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1. **Welcome to the Bioethics MA program!**

We are delighted that you are joining us in the Center for Bioethics! During your studies, you will be working with a broadly interdisciplinary, internationally recognized faculty at an institution with a long-standing commitment to excellence in bioethics. We hope that your time with us is productively challenging and professionally rewarding.

This handbook provides an overview of key information concerning the Master's program in Bioethics at the University of Minnesota. It serves as an important element in building a shared sense of expectations and responsibilities for your graduate education in the Center.

For additional information, you can consult the following comprehensive documents available on the Graduate School's website:

- [Graduate Education Catalog](#), which provides detailed information about Graduate School policies and major program regulations
- [Graduate School’s Information for Enrolled Students](#), which highlights the many resources available to graduate students at the University
- [University’s Registration Page](#), which includes course schedules and deadlines for current semesters

In addition, there are expectations and responsibilities for students entering graduate programs. Some of these responsibilities are outlined in the following documents:

- [Mutual Roles and Responsibilities for Faculty and Graduate Students: Guidelines](#)
- [Student Conduct Code](#)
- [Code of Conduct](#)

Other relevant policies can be found at [Board of Regents Policies](#).

Please note that the information provided 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.

Of course, your most important resource will be our faculty and staff. We look forward to working with you. You should meet with your advisor at least once per semester, although we encourage more frequent interaction between advisors and advisees. If you have questions, don’t hesitate to ask.

We believe that graduate education extends beyond the classroom. Your education will be enriched by participation in this community, through informal discussions with faculty and students, active participation in the Center Seminar Series, and any number of other activities beyond those specified in this document. We have much to learn from one another and we are fortunate to be members of a community with such rich opportunities for learning and collaboration.

*Again, welcome to the program. We are so glad that you decided to make the Center for Bioethics your community.*
2. Program Overview

The mission of the Center for Bioethics is to advance understanding concerning ethical issues in biomedical research, health care and the life sciences, with a focus on the rights and interests of patients, research participants, and the public. The Center carries out this mission by conducting original interdisciplinary research and scholarship, offering educational programs and courses, fostering public discussion and debate through community outreach activities, and assisting in the formulation of public policy. The Center provides education in bioethics for University students, faculty, and staff; professionals in health care and related fields; and interested members of the general public.

The Center’s graduate programs fit centrally with this mission. For students desiring a comprehensive education in bioethics, a graduate major taken through the MA program is the appropriate course of study. The Center also offers a Graduate Minor in Bioethics, which is the appropriate option for those students interested in bioethics as an area of competence rather than an area of specialization.

The current gold standard in bioethics graduate education is to understand Master’s degrees in bioethics as value-added degrees while at the same time acknowledging the importance of a graduate major in bioethics for those who wish to specialize in the field. Specialization in the field requires the thoroughgoing, research-based education in bioethics provided by a graduate major. This model prompts students to acquire a firm disciplinary grounding as well as interdisciplinary bioethics expertise, a practice which best prepares students for bioethics related career placement. Students are advised against viewing the Bioethics MA as a stand alone degree that prepares them for career placement.

The Center offers two kinds of MA degrees: Plan A and Plan B. The curriculum for both Plan A and Plan B degrees includes a set of required core courses, bioethics electives, and a requirement for coursework in fields related to bioethics. The Plan A culminates in a substantial, 10-credit master’s thesis. In lieu of a thesis, the Plan B culminates in a 4-credit practicum, a 3 credit capstone project and final exam. Electives comprise the additional 3 credits in the Plan B degree.

Given the fundamentally interdisciplinary nature of bioethics, professional opportunities in the field are greatly enhanced for trainees with a graduate degree in bioethics as well as terminal graduate or professional degrees in another field. Examples of degree combinations can include an MA degree in Bioethics with a JD, PhD in Nursing or other health fields, MD, Masters of Public Health or others. This model of pairing the MA in Bioethics with another degree prompts students to acquire a firm disciplinary grounding as well as interdisciplinary bioethics expertise, a practice which best prepares students for the interdisciplinary career options related to bioethics. Some examples of bioethics careers include work in the fields of genetics, social work, medicine, nursing, public health, veterinary science, religious studies, psychology, biology and philosophy.

3. Degree Requirements

Students in the Plan A (i.e. thesis-based) Master’s Degree program are required to take at least 30 graduate credits: 20 credits of courses and 10 thesis credits,

Students in Plan B (i.e. project-based) Master’s Degree program are required to take at least 30 graduate credits: 23 credits of courses and a combination of 7 capstone project credits as determined between student and advisor.
## PLAN A and PLAN B Comparison Summary

<table>
<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
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<tbody>
<tr>
<td><strong>Minimum 30 credits</strong>&lt;br&gt;20 course credits** + 10 thesis credits</td>
<td><strong>Minimum 30 credits</strong>&lt;br&gt;23 course credits** + 7 capstone project credits</td>
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<td><strong>Requirements:</strong></td>
<td><strong>Requirements:</strong></td>
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<tr>
<td><strong>Core Courses – 6 credits total</strong>&lt;br&gt;BTHX 5010 Bioethics Proseminar (2 cr)&lt;br&gt;BTHX 5300 Foundations of Bioethics (3 cr)&lt;br&gt;BTHX 5610 Research &amp; Publication (1 cr)</td>
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<tr>
<td><strong>Electives – 14 credits total</strong>&lt;br&gt;Bioethics courses (BTHX) at least 8 cr&lt;br&gt;Related fields outside Bioethics: at least 6 cr</td>
<td><strong>Electives – 17 credits total</strong>&lt;br&gt;Bioethics courses (BTHX) at least 8 cr&lt;br&gt;Related fields outside Bioethics: at least 6 cr</td>
</tr>
<tr>
<td><strong>Thesis (Paper) – 10 credits total</strong></td>
<td><strong>Capstone (Project) – 7 credits total</strong>&lt;br&gt;A combination of Practicum and Thesis credits&lt;br&gt;<strong>Example:</strong>&lt;br&gt;4 credits Practicum, BTHX 8500&lt;br&gt;3 credits Thesis (Capstone), BTHX 8777</td>
</tr>
</tbody>
</table>

**Course Credits:** of the 20 total required course credits, at least 1 BTHX course and at least 2 courses total are to be taken at the 8xxx level. The 10 thesis credits do not count towards course credits.

**Course Credits:** of the 20 total required course credits, at least 1 BTHX course and at least 2 courses total are to be taken at the 8xxx level. The 7 capstone project credits do not count towards course credits.

The final exam will be oral.<br>The final exam may be oral or written.

### Plan A Coursework Requirements:

**Core Courses:** 6 credits total

- **BTHX 5010:** Bioethics Proseminar  
  *(to be taken Fall of 1st year - 2 credits)*
  The Proseminar will familiarize graduate students with a wide range of topics in bioethics and the work of a number of faculty members affiliated with the program, to help students select mentors and research programs. The Proseminar will be open only to bioethics graduate students (Master’s students and Bioethics Graduate Minors) and students pursuing a Concentration in Health Law and Bioethics, with an aim of fostering community among them.

- **BTHX 5300:** Foundations of Bioethics  
  *(to be taken 1st year - 3 credits)*
  This course provides an overview of major theoretical frameworks and foundational issues in bioethics, including moral frameworks, sociology of knowledge, etc.

- **BTHX 5610:** Bioethics Research and Publication  
  *(1 credit)*
  This seminar is tailored to students wishing to incorporate work in bioethics into their career plans. It provides an overview of research methods, and discusses career and publication strategies, authorship issues, ethics in publication, and peer review.
Electives: 14 credits total:

- **Bioethics courses (BTHX)**: at least 8 credits*

- **Related fields outside Bioethics**: at least 6 credits*
  
  Sample courses appropriate to this requirement can be found in Elective Options. Courses fulfilling this electives requirement must be chosen in consultation with the student’s advisor to ensure their appropriateness for the student’s course of study. Students may elect a graduate minor to fulfill this requirement. However, students may also elect to take courses from different programs, for example, a health policy course from the School of Public Health and a health law course from the Law School.

*NOTE: Of the 20 total course credits required, at least four credits – a minimum of two credits in Bioethics - are to be taken at the 8xxx level. Thesis credits do not count toward this requirement.

**Plan A Master’s Thesis**

Students are also required to complete at least 10 thesis credits and write a thesis. Students work on their thesis under the supervision of a thesis committee; the committee chair will serve as the student’s thesis advisor and must be a member of Bioethics Core Faculty.

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.

- Two committee members must be a member of bioethics faculty, one of whom must be core; the other can be core or affiliate.
- The third member must be a graduate faculty member outside of Bioethics.
- The "outside" member of the committee will be from the graduate faculty of the minor field, if the student has completed a graduate minor.

**Thesis Proposal**

Before beginning to write a thesis, students should work with their thesis committee to develop a thesis proposal. The proposal should be a short (approximately 10 page) description of the thesis topic, including:

- the Center’s Plan A thesis proposal cover form (available from Center for Bioethics staff) to be signed by the student and each member of the student’s committee upon approval of the proposal,
- a narrative description of the proposed project including a description of the project’s method and its contribution to the field of bioethics,
- a timetable for completion, and
- an annotated bibliography.

Once a student’s committee has approved the proposal, the student will be authorized to begin writing the thesis. Students may register for thesis credits (BTHX 8777) while developing the thesis proposal.

**Thesis Formatting and Submission**

No precise guidelines can be set for the time to be devoted to thesis writing or the page length of theses, as these depend on many factors. However, as a rough estimate, students can expect to spend 6 months to a year writing their theses, and theses may be approximately 50-100 pages in length.
The Graduate School sets formatting guidelines for theses, found at [Thesis Formatting and Submission](#). A full copy of these guidelines is included in students’ orientation guides. Keep these guidelines in mind while writing the thesis, to avoid having to reformat it completely after it is written.

**Coordinating members of your committee for signatures and for your defense date requires good communication and planning!** Please review the Center’s internal process for completing your degree as well as the Graduate School’s steps in the Degree Completion portion of the “Progress Toward Degree” section of this handbook.

Students will be required to pass an oral exam for their thesis. The exam is conducted as a closed examination and may be attended by only the student and the examining committee.

**Plan B Coursework Requirements**

**Core courses: 6 credits total**

- **BTHX 5010: Bioethics Proseminar**  
  *(to be taken Fall of 1st year - 2 credits)*  
  The Proseminar will familiarize graduate students with a wide range of topics in bioethics and the work of a number of faculty members affiliated with the program, to help students select mentors and research programs. The Proseminar will be open only to bioethics graduate students (Master’s students and Bioethics Graduate Minors) and students pursuing a Concentration in Health Law and Bioethics, with an aim of fostering community among them.

- **BTHX 5300: Foundations of Bioethics**  
  *(to be taken 1st year - 3 credits)*  
  This course provides an overview of major theoretical frameworks and foundational issues in bioethics, including moral frameworks, sociology of knowledge, etc.

- **BTHX 5610: Bioethics Research and Publication** *(1 credit)*  
  This seminar is tailored to students wishing to incorporate work in bioethics into their career plans. It provides an overview of research methods, and discusses career and publication strategies, authorship issues, ethics in publication, and peer review.

**Electives: 17 credits total**

- **Bioethics courses (BTHX): at least 8 credits**

- **Related fields outside Bioethics: at least 9 credits**  
  Sample courses appropriate to this requirement can be found in [Elective Options](#). Courses fulfilling this requirement must be chosen in consultation with the student’s advisor to ensure their appropriateness for the student’s course of study. Students may elect a graduate minor to fulfill this requirement. However, students may also elect to take courses from different programs, for example, a health policy course from the School of Public Health and a health law course from the Law School.
*NOTE:* Of the 23 total course credits required, at least four credits – a minimum of two credits in Bioethics - are to be taken at the 8xxx level. Thesis and practicum credits do not count toward this requirement.

**Capstone: 7 credits total**
- BTHX 8500 Practicum: 4 cr
- BTHX 8777 Thesis project 3 cr

**Plan B Master’s Capstone**
Students in Plan B (i.e. project-based) Master’s Degree program are required to take at least 30 graduate credits: 23 credits of courses and, in lieu of a thesis, a combination of 7 practicum and/or thesis capstone project credits as determined between student and advisor.

Students will undertake a capstone project relevant to their interests, experience, and intended use of the MA in Bioethics. Students will design the project and its corollary product in conjunction with the full MA committee.

The Plan B consists of the following components:

**I. Project Proposal and Committee**
Students will need to submit a 1-2 page proposal outlining an idea for the project and how they intend to accomplish it, and submit to the examination committee for approval. Students will work on their project under the supervision of their project committee; the committee chair will serve as the student’s project advisor.

The proposal should include:

- the Center’s Plan B Project proposal form (available from Center for Bioethics staff) to be signed by the student and each member of the student’s committee upon approval of the proposal.
- a brief narrative description of the proposed project including a description of its contribution to the field of bioethics,
- a timetable for completion, and
- an initial annotated bibliography

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.

- Two committee members must be a member of bioethics faculty, one of whom must be core; the other can be core or affiliate.
- The third member must be an outside member.
- One committee member for Plan B may be outside the University, i.e. an outside expert in industry, medicine, or other field relevant to the student’s project, who could serve as the Project Advisor.
- 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.

**II. Experiential fieldwork**
The experiential component is designed to be flexible, allowing the student to undertake an internship, shadow physicians or other health care personnel, or use their own work experience when relevant to cater a project to their intended goals and future uses of the MA. Rigor is maintained through committee oversight, nature of the experience, and number of hours undertaken.

Examples include:
- a full course syllabus;
- improved clinical trial protocol;
- improved design of medical device;
- revised policy for clinical consultation,
- informed consent,
- regulatory oversight of new biotechnologies, etc.

### III. Written Component

Original research is not required (as with a thesis), but a written component of approximately 5000-7000 words (12-15 pages) and including the following components is required:

a) An analytical overview of the problem which the product proposes to address;
b) A relevant, comprehensive literature review encompassing the arena or arenas in which the problem and product are embedded;
c) An evaluation of how the product addresses the problem under discussion;
d) An evaluation of how the product would be implemented.

### IV. Exam

For all Plan B students, an oral or written defense of the project and product, and the wider field of inquiry they represent, is required. The type and structure of the exam will be determined in consultation with the MA committee.

Reminder: Coordinating members of your committee for signatures and for your defense date requires good communication and planning! Please review the Center’s internal process for completing your degree as well as the Graduate School’s steps in the Degree Completion portion of the “Progress Toward Degree” section of this handbook.

### 4. Joint Degree Options

The Center for Bioethics offers a joint degree with Law and works to craft dual degree possibilities for interested students in other fields. This allows students to pursue degrees in bioethics and related fields in a streamlined program that offers greater academic support than if they sought the two degrees separately. Students interested in such options should contact the Director of Graduate Studies.

### 5. Academic Standards
GPA
Students must maintain a minimum GPA of 3.0 (B) to remain in good standing.

Submission of Writing Assignments for Courses
In order to earn the credits associated with each course in a student’s degree program, the work submitted for each course must be distinct from the work submitted for other courses. Students may not submit the same writing assignment for more than one course, nor may their writing assignments for separate courses overlap significantly.

Limitations on Use of S/N Credits
The Graduate School allows students to use up to 1/3 of the coursework on the Degree Program on an S/N grading basis. The remaining 2/3 must be completed on the A-F grading basis. All required courses must be taken on an A-F grading basis.

Incomplete Grades
The symbol “I” may be assigned by an instructor to indicate “incomplete,” in accordance with provisions announced in class at the beginning of the semester, when in the instructor’s opinion there is a reasonable expectation that the student can successfully complete the work of the course. An “I” remains on the transcript until the instructor replaces it with a final A-F or S-N grade. The time limit for removal of incomplete grades is one semester after the grade is assigned. Thus, for example, an “I” grade assigned in fall semester must be removed by completion of outstanding work by the end of spring semester. An “I” grade assigned in spring semester must be removed by completion of outstanding work by the end of the following fall semester. Course instructors may, at their discretion, establish a shorter time limit for the removal of incomplete grades. The maximum number of credits of incompletes allowable at any given time is six (6) credits. Students may petition to the Director of Graduate Studies for exceptions to this requirement; exceptions will be granted only in special circumstances.

Annual Reviews
Members of the Bioethics graduate faculty are required to provide students with information about their standing in the MA program. Each spring semester, members of the Bioethics graduate faculty will meet to assess the performance of students who have been active in the MA program. The work of each student is considered separately and the faculty reaches one of three decisions:
   a. to encourage the student to continue in the program;
   b. to allow the student to continue in the program, but inform him or her of specific concerns the faculty has concerning performance or progress;
   c. to terminate the student from the program.
Decisions of the faculty are communicated to the student by letter following the meeting.

6. Progress Toward Degree

Maintaining Active Student Status
The Graduate School requires students to register every fall and spring semester throughout the program to remain active. If students become “inactive” they will automatically be withdrawn from the Graduate School and must reapply for admission to the program.

Part Time vs. Full Time Status
Students may elect to pursue the MA degree on either a part time or full time basis. By Graduate School standards, students must be registered for a minimum of 6 credits to be considered full time. As with all decisions concerning registration and progress toward degree, students should
discuss the issue of part time vs. full time status with their advisor and/or the Director of Graduate Studies.

**Time Limit for Earning the Master's Degree**
All requirements for the master's degree must be completed and the degree awarded within five calendar years after initial enrollment in the graduate program.

Students who are unable to complete the degree within the time limits described above due to extraordinary circumstances may petition the program and collegiate unit for an extension of up to 12 months. Students must obtain the approval of their advisor/s and program DGS and submit the petition by the deadline.

- If a petition is approved, the student is notified in writing of the expectations for progress and for 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 limit.

Students who have been terminated under such circumstances may apply for readmission to the program; however, readmission is not guaranteed.

For information about the master's degree time limit and petitioning procedure including a link to the petition form, visit [Master's Degree: Performance Standards and Progress](#). For a helpful FAQ, visit [Master's Degree: Performance Standards and Progress FAQ](#).

**Application of Graduate Credits to Degree Requirements**
1. Applying credits from a baccalaureate degree
   Graduate credits taken before the award of a baccalaureate degree may not be counted toward a graduate degree.

2. Credits-in-common
   a. A maximum of eight graduate course credits may be counted in common between two University master’s degrees.
   b. Approved graduate course credits may be counted in common between a University doctoral and master's degree in the same program.
   c. Plan A thesis (8777) and doctoral degree thesis (8888) credits:
      - Can be counted toward either the Plan A master's or the doctoral degree thesis credit requirement, but not both.
      - May be used to meet the Plan B master's project credit requirement.
   d. Plan B Project credits may count only toward the Plan B master's degree requirements.
3. Transferring graduate course credits from outside the University
Graduate course credits earned at other accredited institutions may be transferred to master's or doctoral degree plans subject to approval by the University graduate program and the limits described below. 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 taken at the University. 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 – Individual programs may determine, on a case-by-case basis, how many transfer course credits doctoral students may apply toward their degree requirement. However, 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. Transfer of thesis credits is not allowed.

4. Applying graduate credits across University graduate programs
- Graduate course credits earned while enrolled in one University graduate program may be applied to another University graduate program.
  - The number of graduate course credits applied is determined by the graduate program to which the student is applying.
  - Earned master’s thesis credits (8777) and doctorate thesis credits (8888) in one University graduate program cannot be applied toward the thesis credit requirement for another University graduate program.
- A maximum of 12 graduate course credits from other University registration categories, such as non-degree seeking or non-admitted students, may be considered for transfer once the student is admitted and enrolled in a graduate program.
- Graduate programs may accept University 4000-level course credits as graduate courses. A maximum of nine 4000-level course credits may be used to satisfy the doctoral or master’s course credit requirement, but graduate programs may impose a lower maximum.

Exceptions
For approved joint or dual degree programs, items 1, 2a, and 2b do not apply. Such programs may formulate more specific requirements to regulate instances of courses-in-common arising as a result of the special nature of joint/dual degree curricula.

For more information, see the Administrative Policy on Application of Graduate Credits to Degree Requirements.

7. Degree Completion Steps
The Center’s internal process for degree completion includes:

a. Committee - Before you begin writing (Plan A) or your project (Plan B), establish your Committee according to your plan.
b. Proposal:
   1) Write proposal with adviser/committee guidance
   2) Get proposal approval according to your plan.
c. Write thesis (Plan A); Begin project (Plan B)
d. Arrange defense date

e. Defend (Plan A); Perform Exam (Plan B)

f. Allow time for revisions, post-defense/exam. It's not uncommon for committees to request revisions.

g. Degree conferred (by Graduate School)

The Graduate School’s External Process:
You will not receive your degree without following the steps outlined in Graduate School's online [Degree Completion Steps](#) for Master's Plan A and Plan B, accessed with your x500.

Each step has a specific time period in which it should be completed, and won't allow you to proceed to the next step until it has been done. The first step, “Complete Graduate Degree Plan” recommends you submit your Graduate Degree Plan found on the [Graduate School's Forms for Master’s Students page](#) at least one semester prior to anticipated graduation.

Degrees are conferred at the end of every month. Students should file their application by the first business day of the intended month of degree clearance. Steps for Plan A and Plan B shown below.
DEGREE COMPLETION STEPS
Master's Plan A

In order to receive your degree, the following procedures must be completed. You must maintain active student status by registering every fall and spring semester until your degree is awarded. All forms must be submitted to the Graduate Student Services and Progress (GSSP) office unless otherwise noted. Contact your graduate program office for program-specific requirements and deadlines.

1. Complete Graduate Degree Plan
   Submit at least one semester prior to anticipated graduation.

2. Assign members to master's final exam committee
   Complete at least one semester prior to exam via www.grad.umn.edu/students/forms/masters/index.html

3. Download Graduation Packet
   The packet will include the Graduate Application for Degree form, Master’s Final Examination Report form, and Reviewers’ Report form.

4. Submit Application for Degree
   Apply by the first day of anticipated month of graduation. Application instructions: https://www.grad.umn.edu/current-students-graduate-student-services-progress/application-degree

5. Submit Final Examination Report
   Must be submitted no later than the last business day of anticipated month of graduation.

6. Submit Thesis
   Submit by the last business day of anticipated month of graduation. Consult your Graduation Packet for formatting guidelines.

Questions?
Contact the Graduate Student Services and Progress office (333 Robert H. Brininks Hall).
www.grad.umn.edu/students/masters/index.html

Degree Progress & Completion
gssp@umn.edu
612-625-3400

OTR201
4/16
Important Notice Regarding Commencement Attendance
Commencement attendance does not imply that you have completed all degree requirements and officially graduated. The Center holds a graduation ceremony every spring, and students may participate while finishing up their thesis as long as the committee has reasonable assurance of completion during the following summer. Information specifically related to the Center for Bioethics commencement ceremony, please consult with the Center for Bioethics Director of Graduate Studies or the staff members who support the education program.

8. Criteria and Process for Graduate Student Financial Support

TA'ships:
Students will be asked their funding needs for each academic semester. CBE has limited scholarship money; the bulk of graduate student funding comes in the form of a Teaching Assistantship. Please note: TA positions are directly tied to course enrollments. Therefore we cannot know for certain how many TA'ships we have until we have a good sense of course
enrollments. The DGS and Director, along with the Education Coordinators, will make funding
decisions each semester for all graduate students expressing need for financial support.

Professional Development & Travel:

The Center for Bioethics can now offer support for currently enrolled graduate students whose
research or project has been accepted for presentation at a professional meeting, or who wish to
teach for research purposes but have no current grant support.

Depending on demand, we provide partial or full funds toward domestic travel and international
travel expenses which might include economy-class airfare, car mileage (in lieu of airfare),
ground transportation fares, lodging, abstract fees and conference registration fees.

Details and further information may be requested through bthxed@umn.edu.

While we do our best to accommodate those students needing funding, we cannot guarantee
support. Below are the requirements and criteria for funding.

Student must:
- Be in good academic standing
- No Incompletes, or evidence provided that any incomplete courses will be
  completed before the semester in question
- GPA 3.0 or above
- Be qualified for TAship (determined by course director or DGS)

Preferences given to students who have:
- Full time enrollment
- Have never received any funding or TAship
- Not received funding from another program
- Fewest semesters of support, or
- Are in the first two years of the Program

9. Advising

Students will be assigned a faculty advisor upon entry into the MA program. Assignments will be
based on areas of interest expressed by students in their application materials and on faculty
availability. The initial faculty advisor provides information and guidance to the student in course
selection and general progress with graduate coursework. This faculty advisor should:
- Clarify program requirements, policies and procedures;
- Assist in developing and getting the student’s program of study approved; and
- Facilitate relationships between the student and other individuals on campus who may
  provide assistance.

Please Note: The initial faculty advisor appointment is not intended to continue for the duration
of the graduate student’s program. Students are encouraged to meet and become
acquainted with program faculty, and if a more appropriate advisor match is found, to ask
that faculty member to serve as her/his thesis advisor/chair of the thesis/project
committee. The thesis/project advisor should be working with the student by the time that the
student’s degree program form is filed, if not earlier.
The thesis/project advisor should:
- take reasonable measures to ensure that the advisee initiates thesis research in a timely fashion;
- meet regularly with the advisee to discuss thesis development;
- return comments on written work in a timely fashion;
- uphold the academic standards of the University of Minnesota; and
- assist the student in career placement.

Advising during graduate school will evolve from a somewhat directive to a more comprehensive approach. The advisor/advisee relationship should be implemented through a mentoring process that features interactive communication, socialization into the academic community, and placement into the profession. Central to graduate student success is the tenet that graduate students are responsible decision makers and self-directed learners. In order to plan and realize their academic and career goals, advisees should:
- seek advising from appropriate advisors at appropriate times;
- use available resources, including those that are web-based, to monitor their academic progress; and
- be responsible for actions and decisions that affect their academic progress.

It may happen that either the faculty advisor or the advisee believes that the advising process is not successful. Such difficulties should be reported to the Director of Graduate Studies, who will assist in mediating and in developing meaningful alternatives to existing problems to arrive at a mutually acceptable resolution of the problem. It may happen that a change of advisor occurs as a result. Such a change should be handled so that the academic experience of the graduate student is supported.

Students who wish to speak to someone outside the Center about such problems can go to Student Conflict Resolution Center or University Counseling & Consulting Services for additional help.
SUCCESS for Faculty Mentors & Graduate/Professional Students

JANUARY 2

The Need for Effective and Multiple Mentors
The work of the graduate faculty in preparing the next generation of scholars and professionals doesn't stop with classroom teaching. Advising, tutoring, supporting and supervising are all part of the faculty role as stewards of the profession and mentors to graduate students. Mentoring future professionals and professors, therefore, requires a commitment that goes well beyond the capacity of a single individual advisor. Best practices in graduate education indicate that graduate and professional students' multiple professional and personal development needs are most effectively met by a network of people.

The Mentoring Network
The Council of Graduate Schools has identified six primary areas in which graduate and professional students need mentoring. Typically an advisor and other graduate faculty along with staff members will work with graduate and professional students in several of these areas to provide this network of support. As mentoring takes place, it is shaped by the goal-setting responsibilities of the graduate student at the center of the network. The most common components of this mentoring network or constellation include:

Advising  Giving counsel about degree program requirements; academic progress expectations; local dissertation standards, components, processes; and overall career planning considerations.

Tutoring  Providing feedback on scholarly development; pointing out practices for seeking, prioritizing and using additional feedback.

Supporting  Offering emotional support, practical resources related to academic, professional and personal concerns.

Supervising  Offering training and feedback on employment related to teaching and research assistantships, internships, and project or program management.

Modeling  Providing and pointing to authentic models of teaching, research, service and professional leadership to foster the career development of graduate and professional students.

Sponsoring  Opening doors by providing information and coaching; playing a role in development of networks and sharing leads to professional opportunities across multiple career paths.

University of Minnesota
MENTORING – IDEAS FOR ACTION

Advising
- Assist in the selection of student's schedule of courses
- Explain accurately department/college academic policies and progression
- Assist the student in the exploration of possible research areas
- Foster graduate student participation in the department
- Assist the student in planning academic conference participation

Tutoring
- Assist student by providing honest assessment of academic strengths and weaknesses, including planning for improvement
- Model writing as an integral and on-going part of the research process
- Set clear and fair expectations regarding the ownership and use of data and regarding authors and joint authorship arrangements prior to beginning research projects
- Provide fair and timely assessment and feedback on work products

Supporting
- Guide the student to appropriate campus resources for personal, academic, career and community support and development as needed
- Encourage student's increased independence as future presenters and teachers through on-campus professional development opportunities
- Assist students in generating an effective, respectful, practical problem-solving protocol for when interpersonal conflicts emerge within a cohort
- Direct student to career development resources for multiple career paths

Supervising
- Provide clear, realistic, achievable expectations in relation to teaching and research roles, agreements and evaluation procedures
- Know and guide student in navigating departmental, university, and external funding and award opportunities
- Ensure student understands compliance issues for proposed research

Modeling
- Model respectful interactions and shared decision making
- Provide the student with opportunities to discuss norms and expectations within department, university, field of study and other academic settings
  - Showcase your own current collaborations and past multiple mentoring relationships with inter and external professional colleagues

Sponsoring
- Provide information regarding expansions and contractions in the field of study, subfields and interdisciplinary alliances
- Assist students in the development of a comprehensive portfolio, from vita/resume to cover letters to documenting teaching and research to gathering information in advance of campus interview
The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.
10. Graduate Student Resources and Health Benefits Information

- Information about registration, financial aid, tuition and billing, grades, transcripts, graduation and academic calendars found on OneStop

- Health Services information - Health and dental benefits; eligibility, disability, mental health and pharmacy

- Writing Support – Face to face support or online tutoring via email and resources provided by Student Writing Support.

- Council of Graduate Students (COGS) - Student organization that represents, advocates for, informs, facilitates communications among, and supports graduate students (most students who are seeking a research degree: a Ph.D. or a Masters that is associated with a Ph.D. program). Resource for grant money for graduate students.

- International travel policy for graduate students

- Office for Conflict Resolution provides both formal and informal conflict resolution services

- Office of the General Counsel, area of Student Affairs covers a broad spectrum of issues affecting student life and education—from admission, to student finance, to housing, to student conduct, to student privacy, to graduation and departure from the University.

- Parking and Transportation Services provides a broad range of resources in addition, such as maps, campus roadway closings and updates, and event parking

- University Libraries – East Bank: BioMed, Walter; West Bank: Wilson, Andersen; St Paul: Magrath

- Personal Library Support – Del Reed, Bio-Medical Library