



REHABILITATION SCIENCE

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UNIVERSITY OF MINNESOTA

**Driven to Discover®**

University of Minnesota  
Rehabilitation Science Graduate Program  
Student Handbook  
2021-2022

*(updated 8/4/21)*

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*The information in this handbook and other University catalogs, publications, or announcements is subject to change without notice. University offices can provide current information about possible changes.*

## PROGRAM CONTACT INFORMATION

Dawn M. Lowe, PhD, Professor, Director of Graduate Studies (DGS)

Rehabilitation Science Graduate Program

Phone: (612) 626-3344

Email: [lowex017@umn.edu](mailto:lowex017@umn.edu)

Office: [Molecular and Cellular Biology \(MCB\), Room 7-106](#)

Rich Adamczak, Program Coordinator

Rehabilitation Science Graduate Program

Phone: (612) 625-3966

Email: [adamc002@umn.edu](mailto:adamc002@umn.edu)

Office: [Children's Rehab Center \(CHRC\), Room 522](#)

Mail Address:

University of Minnesota

Rehabilitation Science Graduate Program

MMC 388

420 Delaware St SE

Minneapolis, MN 55455

Campus maps are available at <https://www.pts.umn.edu/maps>.

## IMPORTANT WEBSITES

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

Grad School Gear1 "Getting Started"

MyU

Onestop

University of Minnesota Homepage

University of Minnesota Graduate School

Rehabilitation Science Graduate Program

BGREAT

Boynton Health Services

Center for Writing

Disability Services

Diversity in Graduate Education

Health Emergency Response Office

Graduate Assistant Employment

International Scholar and Student Services (ISSS)

Libraries

Mental Health

Office of Conflict Resolution

Parking and Transportation

Public Safety

Student Computing Services

<https://grad.umn.edu/gear-1-resource-hub>

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

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

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

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

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

[z.umn.edu/bgreat](http://z.umn.edu/bgreat)

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

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

<https://disability.umn.edu/>

<https://grad.umn.edu/diversity>

<https://healthemergencyresponse.umn.edu/>

[www.umn.edu/ohr/gae](http://www.umn.edu/ohr/gae)

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

<https://www.lib.umn.edu/>

<http://www.mentalhealth.umn.edu/>

<http://ocr.umn.edu/>

<https://www.pts.umn.edu/>

<https://publicsafety.umn.edu/>

<https://it.umn.edu/>

## GUIDING PRINCIPLES

**University of Minnesota Mission and Guiding Principles:** The University of Minnesota is founded in the belief that all people are enriched by understanding; is dedicated to the advancement of learning and the search for truth; to sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

The University's mission, carried out on multiple campuses and throughout the state, is threefold:

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

The University strives in its activities to sustain an open exchange of ideas in an environment that:

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

**Rehabilitation Science Graduate Program Mission Statement:** The mission of the Rehabilitation Science Graduate Program 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 Rehabilitation Science Graduate 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.

**Rehabilitation Science Graduate Program Diversity, Equity & Inclusion Statement:** The University of Minnesota Graduate School, Medical School and the Rehabilitation Science Graduate Program embrace the University'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 development of new knowledge. 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 Rehabilitation Science Graduate Program is therefore committed to providing equal access to educational opportunities through recruitment, admission, and the support of 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, sexual orientation, or gender identity. And the Rehabilitation Science Graduate Program is committed to improving access to education by determining and implementing reasonable academic, workplace, and guest accommodations. For additional resources, please visit:

<https://med.umn.edu/education-training/graduate-programs/diversity>  
<https://eoaa.umn.edu/policies>

**Rehabilitation Science Graduate Program Commitment to Safe Work & Educational Environment:** The University of Minnesota Graduate School, Medical School and Rehabilitation Science Graduate Program are 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 A of this handbook. For additional information related to this policy, including reporting and additional support, please visit:

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

## GENERAL INFORMATION

**Boynton Health Services:** Boynton Health is the on-campus student health clinic. Boynton offers a full complement of services, including mental health; eye care; dental care and an in-house pharmacy, to name a few. For detailed information, visit: <https://boynton.umn.edu/>

**Canvas:** The majority of graduate courses use Canvas. Canvas is the University's electronic blackboard system for the posting of course materials. Students gain access to Canvas course sites upon registration. Students can find numerous resources on how to use Canvas at:

- Video: <https://community.canvaslms.com/videos/1124-canvas-overview-students>
- Canvas Guides: <https://community.canvaslms.com/docs/DOC-10701>

**Children's Rehabilitation Center:** Children's Rehab Center is home to most Rehab Science faculty and staff offices, as well as student and classroom space. The building is locked at all times. Students access the building using their University UCard. There are entrances to Children's Rehab off of both Church Street and East River Road. Each entrance has a UCard key reader.

**Copier Use:** Program copier is located in [Children's Rehab Center](#) room 220A (door code is 7424\*). The copier is designated for faculty and staff use only. Students may use the copier for work related to the student's research assistant position and/or teaching assistant position. 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](#).

**Cost of Education: Tuition, Fees:** Students will have various fees assessed each semester by the University. These fees are separate from tuition and health insurance. Students are responsible for paying all fees. Follow this link for a list of fees and how fees are applied:

<https://onestop.umn.edu/finances/estimating-your-costs>

Other expenses (books, transportation, housing, technology) are also the responsibility of the student. Tuition and health insurance are paid for those students with full-time (50%) Graduate Assistant positions, minus a small premium the student pays for health insurance. If a student holds a partial (<50%) Graduate Assistant position, tuition and health insurance is proportionally covered.

**Course Attendance / Completing Course Work:** Students are required to attend all class sessions. Virtual attendance may be allowed under extenuating circumstances. Faculty recognize students may need to be absent from class for medical or other important personal reason. Individual faculty can decide to grant or not grant an excused absence. If known in advance, the student is expected to inform the course instructors ahead of time. If not known in advance, the student should email course instructor on the morning of the absence. It is the student's responsibility to obtain the missing content, materials and assignments. Repeated tardiness or absence from class may result in a decrease in the course grade at the discretion of the course instructor, per course syllabus.

Students are expected to take exams and submit assignments at the scheduled time. Examinations can only be taken at a later date for University approved legitimate absences. Refer to the University

policy on [“Makeup Work for Legitimate Absences”](#) for additional details regarding absence notification, verification of absences, and make-up work. Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

**Email:** It is the policy of the University that all electronic communication occurs via your official University of Minnesota student email address. This account should be accessed daily for current Program and University communications. For questions regarding your University email account, please visit the University’s Policy at: <http://policy.umn.edu/education/email>.

**Funding, Benefits, Financial Aid:** The Rehabilitation Science Graduate Program employs students as Research Assistants (RA) and/or Teaching Assistants (TA). Rehabilitation Science prioritizes funding of full-time students who are fully engaged in the educational experience. Students are not guaranteed funding. Funding is subject to satisfactory academic progress toward the degree; satisfactory performance of assistantship duties; and available funds. 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 receiving funding will receive an annual award letter outlining the position(s). A fully funded student receives an annual stipend, full tuition benefit and full health insurance, minus a small premium paid by the student. Students may be funded less than full time with stipend, tuition benefit and health insurance benefit prorated to the funding level. University assessed fees are not covered by the student’s funding. Students pay for books, housing and any transportation related needs. Students should contact the Program Coordinator, and/or the student’s faculty advisor, for further information related to funding. For more general, University-wide 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)  
<https://shb.umn.edu/health-plans/gahp-home>

**Gifts to Faculty Members:** In accordance with University policy, faculty and staff are unable to accept gifts from students. If students do wish to express their appreciation to faculty for a particular course etc., it is suggested that they speak with the faculty member to identify a particular need that the course or Program might have, and a group donation can be made toward that cause.

**Graduate Education and Advising:** See Appendix B for “Mutual Responsibilities in Graduate Education.” The document outlines principles illustrating what students should expect from their Graduate Programs and what Programs should expect from their students. In addition, all [Rehab Science Faculty have a publicly available PhD Advising Statement](#).

**Health Insurance:** The University of Minnesota requires all Health Science students registered for one or more credits to have hospitalization insurance. You must provide proof of hospitalization insurance to Boynton. Students not providing proof of hospitalization insurance will automatically be enrolled in the University Sponsored Health Benefit Plan (SHBP) and charged an additional amount on their fee statement. This plan provides easy, affordable coverage for the unique needs of Health Science students. Additional student health insurance information can be found at <https://shb.umn.edu/>.

**Immunization:** All students are required to have a health clearance as a condition of enrollment. Rehabilitation Science students are students of the University's Health Sciences programs. For information regarding this process, visit: <https://boynton.umn.edu/ahs>.

**Language Requirement for Earning Degree:** There is no language requirement for earning a Rehabilitation Science degree. There is a language requirement for international students to hold a teaching assistant position.

**Language Requirement for International Teaching Assistants:** All non-native English speaking teaching assistants (TAs) will demonstrate proficiency in spoken English appropriate to the demands of the student's position. Proficiency is assessed in one of the following ways: (1) English Language Proficiency (ELP) rating earned through coursework with the University's Center for Educational Innovation (CEI); (2) speaking section of TOEFL iBT (internet-based Test of English as a Foreign Language); and (3) SETTA (Spoken English Test for Teaching Assistants). For additional information, visit <https://policy.umn.edu/hr/language-appa>.

**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 LOA and are not continuously enrolled may experience negative consequences related to academic, visa, financial aid, and other student issues, including, but not limited to, termination of student status.

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 LOA form that specifies term(s) and year(s) of the leave. See Program Coordinator for LOA form.
2. An approved LOA may not exceed two academic years.
3. Students who do not obtain an approved LOA prior to interrupting their enrollment (excluding summer) may be terminated from their graduate program or held to new requirements if subsequently readmitted.
4. Students granted a LOA may not use University facilities or services available only to registered students.
5. Term(s) and year(s) of an approved leave of absence will not be counted toward time to degree.
6. Students who obtain an approved LOA are eligible for reinstatement provided they enroll no later than the term immediately following the expiration of the leave (excluding summer). The Program may specify reasonable conditions for reinstatement to active status, whether the student returns early or at the expiration of the leave. The Program 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](#)).

Students whose LOA has expired and who have not yet registered for the following term (excluding summer) will be placed on inactive status. Students placed on inactive status must apply for readmission. Readmission is not guaranteed.

**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 (<https://grad.umn.edu/gear>). All international students will complete international student orientation. See “New and Incoming Students” on this website: [www.iss.umn.edu](http://www.iss.umn.edu).

**Parental Leave:** The University provides parental leave for eligible employees related to the birth, adoption, or gestational surrogacy of children in accordance with Minnesota statutes and the provisions of this policy. Parental leave provided by this policy is available to an employee on 50% appointment or greater. Students employed as Graduate Assistants qualify under this policy. For additional information, visit: <https://policy.umn.edu/hr/parentalleave>.

**Personal Property:** Do not leave personal belongings unattended. Thefts have occurred in all University buildings including Children's Rehabilitation Center. You are responsible for your personal possessions.

**Recording Lectures:** Some instructors choose to record lectures for students allowing reuse during studying. Not all Rehab Science lectures are recorded. Recording in-class lectures/labs/presentations while in-class is permitted only with permission from the faculty member/instructor/guest speaker presenting the course material.

**Responsible Conduct in Research (RCR) Training:** The University requires Responsible Conduct in Research (RCR) training, specifically CITI RCR Core Training. Your advisor may require additional training, such as IRB training, to meet research/lab requirements. To access CITI RCR Core Training, visit: <https://research.umn.edu/units/rco/training-education/overview>.

**Sick Leave:** Graduate students are entitled to official university paid sick leave, not to exceed 10 days (2 work weeks), of consecutive pay for absences caused by illness or injury to themselves or a dependent child. Graduate students are entitled to bereavement leave, Jury-duty leave, and military leave as defined by the following university policy:

[https://policy.umn.edu/sites/policy.umn.edu/files/appendix/gradstudentemployment\\_appf.pdf](https://policy.umn.edu/sites/policy.umn.edu/files/appendix/gradstudentemployment_appf.pdf)

In the case of repeated absences due to prolonged illness, complications from childbirth, or military service, the DGS may request a health care provider's certification verifying the student's inability to work and may request a consideration of whether a Leave of Absence (LOA) would be appropriate relative to the university leave of absence policy.

**Social Media - Standards of Conduct:** Content posted to social media should not include such materials as would share potentially confidential information or curriculum material that negatively impact performance and integrity not only of the student and their peers, but future classes. Social media can be used as a forum for inquiry into in-person discussion for these topics, but not for the sharing of content. The Rehabilitation Science Graduate Program also follows the University of Minnesota Health Sciences' social media policy, entitled [“Social Media Policy for Health Science Students, Residents and Fellows.”](#)

**Teaching Assistant Positions and Earning Graduate Credit:** 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 then those responsibilities the student has 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 MS or PhD 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 School 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 MS Degree** – 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 Rehabilitation Science Graduate Program. 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 PhD Degree** – 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.

**UCard:** Students new to the University are required to obtain a UCard for identification. The UCard Office is open M-F between 8:30 AM – 4:00 PM. Students must bring a picture ID (driver's license; state ID card; passport). The UCard Office is located in Coffman Memorial Union.

**Vacation Policy:** Graduate Assistants (teaching or research) receive paid leave for University holidays, but they do not qualify for official University paid vacation leave and are not exempt from work during University breaks, such as Spring and Winter break or Summer session. However, the Rehabilitation Science Graduate Program has approved up to two weeks (10 working days) per year of informal paid vacation for full-time/fully-supported students. This time follows the academic year. Unused time may not roll forward year-to-year. Vacation leave must be arranged in advance with the student's advisor and any individual who supervises the student's paid time, such as the instructor of a course where the student serves as Teaching Assistant. Students are expected to attend in person classes and vacation leave is not permitted when engaged in coursework. If the student does not arrange time in advance with requisite parties, the time a student is absent will be

unexcused. Unexcused time is not paid. Any additional time beyond the maximum allowable time for the student's appointment will be considered on a case-by-case basis.

## UNIVERSITY RESOURCES

**Academic Study Skills:** Students may benefit from study assistance and are eligible to access services through the Student Academic Success Services (SASS) office. Information on this resource can be accessed at: <https://sass.umn.edu/>.

**Aurora Center for Advocacy and Education:** [The Aurora Center for Advocacy and Education](#) provides a free and confidential space for students, faculty, and staff affiliated with the University of Minnesota, Twin Cities and Augsburg University who are victims/survivors/concerned people of sexual assault, relationship violence, stalking, and sexual harassment.

**BGREAT:** [The Office of Biomedical Graduate Research, Education and Training \(BGREAT\) and the Office of Professional Development](#) support graduate student academic and personal success with resources to foster retention and graduation. Content areas include career planning (IDPs, networking, job search strategies, setting goals etc.); job materials review (cover letter, resume/CV, diversity statement, teaching statement etc.); presentation practice; interview practice; negotiating; transitions and exit strategies; as well as managing mentoring relationships; time management; assertiveness; and resilience. All Rehabilitation Science are required to meet a minimum of two times with BGREAT's Director of Professional Development. Student's meet in year two to discuss goals and review the completed Individual Development Plan (IDP). Students meet a second time in the student's final year—prior to thesis defense—for a “Career Check-In.” Students are encouraged to utilize the resources offered by BGREAT and the Office of Professional Development beyond these two meetings. The student's initial meeting must be completed in order for the Medical School to approve the student's preliminary oral exam committee. The second meeting must be completed in order for the Medical School to approve the student to sit for his/her thesis defense.

**Center for Educational Innovation (CEI):** [CEI](#) collaborates across the University to advance effective teaching and engaged learning related to teaching. [The Preparing Future Faculty \(PFF\) Program](#) assists graduate students and postdoctoral fellows in developing teaching skills and exploring the faculty role at the college or university level. Via PFF courses the student will discuss learning theory and strategies, develop teaching skills, create classroom and job search materials, and work with faculty from a range of institutional types.

**Center for Writing:** [The Center for Writing](#) offers student support in all writing phases. The Center encourages the development of writers and the use of writing as a tool for critical thinking, learning, and communicating. The Center engages in collaborative learning, teaching, and research; and develops and communicates current knowledge and research about writing and writing pedagogy.

**Coffman Memorial Student Union:** [Coffman Memorial Student Unions & Activities](#) is here to help University of Minnesota students find community and connect to campus. Student Unions & Activities offers diverse opportunities to get involved, engage in events, join student groups and

more. In addition, Coffman houses the student bookstore; a US Post Office; copying services; several food and entertainment options; places to study; and computer and banking services.

**Council of Graduate Students (COGS):** [COGS](#) is the recognized Student Governance Association (SGA) at the University of Minnesota. COGS represents, advocates for, informs, facilitates communications among, and supports graduate students. All COGS-fee paying graduate students are members of the COGS General Assembly (GA). Each graduate program can elect one voting GA member from all of their students to represent their program.

**Computer Access:** Computers are available for student use in faculty labs and the Rehabilitation Science Student office in [Children's Rehab Center](#) room 394. There are also computer labs in the basement of [Coffman Memorial Union](#) and via [University libraries](#).

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

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

The DRC has Health Science Liaisons who provide direct assistance, such as: securing documentation of disability conditions; determining and implementing reasonable accommodations; referral to other appropriate resources; and consultation for enrolled and prospective students. The Health Science Liaisons also provide consultation with--and training for--faculty and staff to ensure access to their programs, facilities and services. All services are confidential and free to students paying the student services fee. Students must present a letter from DRC, outlining the accommodations that have been recommended for them by the DRC, to course instructors. If the student wants to receive special accommodations in a class contact the DRC Health Science Liaisons in the McNamara Alumni Center, Suite 180, 612-626-1333 (voice or TTY).

**International Scholars and Student Services (ISSS):** ISSS is dedicated to serving the University of Minnesota's international community. ISSS provides intercultural training for students, staff, and faculty; and offers events that build links between the U.S. and international communities on campus. ISSS advisors/counselors are professionally trained to provide information about non-immigrant visa issues for students and scholars holding F, J, H, and O visas. Our advisors/counselors are also trained to provide counseling to international students and scholars about academic, personal, and family matters, as well as issues of cross-cultural adjustment and professional integration upon returning home. For more information, visit [iss.umn.edu](http://iss.umn.edu).

**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 and/or Program Coordinator regarding lab and office space.

**Mental Health Resources:** The Rehabilitation Science Graduate Program is committed to ensuring a positive graduate experience for all of its students. The University offers a number of services to assist students who are experiencing stressful events and/or have mental health challenges. 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 via [Student Counseling Services](#). After hours crisis, call 612-301-4673 or text “UMN” to 61222 evenings and weekends.

**Student Conflict Resolution Center (SCRC):** 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 Program, the student is encouraged to contact SCRC. SCRC works with students to resolve university-based problems and concerns. An ombudsman provides confidential, neutral and informal options, assisting 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 received.

#### IMPARTIALITY

The Ombudsman is not a representative of any party. Ombudsman help facilitate 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 is not an office of notice within the University community.

For information, please visit: [www.sos.umn.edu](http://www.sos.umn.edu).

**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 re-sets 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 highly recommended expenses be placed on the Program’s business credit card. See Program Coordinator for more information.

**Libraries:** Active students have access to all University library systems: <https://www.lib.umn.edu/>.

**Recreation and Wellness Center:** All registered students who have paid Student Services Fees has access to the [University Recreation and Wellness Centers](#).

**Transportation, Parking Services and Vehicle Assistance:** It is the responsibility of each student to provide transportation to campus. The complete guide to transportation on campus can be accessed at <http://www.pts.umn.edu/>. This site includes guidelines for student parking lottery, busing, biking and parking. There is also information regarding the option of renting a secure parking locker for your bike. Parking Services (612-626-PARK) offers the following services for students parked in University of Minnesota facilities: unlocking vehicles, jump starts, changing flat tires, and transportation to a service station.

## PRIVACY

**Federal Educational Rights and Privacy Act (FERPA):** Federal and state law, and Regents' policy govern access to student records. FERPA and the State of Minnesota Data Privacy Act form the backdrop for the policy on access to student records.

Any record that contains personally identifiable information that is directly related to the student is an educational record under FERPA. This information can also include records kept by the school in the form of student files, student system databases kept in storage devices such as servers or recording or broadcasts which may include student projects.

In general, a student's prior written consent is always required before institutions can legitimately disclose non-directory information. Prior written consent must include the following elements:

- Specify the records to be disclosed;
- State the purpose of the disclosure;
- Identify the party or class of parties to whom the disclosure is to be made;
- The date;
- The signature of the student whose record is to be disclosed;
- The signature of the custodian of the educational record.

Prior written consent is not required when disclosure is made directly to the student or to other school officials within the same institution where there is a legitimate educational interest. A legitimate educational interest may include enrollment or transfer matters, financial aid issues, or information requested by regional accrediting organizations.

**Health Insurance Portability and Accountability Act (HIPAA):** Every University of Minnesota student, faculty member, researcher, and staff person who may have access to protected health information will complete one or more online courses about privacy and data security.

All Health Sciences students are required to complete (HIP019) HIPAA Training and (ISA101) Information Security Awareness Training. Additional training requirements will depend on your job duties and the settings in which you may have access to individual health information and may include online courses about privacy of individual health information in research and clinical settings.

Instructions for completing HIPAA training will be sent to the student's University email account and/or the student's MyU page. 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:

<https://healthprivacy.umn.edu/hipaa-training/information-about-hipaa-training>

## SAFETY

**Campus Safety and Active Shooter:** The Rehabilitation Science Graduate Program and the University of Minnesota are committed to ensuring the safety and respect for all students in the program. The University of Minnesota has an extensive [Campus Safety program](#). All University faculty/staff/students automatically receive rapid notifications in emergency situations via their University emails. The Rehabilitation Science Graduate Program also encourages all faculty/staff/students to enroll in emergency notifications via phone and text message at <https://safe-campus.umn.edu/safe-u-text-notifications>. This will allow for more timely notification if individuals aren't on email when the notifications arise. All individuals are expected to follow instructions provided in the emergency notifications from the University.

Students should be aware of the [Campus Escort service](#) available that provides free 24-hour walking and biking security escorts to and from campus locations and nearby adjacent neighborhoods are available for all students, staff, faculty, and visitors (612-624-WALK)

The **Gopher Chauffeur** is also a free transportation service that promotes safety in the campus community by providing University of Minnesota students with safe rides home. For more information, refer to <https://boynton.umn.edu/gopher-chauffeur>.

**ACTIVE SHOOTER:** The University also has a safety plan for all University students/faculty/staff to follow in the event of an active shooter situation. The plan includes 3 major components:

- **RUN**
  - Have an escape route & plan in mind.
  - Leave your belongings behind.
  - Keep your hands visible.
  - Run to a place of refuge, well beyond the norm.
  
- **HIDE**
  - If running is not possible, hide.
  - Lock & barricade doors; shut off lights.
  - Remain silent, yet vigilant.

- Avoid huddling together.
- **FIGHT**
  - Fighting is a last resort; use only when your life is in imminent danger.
  - Use improvised weapons (i.e. chair, fire extinguisher).
  - Attempt to incapacitate the active shooter.
  - There is strength in numbers; work together against the active shooter.

Following the recommendations of RUN – HIDE – FIGHT will help to maximize the safety of all University employees, students, and any visitors that may be in our classes/building.

**Emergencies:** For any campus emergency, call 911. When calling 911 for an emergency from a campus phone, do not dial 8 first for an outside line; dial 911 directly.

**Research Lab and Classroom Safety:** Research Advisors can restrict the use of laboratory space to include only those students and personnel who are directly working on projects they supervise. Non-advisee students should obtain permission from the faculty member responsible for a particular lab to use or occupy that laboratory space. To ensure the safety of all students, no students should use any equipment, for any purpose, until they have been properly instructed in the use of that equipment by course instructors or faculty. Each research laboratory has policies in place governing the use and storage of hazardous materials.

**Sexual Harassment, Sexual Assault, Stalking and Relationship Violence:** The University’s policy on “Sexual Harassment, Sexual Assault, Stalking and Relationship Violence” is located at <https://policy.umn.edu/hr/sexharassassault>. Questions or concerns about these issues should be directed to the Office of Equal Opportunity and Affirmative Action (Title IX Office) located in 419 Morrill Hall, 612-624-9547 (<https://diversity.umn.edu/eoaa/>). Students who feel they are victims of sexual harassment should contact the Office of Equal Opportunity & Affirmative Action at 612-624-9547. Students may also contact the [Aurora Center for Advocacy and Education](#). All University faculty and staff are mandated to report any incidences of sexual misconduct. If students choose to disclose this information to faculty or staff, that information will need to be shared with the Title IX Office. Professionals from the Title IX Office will then follow-up with the student(s) who disclosed the information for further investigation and to provide professional resources.

## SCHOLASTIC CONDUCT

**Code of Conduct:** The Rehabilitation Science Graduate Program strongly upholds the University’s policy on scholastic dishonesty, which includes cheating on a test or assignment; sharing examination information; plagiarizing; submitting the same work to meet the requirements of more than one course; or interfering with another student’s work. When charges are upheld, the student

may be placed on probation, receive a lower grade in course, be failed in a course, or be dismissed from the Program.

For further information on the University of Minnesota policy, visit: <http://www1.umn.edu/oscai/>.

Examples of what constitutes plagiarism are also available at:

<https://communitystandards.umn.edu/content/plagiarism>.

In addition, Rehabilitation Science students are responsible for the material contained in the [Board of Regents Student Code of Conduct](#) and the [Graduate School's Policies Governing Graduate Education](#).

**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](#) 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 student's 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. 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.

**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.
- 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).

## **STUDENT PROGRESS, DEGREE REQUIREMENTS, MILESTONES**

**Registration Requirements, Active Status and GRAD 999:** Students must meet with their advisor pre-semester to plan the courses the student will take each semester. Students are encouraged to attend full-time (6 credits or more of graduate level courses Fall and Spring semester). Graduate credit courses are 5xxx level or greater. Summer registration is optional. Students may enroll in the program as a part-time student (<6 credits per semester) upon approval by the student's advisor. Students should register early, if possible, so faculty can confirm there are a sufficient number of students enrolled to offer the course, and for the student to avoid late registration fees. Generally, except for independent study courses, 4 students must be registered for a course, otherwise, the course may be canceled. If you need a permission number for registration, or for any other special

registration needs, contact the Program Coordinator. All students are required to retain Active Status with the Graduate School for the duration of the student's studies. Active Status is dependent on enrollment. To remain active, a student must register for a minimum of 1 graduate credit each Fall and Spring semester. 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. Deactivated students must request readmission. Readmission is not guaranteed. For students who do not have any classes to register for, but need to maintain active status, the student should consult with the student's advisor in advance of the semester's start. When circumstances dictate, GRAD 999 is a no credit, no cost course a student can register for to maintain active status. A student needs advisor/Program Coordinator approval—in writing—in order to register for GRAD 999. If a student registers for GRAD 999 without permission, a hold will be placed on the student's record for the following semester.

**Time Limit for Degree Completion:** All requirements for the PhD degree must be completed and the degree awarded within 8 calendar years after initial enrollment to the graduate program. All requirements for the MS degree must be completed and the degree awarded within 5 calendar years after initial enrollment to the graduate program. Students who are unable to complete the degree within the time limit described above may petition the program and collegiate unit for one extension of up to 12 months. Students must obtain approval from the student's advisor and 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 the graduate program upon expiration of the time limit. Under extraordinary circumstances, students may file a second petition for an additional 12 month extension after the first extension has expired; however such petitions must be reviewed and approved by the advisor, DGS, and Vice Provost and Dean of Graduate Education. Students who have been terminated under such circumstances may apply for readmission to the program. Readmission is not guaranteed.

**Annual Student Review:** Rehabilitation Science students are 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-PhD Candidacy (prior to successful completion of prelim oral exam) the review will require the completion of two forms: (1) Annual Student Review form (Appendix C) and (2) Medical School Individual Development Plan (Appendix D). For PhD Candidates, the review will be an automated review generated by the University's Graduate School. In both cases—pre and post candidacy—the Program Coordinator will initiate the start of the review with the student. Student and advisor meet to discuss the content of the review documents. 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's advisor, a second faculty member may be requested by the student to take part in the review process. All 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.

**Individual Development Plan (IDP) and BGREAT Office:** Students will complete the IDP (Appendix D) during their first semester and continue to build upon the document as they proceed through the program. Students are required to meet with BGREAT's Director of Professional Development during the student's second year to discuss the IDP and ensure that the student is aware of professional development resources, and to ensure a plan is in place for career exploration and professional development.

**PhD Grade Requirements:** Students must maintain a cumulative GPA of 3.0 or greater while in the program and earn a grade of C- or better (or a pass "N") in any individual course taken, or any retake of a course. Students with an incomplete (I) grade on their transcript 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. Student cannot take prelim written, prelim oral or final oral exams with an "I" grade on the transcript.

**PhD Credit Requirements:** The PhD degree requires a minimum of 36 graduate credits, not including thesis credits. After the minimum 36 graduate credits are completed, students will register for 24 thesis credits (RSC 8888). Graduate credits are University credits 5xxx level or greater in a field of study relevant to the academic and research area. 4xxx level credits or below are not acceptable. The student must meet with his/her advisor prior to each semester to plan the courses the student will take. A minimum of 2/3 of all graduate level course credits must be taken for letter grade (A-F).

The minimum requirement of 36 graduate credits is broken down as follows:

- [16 Rehabilitation Science course credits.](#)
- 6 or 8 credits of statistics course work.
- 12 or 14 additional credits from RSC courses, non-RSC courses, or a combination of both.

There are 5 mandatory courses, totaling 8 credits. These 8 credits count toward the required 16 Rehabilitation Science course credits. The 5 mandatory courses are:

- RSC 5106 - Introduction to Rehabilitation Science (1 credit)
- RSC 5306 - Scientific and Professional Presentation (1 credit)
- RSC 8106 - Critical Analysis of Scientific Literature (2 credits)
- RSC 8206 - Grant Writing (2 credits)
- RSC 8306 - Peer Review and Publication (2 credits)

Regarding the 6-8 credits of statistics course work, acceptable statistics courses include, but are not limited to:

- PUBH 6450 – Biostatistics I (4 credits)
- PUBH 6451 – Biostatistics II (4 credits)
- EPSY 8251 – Statistical Methods in Education I (3 credits)
- EPSY 8252 – Statistical Methods in Education II (3 credits)

To fulfill the statistics requirement, students need to take both courses in the respective series (Biostats I and Biostats II or 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.

Other statistical course work may be considered on a case-by-case basis in consultation with the student's advisor. Without prior approval, we cannot guarantee a statistics course will fulfill the statistics requirement.

If a student chooses to declare a minor, the student must follow the minor requirements of the program offering the minor. A minor is not required.

In addition to these minimum requirements, the student's advisor may require additional courses.

**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 and after all other course work is completed. In some instances, a student may begin to register for thesis credits after successful completion of the preliminary written exam.

**Graduate Planning and Audit System (GPAS):** The [Graduate Planning and Audit System \(GPAS\)](#) allows graduate and professional students to plan future coursework and view student degree progress. Generally speaking, students will submit the GPAS during the student's second year. Program Coordinator will inform the student when to submit GPAS for approval.

**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 student has retained and integrated knowledge from the student's course work; has the ability to articulate knowledge in written form; and have the ability to reason and apply knowledge toward new questions.

Students typically take the preliminary written exam in year 3 or after all course work is completed.

A student cannot sit for preliminary written exam if they have an incomplete (I) grade on the student's transcript.

The advisor and student will work together to identify the faculty committee for the exam, including identifying the committee chair. The committee consists of five members: 3 internal (Rehab Science) members, 1 external member, and a 5<sup>th</sup> member who is either internal or external. The DGS approves the committee and the chair. All committee members must have a Graduate Education Faculty appointment (<https://apps.grad.umn.edu/programs/faculty.aspx>) in order to serve on the student's committee. The student's advisor must serve on the committee. The student's advisor may serve as chair of the committee. If the student has declared a minor, 1 committee member must represent the minor program. The student must inform the Program Coordinator of the proposed committee in advance of scheduling the exam. Once the committee is determined, the student will work with the advisor to determine exam dates. The student must inform the Program Coordinator of exam dates.

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 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; two committee members' questions on day 2; and faculty advisor's question(s) on day 3). On day 1, the student has 12 hours to complete the exam. On day 2, the student has 12 hours to complete the exam. On day three, the student has 6 hours to complete the exam. Student and advisor will work together to determine the start time on each day. Each day the exam will be emailed to the student. The student needs to confirm receipt of the exam by email or phone. The student will return the exam to the student's advisor by email within the required timeframe. 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"

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, the student will be notified by the advisor, in writing, that he/she has failed the preliminary written exam with an opportunity for re-examination. 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.

**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. 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 prelim 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 must successfully complete the preliminary written exam prior to attempting the preliminary oral exam.

The student cannot schedule the preliminary oral exam if they have an incomplete (“I”) grade on the student’s transcript.

The student, in consultation with the student’s advisor, will submit the names of committee members online via the Graduate School website. [All committee members must have a Graduate Education Faculty appointment](#) in order to serve on the student’s committee. The committee will be approved by the DGS and the Medical School. The examining committee includes 5 members (minimum of 4 with advisor approval): 3 internal (Rehab Science) members, 1 external member, and a 5<sup>th</sup> member who is either internal or external. If the committee is a 4 person committee, then 3 internal (Rehab Science) members and 1 external. The student’s advisor must serve on the committee. The student’s advisor may serve as chair of the committee. The preliminary oral examination committee may or may not include the same members as the preliminary written examination committee. 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.

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 examination. 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. Student should reserve a room through the Program Coordinator for a minimum of two hours. 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.

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 the retake option. 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.

**Final Oral Exam and Thesis Submission:** The final oral exam consists of a public seminar in which the student 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 is typically the same committee for the Prelim Oral Exam. 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 or 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.

**Graduation and Commencement:** The Medical School BGREAT Office holds a commencement ceremony each spring. Rehabilitation Science graduates are encouraged to attend the event.

*The information in this handbook and other University catalogs, publications, or announcements is subject to change without notice. University offices can provide current information about possible changes.*

## APPENDICES

### Appendix A

#### 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 or 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.

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>

## Appendix B

### **Mutual Responsibilities in Graduate Education at the University of Minnesota**

#### **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 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.

Graduate 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>.

APPENDIX C

**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. 8 credits)		
Statistics (6-8 credits)		
Supporting Credits (12-14 cr.; may include RSC)		
Thesis Credits (min. 24 credits)		
Number of Incompletes		
Responsible Conduct in Research (RCR) Training		
Immunization Compliance		
HIPAA Compliance		
Milestones – GPAS		
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 D

### 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.