles of biomechanics and forces and structures internal and external to the body responsible for normal and abnormal human movement. Joint and tissue mechanics, muscle function, task analysis, and gait mechanics are taught through lecture and laboratory practice. Cross Listed with PT 6231. Offered every Fall semester.

**RSC 5235 – Advanced Biomechanics II: Kinetics (3 credits)**

This course examines the forces which create human motion and which are produced within the body as a result of human motion. Using lectures, laboratory experiments, and group discussion we will develop the skills for measuring the kinetics of human motion. Clinical movement assessment as well as exercise, sport, and activities of daily living will be measured and analyzed to describe the transfer of forces within the body. We will develop two dimensional rigid body dynamics models to describe human kinetics, discuss forward and inverse dynamics solutions, and develop hypotheses to describe whole body and joint kinetics. Class meets with RSC 8235. Offered Spring semesters of even-numbered years.

**RSC 5281 – Scientific Foundations – Exercise Theory (3 credits)**

In-depth presentation of fundamental concepts in exercise physiology/exercise biochemistry related primarily to skeletal muscle, secondarily to cardiovascular system/connective tissue. Exercise/performance-enhancing ergogenic aids. Cross-listed with PT 6281. Offered every Fall semester.

**RSC 5294 - Independent Study in Rehabilitation Science (variable credits, 1-3)**

Independent exploration into significant topics related to Rehabilitation Science. Offered by individual arrangement with faculty. Offered Fall, Spring, Summer.

**\*\*RSC 5306 – Scientific and Professional Presentation (1 credit)**

This course will focus on the process and practice of oral presentation of scientific inquiry and discoveries. These skills are essential for scientists in all disciplines, yet often guidelines for optimal scientific presentation are not taught or practiced in an educational setting. Specific areas to be covered in this course include: presentation intent, audience analysis, timing, content, keys to effective communication, vocal behavior, and important things to avoid. Context will include conference-style platform or podium presentations, poster presentations, and seminar presentation. The course will involve opportunities to prepare and practice presentation skills and receive constructive feedback in a safe, supportive environment. It is appropriate for students from all disciplines and levels of PhD study. Offered Fall semester of odd years, 2019, 2021.

**RSC 5310 - Physiology for Physical Rehabilitation (variable credits, 1-5)**

This course is designed to convey foundational information regarding human basic physiology and more advanced integrative physiology to provide the student a broad range of knowledge on how the human body works at rest, exercise and as we age. Basic cell physiology which serves the human body's infrastructure for function in different cell types for various organ systems will be discussed with the major emphasis of this course being on the human body as a system. Along these lines, most of the content will relate to integrative physiology, as our systems are often redundant in regulating homeostasis. The objective of this course is to prepare the student for the study of pathophysiologic changes within the human body. Cross-listed with Physical Therapy. Offered every Spring semester.

**RSC 5814 - Age, Exercise, and Rehabilitation (2 credits)**

Overview of normal physiological responses to exercise in the elderly. Comparison of exercise-induced responses of the various physiological systems throughout the aging process. Focus on the importance of exercise from a rehabilitation perspective. Offered Fall semesters of even-numbered years.

**RSC 5841 – Applied Data Acquisition and Processing (3 credits)**

This course will introduce students to collecting and processing biomedical time series data. Students will gain experience using data acquisition hardware common in many laboratories,

as well as related software for acquisition of the data and digital signal processing. Data sources will include electroencephalography (EEG), electromyography (EMG), wearable sensors, and data from other systems based on the background and interests of students in the class. The overall goal of this course is to provide students with the necessary fundamental skills to run a successful experiment, troubleshoot errors, and produce high quality data sets. Offered Spring semesters of odd-numbered years.

**RSC 5901 – Scholarly Inquiry in Health Sciences (4 credits)**

This course will explore how research evidence is developed, disseminated, and utilized in health sciences. A qualitative/quantitative scholarly project proposal will be required. Students will critique studies/peer proposals. Cross-listed with OT 7201. Offered every Spring semester.

**\*\*RSC 8106 – Critical Analysis of Scientific Literature (2 credits)**

This course will focus on the process of critical review, appraisal and synthesis of scientific literature. Overview of organizing and writing literature reviews for a traditional dissertation, systematic reviews, and peer review for scientific manuscripts will be included. The course will involve substantive review of the literature and writing in your anticipated area of dissertation work. Offered Spring semesters of odd years, 2019, 2021.

**RSC 8130 - Current Literature (variable credits, 1-3)**

Review of current literature in the area of rehabilitation science. Offered by individual arrangement with faculty. Offered Fall, Spring, Summer.

**RSC 8135 – Human Kinematics (3 credits)**

This course is designed to address two fundamental questions in human biomechanics: 1) how to describe movement, and 2) how to measure movement, with an emphasis on three-dimensional techniques. The course will include lecture, laboratory exposure, and seminar discussion of basic and applied biomechanics, pathokinesiology, and rehabilitation literature. Class meets with RSC 5135. Offered Fall semesters of odd-numbered years.

**RSC 8170 - Special Topics in Rehabilitation Science (variable credits, 1-3)**

Advanced topics in Rehabilitation Science with papers required. Offered by individual arrangement with faculty. Offered Fall, Spring, Summer.

**RSC 8185 - Problems in Rehabilitation Science (variable credits, 1-3)**

Supervised research experience in a selected problem in rehabilitation science. Offered by individual arrangement with faculty. Offered Fall, Spring, Summer.

**RSC 8188 - Teaching Practicum (variable credits, 1-3)**

Supervised experience in teaching and evaluation with development of skills in effective use of instructional materials in lecture and lab courses. Students can expect to: create learning objectives for teaching unit(s); conduct a thorough review of current literature on topic;

prepare classroom presentations; deliver classroom presentations; consult with faculty for feedback prior to presentation; compose test questions; proctor examinations. Offered by individual arrangement with faculty. Offered Fall, Spring, Summer.

**RSC 8192 - Research Design in Rehabilitation Science (4 credits)**

The goals of this course are to develop abilities to critically evaluate the peer-reviewed literature. It will also enable students to identify and apply appropriate statistical procedures and interpret the meaning of statistical analyses. Finally, it will give students an opportunity to present the aims, methods, intended analyses, and preliminary results of their own research. Additionally, students will meet individually for 2h every month with the lecturer to work on the Method section of a paper related to their PhD project. This paper will be critically reviewed and graded as end-evaluation for this class. Cross-listed with Physical Therapy. Offered every Fall semester.

**\*\*RSC 8206 – Grant Writing (2 credits)**

This course will focus on the process of applying for an individual National Institutes of Health (NIH) pre-doctoral research training fellowship. Overview of NIH Program Announcements and NIH SF424 individual fellowship application guide will be included. The course will involve substantive writing of the components of the NIH fellowship, with emphasis on the student and training components. Offered Fall semesters of even years, 2018, 2020.

**RSC 8235 – Human Kinetics (3 credits)**

This course examines the forces which create human motion and which are produced within the body as a result of human motion. Human Kinetics draws upon basic biomechanics principles to uncover solutions for kinetics problems as well as the sensitivity of those solutions to measurement errors, assumptions, and limitations of the solution formulations. Using lectures, laboratory experiments, and group discussion we will develop the skills for measuring and analyzing the kinetics of human motion. Clinical movement assessment as well as exercise, sport, and activities of daily living will be measured and analyzed to describe the transfer of forces within the body. We will develop two dimensional rigid body dynamics models to describe human kinetics, discuss forward and inverse dynamics solutions, and develop hypotheses to describe whole body and joint kinetics. Class meets with RSC 5235. Offered Spring semesters of even-numbered years.

**RSC 8282 - Problems in Human Movement (4 credits)**

Fundamental principles of neurophysiology, neurology, motor control, and motor learning as a basis for therapeutic intervention in motor dysfunction. Course cross-listed with PT 6282. Offered every Spring semester.

**\*\*RSC 8306 – Peer Review and Publication (2 credits)**

This course will focus on the process of publication in the scientific literature, with emphasis on publication of original research. Overview of organizing and writing for publication, and the peer review process for scientific manuscripts will be included. The course will involve

substantive writing practice in your anticipated area of scientific inquiry. Offered Spring semesters of even years, 2018, 2020.

**RSC 8333 – Full-Time Equivalent Master’s (1 credit)**

8333 is a one-credit registration option for eligible Master’s students who must certify full-time status to be in compliance with requirements of the University and/or external agencies (e.g. employment as a graduate assistant; loan deferment). Students eligible for 8444 can be employed in one of the low-tuition/low-fringe job classes.

**RSC 8444 – Full-Time Equivalent Doctoral (1 credit)**

8444 is a one-credit registration option for eligible doctoral students who must certify full-time status to be in compliance with requirements of the University and/or external agencies (e.g. employment as a graduate assistant; loan deferment). Students eligible for 8444 can be employed in one of the low-tuition/low-fringe job classes.

**RSC 8666 - Doctoral Pre-Thesis Credits (1-18 credits)**

**RSC 8777 - Thesis Credits: Master’s (10 credits)**

**RSC 8888 - Thesis Credits: Doctoral (24 credits)**

**GRAD 999 - Graduate School Active Service (0 credits)**

Course to meet Graduate School’s registration policy requiring all Graduate School students to register every Fall and Spring. GRAD 999 is a non-credit, non-cost course that students take to stay active within the Graduate School. A student needs advisor approval—in writing—in order to register for GRAD 999. Permission should come from the advisor via email and both the DGS and Program Coordinator should be copied on the email. Written permission should be granted in advance of the first day of class. If a student registers for GRAD 999 without advisor permission, a hold will be placed on the student’s record for the following semester. The student will then need to consult with his/her advisor on a plan of study in order to release the hold. The consultation needs to occur before the first day of class.

## **Mutual Responsibilities in Graduate Education for Graduate Students and Faculty**

### **I. Introduction**

A major purpose of graduate education at the University of Minnesota is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. Graduate education is an opportunity for the student to develop into a professional scholar. Graduate research and teaching assistantships offer an "apprenticeship" experience in the academic profession as well as financial support. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect. This shared responsibility with faculty extends to all of the endeavors of graduate students, as students, employees, and members of the larger academic community.

High quality graduate education depends on the professional and ethical conduct of the participants. Faculty and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high quality graduate programs. Excellence in graduate education is achieved when both faculty and students are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.

### **II. Suggested Principles for Mutual Roles and Responsibilities**

The following principles illustrate what students should expect from their programs and what programs should expect from their students, to help achieve excellence in graduate education:

#### *Principle 1: Information About Policies and Procedures*

The University, collegiate units and graduate programs are responsible for providing students and prospective students with access to information about their graduate program, areas of specialization, degree requirements, and average time to completion of degrees. Graduate programs are responsible for providing access to information about graduate student financial support in the program, such as the prospects for fellowships, assistantships or other financial support and the proportion of students receiving financial support. In addition, graduate programs should provide students and applicants with information about career experiences of graduates of the program. All such information should be presented in a format that does not violate the privacy of individual students. Programs are encouraged to provide relevant information in their handbooks, websites or other readily accessible formats.

Students are responsible for keeping themselves informed about current policies of their program, their collegiate unit, and the University that affect graduate students. Students and

alumni also have a responsibility to respond to program inquiries about their career development.

#### *Principle 2: Communication About Academic Status*

The collegiate unit and graduate programs are responsible for providing students with information about their individual academic status: who in the collegiate unit and in their graduate program is responsible for communicating to them about admission issues and progress through the degree program, how the communication will take place, and the possibility for appeal to a third party for assistance in resolving disputed issues.

Students are responsible for communicating with the collegiate unit and their graduate program about changes in their circumstances that affect their status and progress toward the degree.

#### *Principle 3: Research Contributions*

Individual faculty as research directors are responsible for providing students with appropriate recognition for their contributions at conferences, in professional publications, or in applications for patents. It is the faculty member's responsibility to clarify the principles for determining authorship and recognition at the beginning of any project.

Students are responsible for discussing their expectations regarding acknowledgment of research contributions or intellectual property rights with the appropriate person(s) in the research team, preferably early in the project.

#### *Principle 4: University Governance*

Departments and graduate programs are responsible for defining specific opportunities for student participation on committees as they deem appropriate. The University recognizes that graduate students make important contributions to governance and decision making at the program, department, college, Graduate School and University level; specific roles for participation are defined at each level by the relevant governing bodies.

Students are responsible for participating in University governance and decision making that enrich the campus community.

#### *Principle 5: Respectful Employment Conditions*

University faculty and staff are responsible for assuring that graduate students are able to conduct their work, as students or students/employees, in a manner consistent with professional conduct and integrity, free of intimidation or coercion. Students who are employees also have the protection of all University employment policies and laws. Graduate

programs are responsible for providing clear communication to students about the possibility for appeal to a third party for assistance in resolving disputed issues.

Students are responsible for reporting unprofessional conduct to the appropriate body or person, as defined in the academic or employment grievance policy; they should be able to do so without fear of reprisal. Students are responsible for acting in a respectful and fair manner toward other students, faculty, or staff in the conduct of their academic work or work they may do in connection with an assistantship.

#### *Principle 6: Conditions of Employment*

The University (through its departments, research projects or other employing units) is responsible for providing to prospective graduate assistants a written offer of financial support before a response to the offer is required. Such communication must indicate their salary and the terms and conditions of their appointment, including the general nature of the work they will be performing, duration of employment, and whether and how this employment is tied to their academic progress. The details of specific teaching or research assignments may need to await later written clarification.

Students are responsible for accepting the conditions of employment only if they believe they are qualified and able to complete the tasks assigned. Students have a responsibility for communicating in writing any changes in their circumstances that affect their ability to fulfill the terms and conditions of their employment.

#### *Principle 7: Safe Work Environment*

Supervisors are responsible for providing a safe working environment for graduate students, and for developing and publicizing safety policies and training programs to achieve that goal.

Students are responsible for helping to maintain a safe working environment, for adhering to safety policies, for participating in training programs and for reporting safety violations to the proper authority.

#### *Principle 8: Responsible Conduct of Research*

Students are responsible for carrying out their research in a responsible manner. The faculty and the Director of Graduate Studies (DGS) of the graduate program are responsible for ensuring that students receive training and guidance in the responsible conduct of research as appropriate for each field.

OTHER UNIVERSITY DOCUMENTS may provide information and guidance relevant to the graduate education experience.

- Additional Board of Regents information and guidelines can be found by visiting: <http://www1.umn.edu/regents/polindex.html>.
- Board of Regents Policy: *Code of Conduct*
- Board of Regents Policy: *Academic Freedom and Responsibility*

APPENDICES

APPENDIX A

**Annual Student Review Form**  
*Academic Standing and Degree Progress*

Date of Review: \_\_\_\_\_ Reviewer/Advisor: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Degree and Program: \_\_\_\_\_

Year Enrolled: \_\_\_\_\_ Credits completed to date: \_\_\_\_\_

	Student Record	Comments
Minimum GPA of 3.0		
Rehabilitation Science Credits (min. 16 credits)		
RSC Core Curriculum Credits (min. 6 credits)		
Statistics (min. 8 credits)		
Supporting Credits (min. 12 cr.; may include RSC)		
Thesis Credits (min. 24 credits)		
Number of Incompletes		
Responsible Conduct in Research (RCR) Training		
Immunization Compliance		
HIPAA Compliance		
Milestones – Graduate Degree Plan		
Preliminary Written Exam		
Preliminary Oral Exam		
Final Oral		

Program and advisor comments on academic standing and degree progress (attach additional comments, as needed):

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Student comments on academic standing and degree progress (attach additional comments as needed):

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\_\_\_\_\_ Student is in good academic standing and is making acceptable progress toward graduation. If student has not completed RCR training or IRB training, student should complete the training at the student's earliest convenience and prior to the student's next review. If a student is non-compliant with immunization or HIPAA training, student should become compliant at the student's earliest convenience and prior to the student's next review. If a student has incomplete course work, the student should complete the course work for grade prior to the student's next review.

\_\_\_\_\_ Student is deficient academically and/or is not making acceptable progress toward graduation. Attached is an agreed upon plan between student and advisor to remedy deficiency.

By signing and dating below, both student and advisor acknowledge that a review of academic standing and degree progress has been made. In the case of deficient academic standing and/or degree progress, both student and advisor acknowledge that an agreed upon plan has been developed for correcting deficiency. Any plan to remedy deficiency will include mechanism and timeframe for correcting deficiency. Plan will be reflected in the form of a letter and attached to this form. All documents pertaining to student's annual review will be attached to the review form and held in the Program Coordinator's office. Both student and advisor will get copies of all documents pertaining to the student's annual review.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Reviewer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Appendix B

# Individual Development Plan University of Minnesota Biomedical Sciences Graduate Programs

### About the IDP:

Graduate students today are successfully pursuing a wide range of careers in both academic and non-academic environments. PhD students should consider broadening their skill sets to prepare for these possible careers. The individual development plan is an ongoing exercise designed to guide your thinking about your long-term and short-term career plans. To assist in the process, you will take advantage of the web tool myIDP ([read more about myIDP here](#)) to identify potential careers and set realistic goals that will help you be successful in whichever career path you choose. To create an IDP, you will assess your skills and interests, explore your career options, and set a few goals related to those careers. This section can take as little as 10 minutes, although we recommend spending additional time researching your career options. Following this exercise, you will meet with a mentor to help you gain insight into your plans for the future.

### Start the IDP here:

#### Step 1: Assess your skills, interests, and values

Go to <http://myidp.sciencecareers.org> and set up a new account or login. Fill out the skills, interests and values assessments. This will provide you with a list of careers ranked according to your input, found in Consider Career Fit -> My Career Path Matches.

#### Step 2: Select personalized career paths

Spend some time thinking about and exploring the career options in the "Read About Careers" resources on the IDP website, and explore other web resources. Then select 3 (or more, if you'd like) careers from the list that you think would be the best long-term fit for you. Let the myIDP assessment guide your choice, but you do not have to choose the careers that myIDP ranked highest for you. List your top three careers in the table below, along with the interest and skills match scores from myIDP.

*Table 1: Career paths of interest*

Career path	Percent Interest Match	Percent Skills Match

#### Step 3: Set goals

In the Consider Career Fit -> My Career Path Matches section, take a look at the Skills Match percentages for

your chosen career paths. How do your skills, training, and experience match those required (compare your rating to the expert rating)? Identify 5 skills that you could cultivate and list them in the table below. Most importantly, list short-term goals that would help you acquire those skills. When you are creating a list of goals, make them SMART! This means they should be *specific, measurable, action-oriented, realistic, and time-bound*. You can learn more about setting SMART goals on the myIDP website under Skill Goals -> Quick tips.

Finally, identify mentors who may be able to help you achieve your goals. Mentors can be faculty members, labmates, colleagues, or alumni familiar with the training you seek. Your thesis advisor may or may not be the best mentor for these career-oriented goals.

Table 2: Make SMART goals to enhance skills

Skill to improve	Short-term goal	Potential mentor

Examples of short-term goals:

**Scientific knowledge**

- Read more of the literature
- Attend a scientific meeting
- Participate in journal clubs
- Attend scientific seminars

**Research skills**

- Learn new lab techniques
- Didactic coursework in research skills (e.g., statistics, computer programming, etc.)
- Consult with your advisor to identify current strengths and weaknesses
- Write and submit a scientific paper
- Gain more experience in the peer review process

**Communication**

- Write scientific communications (commentary, original article, review, blog)
- Establish collaborations
- Join writing group / workshop
- Present your work at a seminar and/or a poster at a meeting
- Volunteer at a museum (Science Museum of Minnesota, Bakken Museum or The Works)
- Participate in the Three Minute Thesis Competition
- Join Toastmasters (<http://www.meetup.com/The-Minneapolis-Toastmasters-Club/>)

### **Professionalism**

- Networking at local and national conferences
- Conduct informal interviews with the intention of establishing network contacts
- Create / update online profile and CV (i.e. LinkedIn) and join groups relevant to career goals

### **Management and leadership skills**

- Volunteer to head a committee within your graduate program or school / college
- Supervise or train another student in your lab
- Coordinate a collaborative research project
- TA a course

### Step 4: Meet with a mentor

Discuss the plans outlined above with your advisor or another trusted mentor who can help you gain insight into your short term goals and your desired career path. Potential discussion questions include:

- Do any of your selected career paths involve additional schooling beyond the PhD?
- How much of the needed schooling/training takes place outside of the academic setting?
- How will your employment background and existing skill set influence your entry into and success in your chosen career path?
- What will be the major challenges in achieving success in your chosen career?
- Are you acquiring the skill set(s) that you need to be successful in completing your goals?
- What is the best thing you could do in the next year to help you along your chosen career path?

### Step 5: Implement your plan

The myIPD website provides tools designed to help you create a timeline for achieving your goals (<http://myidp.sciencecareers.org/>, explore the Set Goals section). Utilize this link to prioritize and schedule your goals. Continue to revisit these questions in the months and years to come; your goals will evolve as you progress.





## Statement on Sexual Harassment

Sexual harassment subverts the mission of the University, and threatens the careers of students, faculty, and staff, and will not be tolerated in the Graduate Programs of the Medical School.

The 2017 Board of Regents policy defines sexual harassment as

“ unwelcome conduct of a sexual nature under **either** of the following conditions:

(a) When it is stated or implied that an individual needs to submit to, or participate in, conduct of a sexual nature in order to maintain their employment or educational standing or advance in their employment or education (quid pro quo sexual harassment).

(b) When the conduct: (1) is severe, persistent or pervasive; and (2) unreasonably interferes with an individual's employment or educational performance or creates a work or educational environment that the individual finds, and a reasonable person would find, to be intimidating, hostile or offensive (hostile environment sexual harassment).”

All University members are prohibited from engaging in, or assisting or abetting another's engagement in, sexual assault, sexual harassment, relationship violence, stalking, and related retaliation (collectively "prohibited conduct").

The Division of Rehabilitation Science, as part of the University of Minnesota, is committed to creating a welcoming and respectful work and educational environment that is free from sexual harassment and Rehabilitation Science provides comprehensive support, education, and reporting mechanisms to all members of the University community. All members of the program and University community are prohibited from engaging in sexual harassment and retaliating against individuals based on their participation in a sexual harassment investigation. When they learn about incidents of sexual harassment, University employees who are supervisors must take prompt remedial action to respond to any concerns including referring the matter to relevant internal options.

### Sexual Harassment

Sexual harassment is against the law. It is prohibited by Title VII of the 1964 Civil Rights

Act and by the Minnesota Human Rights Act. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or academic environment in any University activity of program.

#### Reporting and Survivor Services

Any individual who believes they have been subjected to sexual harassment or retaliation for reporting sexual harassment can report their concerns to the Office for Equal Opportunity and Affirmative Action (EOAA), the Office for Community Standards (OCS), the UReport anonymous online reporting system, or the relevant internal office for investigation, dispute resolution, and potential disciplinary action against perpetrators. Victim survivor services are also available to provide additional support. More steps for reporting sexual harassment can be found here: <https://policy.umn.edu/hr/sexualharassment-proc01>

Anonymous reporting Service for the U of M:

<https://secure.ethicspoint.com/domain/media/en/gui/9167/index.html>

To report harassment through EOAA: call (612) 624-9547 or email [eoaa@umn.edu](mailto:eoaa@umn.edu).

Additionally, for a free and confidential space for victims/survivors/concerned people of sexual assault, relationship violence or stalking, contact or visit the Aurora Center for Advocacy & Education. To speak with a trained advocate, call their 24 hour hotline at (612) 626-9111. The Aurora Center also offers help in reporting incidences of sexual harassment as well as legal resources. For more information, visit their website at <http://aurora.umn.edu/>.

For ongoing support, visit the counseling center: <https://counseling.umn.edu/>

## Retaliation

No one acting on behalf of the University may retaliate against an individual for having made a report in good faith under this policy or participated in a sexual harassment investigation. Any employee who engages in retaliation may be subject to disciplinary action up to and including termination of employment. Reports of retaliation will be reviewed and investigated in the same manner in which other allegations of misconduct are handled. This provision aligns with Board of Regents Policy. Retaliation includes any form of intimidation, reprisal or harassment against an individual because the individual has made a report of sexual harassment or has participated in an investigation of sexual harassment by or of a University community member including (1) firing, refusing to hire, or refusing to promote the individual; (2) departing from any customary employment or academic practice regarding the individual; (3) transferring or assigning the individual to a lesser position in terms of wages, hours, job classification, job security, employment or academic status, (4) informing another student, staff, or faculty member who does not have a need to know that the individual has made a complaint or participated in an investigation of a complaint of sexual harassment; and (5) impeding the individual's academic advancement in any University activity or program.

Additional information and guidance regarding sexual harassment are available from the Office of Equal Opportunity and Affirmative Action, which is also the office for complaints of sexual harassment. All inquiries are held in strict confidence.

The Minneapolis St. Paul Campus Title IX officer is Tina Marisam. Contact her by phone at (612) 626-9357 or by email at [marisam@umn.edu](mailto:marisam@umn.edu).

Information about resources for personal support that are available to individuals who believe they have experienced prohibited conduct, as well as answers to questions including those listed below can be found at <https://policy.umn.edu/hr/sexharassassault#faqlink>