



School of Public Health
DVM/MPH

2018-2019
STUDENT GUIDEBOOK

Welcome to the University of Minnesota School of Public Health!

This Guidebook contains important information about SPH and University policies and resources that enable students to better navigate their academic journey and get the most out of their student experience. By combining this Guidebook with your program-specific Student Guidebook you will have a comprehensive reference that will answer most questions about academics, the University environment, policies, expectations, and the many resources available to students.

Refer to your Guidebook to ensure that you are informed of the essentials of student life.

Links to many policies and procedures can be found by clicking on the "Current Students" link at <http://www.sph.umn.edu/current/resources/>.

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

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

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1. THE SCHOOL OF PUBLIC HEALTH

1.1 ABOUT THE SCHOOL

Through excellence in education, research, and community engagement, the University of Minnesota School of Public Health advances health — from scientific discovery to public impact — by enhancing population health and preventing disease in the United States and globally.

In 1874, Charles Hewitt, the secretary of the Minnesota State Board of Health, began offering a class at the University of Minnesota covering topics in personal and community hygiene, epidemic diseases, and physiology. In the following decades, various University departments created programs in public health disciplines, such as biostatistics, environmental health, and epidemiology. In 1944, the University brought all these activities together under one roof and created the School of Public Health.

Today, our school — ranked #8 in the nation — serves more than 1,600 students to help meet the increasing demand for a public health workforce. We were the first in the country to grant a master's degree in hospital administration, establish a doctoral program in epidemiology, and, in 1950, launch a graduate program in maternal and child health.

At the School of Public Health, we leave no stone unturned as we tackle the world's most critical public health problems. Our faculty, staff, and students bring innovative thinking and concrete action to emerging and persistent challenges, including structural racism, gun violence, our expanding aging population, and a changing climate. As one of the premier schools of public health in the world, we prepare some of the most influential leaders in the field, and provide the knowledge health departments, communities, and policymakers need to make the best decisions about population health.

Proven Impact — our research has led to (among many innovations):

- Minnesota's first report card for quality of life in nursing homes
- Fully accessible buildings for people with disabilities
- The first comprehensive definition of childhood abuse and neglect
- Restrictions of tanning bed use by people 18 years of age and younger
- Legislation to cover doula care through Medicaid
- Life-saving treatment protocols for HIV-positive people
- A nationwide model to track foodborne illness outbreaks
- A standard for reading ECGs in a universally acceptable way
- A model to predict probability of complications from radiation therapy.

Academic Health Center (AHC)

University of Minnesota health sciences form one of the largest, most comprehensive academic health centers in the nation. The Academic Health Center (AHC) is home to six colleges and schools (including the School of Public Health), more than 150 centers and institutes, and hospitals and clinics. About 70 percent of Minnesota's health care providers received their training at the University of Minnesota.

The School of Public Health is one of only three schools of public health nationwide with the support structure of an academic health center. This means that our health professionals and students work and learn together, and take a skilled systems approach to some of the top health issues facing the world today. Doctors train with pharmacists. Public health workers partner with veterinarians. Nurses collaborate with dentists.

1.2 SCHOOL OF PUBLIC HEALTH STUDENT SERVICES CENTER

Location:

Mayo Memorial Building, Room A395

Email: sph-ask@umn.edu

Office Hours :

Monday – Friday, 8:00 AM - 4:30 PM

Telephone: 612.626.3500 or 800.774.8636

Fax: 612.624.4498

Mailing Address:

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

School of Public Health Student Services Center (SSC)

The Student Services Center is a school-wide office that assists students with all phases of their academic journey. The SSC staff works closely with each academic division and program to administer school-wide services and policies. You will interact with the SSC directly or indirectly throughout your education here.

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

We coordinate many functions including:

- Student Organization Support
- Diversity, Equity & Inclusion
- Career & Professional Education
- Mental Health Advocacy
- SPH Scholarships
- Registration
- Graduation Clearance
- Applications and Admissions

Find out who is who and the roles and services provided at the SSC by clicking [HERE](#).

Career and Professional Development

The *Career and Professional Development Center* offers a variety of services and resources to assist you in your efforts to pursue advanced education or to locate and apply for professional positions – from applied practice experience (internships) and residencies to fellowships and full-time positions. Our Center believes that every individual has unique potential and should have the opportunity to pursue a meaningful and fulfilling career. Our goal is to facilitate the career and professional development process with you to ensure you have the confidence in conducting a competitive job search and help you maximize your career potential. We do so by offering one-on-one career coaching, programming, and online resources. As a student you are able to take advantage of these resources to help you achieve your career goals.

Career and Professional Development Website

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

- **One-on-one Career Coaching:** You may schedule individual appointments with one of our award-winning, evidence-based career coaches (Vic Massaglia and Darren Kaltved) to discuss any career or professional development topics, from creating a top-notch resume to ideas for field experiences, interviewing, and presentation skills. Appointments are also available via Video or Phone. To schedule an appointment, please visit sphcareers.appointments.umn.edu or email sphcareers@umn.edu.
- **Jobs / Internships:** Our online job posting system includes listings for internships/field experiences, graduate assistantships and fellowships, volunteer, part-time and full-time career opportunities (<https://z.umn.edu/sphjobs>).
- **Career Resources:** General career-related links, guides and tip sheets on a variety of job-search related topics (www.sph.umn.edu/careers/students/)

1.3 MENTOR PROGRAM

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

The School of Public Health boasts the largest mentor program of any school of public health, serving approximately 400 students and mentors annually with special events and helpful resources for mentor pairs. We work to provide students with diverse professional experiences and recognize the role that mentors have in training future public health leaders. These relationships have proven to be enriching and longstanding.

For more information, visit sph.umn.edu/current/mentor/.

1.4 SPH STUDENT SPHERE

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

- Locker room – Free lockers are assigned in the Student Services Center (Mayo A395). Students need to renew their locker each year and provide their own lock.
- Kitchen area with tables, chairs, microwaves, refrigerators, sink, and a telephone for free local calls. As this is a shared space, students are expected to pick up after themselves and clean any mess created during personal food preparation.
- Lounge area with couches, chairs, and wireless internet.
- Study room with white boards, tables, chairs, computers (with internet connectivity, Microsoft Office, SAS and STATA software) and a printer.

Please report any issues with computer systems, printers, trash, or other problems to sph-ask@umn.edu, or stop by Mayo A395.

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

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

Printing in the SPHere

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

When you swipe your card at a print release station, UniPrint will show a balance on the screen. This balance is a combination of the print value given to you by SPH and your Gopher GOLD balance. In order to determine how much print value you have left, you need to subtract your Gopher GOLD balance from the balance shown on screen. Once the \$100 SPH Print Value is exhausted, printing costs will be deducted from your Gopher GOLD account. To view your current balance and transaction history or to add value to your Gopher GOLD account online, please visit ucard.umn.edu/umtc/deposit. If you experience any printing issues or need to request a refund, please contact the lab attendant or call the SPH Student Services Center at (612) 626-3500.

1.5 APPLIED PRACTICE EXPERIENCE LEARNING AGREEMENT

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

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

1.6 MINORS AND INTERDISCIPLINARY CONCENTRATION AREAS

Minors

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

A current listing of SPH related minors and instructions for declaring can be found online www.sph.umn.edu/academics/degrees-programs/minors/

Interdisciplinary Concentration Areas

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

1.7 ONLINE LEARNING AND E-LEARNING RESOURCES

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

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

1.8 COURSE EVALUATIONS AND YEARLY STUDENT SURVEY

Course Evaluations

Students provide essential input into the continued development of the School of Public Health's teaching program. Students are asked to complete evaluations for all SPH courses. Historically, *SPH Students have a higher response rate than any other school or college in the university* (approximately 70%). This response rate is of tremendous value to faculty members and provides important information for course improvement, as well as faculty promotion or retention. Evaluations are done online at the end of each term.

SPH Student Engagement Survey

Students also are strongly encouraged to evaluate and comment on the school and its programs through our annual SPH Student Engagement Survey. The survey covers many aspects of the student experience including field placements, career services, financing, and overall School service. Students in EMHA and EPHAP will receive the Student Engagement Survey during the fall term, all other students will receive the survey during the spring term, typically in April.

Career Survey

Recent graduates are expected to complete the Career Survey. The survey captures important employment information, follow on educational plans, compensation norms and contact information. The School is required to collect this information as it relates to both accreditation standards, and program improvement.

1.9 THE ROLES OF YOUR ADVISING TEAM

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

Defining Advising

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

1. **Administrative Advising:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University. Your program coordinator is your first point of contact for these questions.
2. **Academic Advising:** general guidance on topics related to program/major including, but not limited to, program focus (may include identifying appropriate course work options), project selection and career planning. Students find their faculty advisors, coordinators and career services staff helpful in answering these questions.
3. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience/internship/practicum development, placement and completion. Your faculty advisor can assist you as you select the type of field experience that would best match your goals. Career Services staff can help you to learn how to network with other students and alums to explore possible field experiences sites.
4. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication. Your faculty advisor will assist you in developing a direction for your project or dissertation.

Advising Expectations for Students

SPH students are expected to:

Regularly read and respond to University email (ideally once per day); email is the official mode of communication at the University of Minnesota.

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

1.10 EXPECTATIONS FOR CLASS PARTICIPATION

“Good discussion involves people trying to build on, and synthesize comments from others, and on showing appreciation for others’ contributions. It also involves inviting others to say more about what they are thinking.”

- Dr. Stephen Brookfield of St. Thomas University, Minneapolis, MN

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

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

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

1.11 COMMENCEMENT ELIGIBILITY

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

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

2. THE UNIVERSITY OF MINNESOTA

2.1 U OF M BASICS

University Identification Numbers and Accounts

umn.edu/initiate

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

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

Email

gmail.umn.edu

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

A University assigned student email account is the University's official means of communication with all students.

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

The School of Public Health relies heavily on email notices to students, staff, and faculty. To keep current on upcoming events, job announcements, new course announcements, scholarships, internships, the SPH newsletter, or good opportunities, etc., students should check their email regularly.

If a student chooses to forward the provided University email account, the student is responsible for all information, including attachments, sent to any other email account. Because of this, it is strongly recommended that students use their U of M email account and do not transfer it to a personal email account.

One Stop

onestop.umn.edu

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

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

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

MyU

myu.umn.edu

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

U Card

www.umn.edu/ucard

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

Accounts on the U Card

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

Additional services with your U Card

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

Building Access with U Card

- Residential Halls
- Recreation and Wellness Center
- Secured Buildings

2.2 UNIVERSITY OF MINNESOTA CALENDARS

The **official** University Calendar can be found at onestop.umn.edu refer to this resource for academic calendars, drop/add deadlines, and other scheduling-related needs.

Additional calendar resources:

- School of Public Health-specific events, <http://www.sph.umn.edu/events-calendar/>
- Academic Health Center resource hub, <https://hub.ahc.umn.edu/>

2.3 CAMPUS SERVICES

Parking and Transportation

www.pts.umn.edu

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

- **Campus Shuttle Buses**
Campus shuttle buses run at no charge between the East and West Bank and St. Paul campuses with varying routes and times. Current schedule information is posted on the above listed website as well as various locations throughout the Twin Cities campus.
- **Metro Transit and the U Pass**
Take advantage of the deeply discounted Metro Transit bus pass. U-Pass is the ultimate transit pass that provides unlimited rides 24 hours a day. It is valid on all regular bus and light-rail train routes, as well as express, local, limited-stop, or Downtown Zone routes. It may not, however, be used on some special event services. Information can be found at www.pts.umn.edu/bus/upass.
- **Parking**
Contract parking for students is sold through a lottery system each semester. Locations may vary but include spaces on the East Bank, West Bank, and St. Paul campuses. Hourly parking is available in several University public facilities. Parking rates vary depending on proximity to campus and the facility type. Visit the Parking and Transportation website, www.pts.umn.edu, or call 612.626.PARK (7275) for more information.

The Motorist Assistance Program offers free services (unlocking vehicles, jump-starts, changing flat tires, and referral to a service station) to all customers parked in U parking facilities. Hours are Monday through Thursday from 7 a.m. to midnight, Friday from 7 a.m. to 10 p.m. (Service is not available on weekends or official University holidays). Call 612.626.PARK for motorist assistance or any other questions.

Disability parking is available in many parking facilities and metered areas. Use of these designated spaces requires a state-issued permit or license plate. For additional information, call the State of Minnesota at 651.296.6911 or review the UMN Disability Parking content online at www.pts.umn.edu/park/disability.

Housing

www.housing.umn.edu

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

Maps

campusmaps.umn.edu/

Find the way to any University building.

Digital Signage

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

Dining

www.dining.umn.edu/

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

2.4 HEALTH AND WELL BEING

University-sponsored Student Health Benefit Plan

shb.umn.edu

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

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

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

Graduate Assistants (GA), Teaching Assistants (TA), and Research Assistants (RA) may be eligible for the Graduate Assistant Health Plan (GAHP), which is different from the standard SHBP. Please consult the OSHB for more details.

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

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

Long Term Care Disability Insurance Fee

shb.umn.edu/students-and-scholars/ahc-disability

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

Questions and More Information

Office of Student Health Benefits
University of Minnesota
410 Church Street S.E., N323
Minneapolis, MN 55455

Phone: 612-624-0627 or 1-800-232-9017
Fax: 612-626-5183 or 1-800-624-9881

E-mail: umshbo@umn.edu
www.shb.umn.edu

Boynton Health Services

www.bhs.umn.edu/

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

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

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

Student Mental Health Resources

www.mentalhealth.umn.edu

As a student you may experience a range of issues that could result in barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>.

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

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

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

Crisis Connection

612-301-4673 (or from a campus phone 1-4673)

U of M Textline

Text "UMN" to 61222

SPH Mental Health Advocates

For non-urgent, confidential situations where consultation is desired, the School of Public Health also has several trained Mental Health Advocates who are available to chat about any concerns you as a student are experiencing, or you can consult with them about a colleague or classmate who you believe may need assistance or resources. This consultation can be found in the Student Services Center, Mayo A-395. Drop-in to see if an advocate is available or to make an appointment. You can also email questions to sph-ask@umn.edu with a subject of "Mental Health Advocate", or you can call 612-626-3500 and ask to see if an advocate is available or to make an appointment.

Smoke-free University

The University of Minnesota, Crookston, Duluth, Rochester, and Twin Cities are smoke- and tobacco-free campuses. All students, staff, faculty, and visitors are prohibited from smoking and using, selling, free distributing, and advertising tobacco products and electronic cigarettes in all facilities and on all University property.

The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of everyone on campus, including tobacco-users and non-users. All members of the University community are responsible for enforcing this policy. Students, faculty, staff, and visitors who violate this policy should be reminded of the policy and asked to comply. Repeated violation of this policy may be cause for disciplinary action in accordance with applicable student or employee codes of conduct. Visitors who refuse to comply with this policy may be asked to vacate campus property.

The Aurora Center

www.umn.edu/aurora

The Aurora Center for Advocacy and Education provides crisis intervention and advocacy services to victim/survivors of sexual and relationship violence, harassment and stalking. The staff and volunteers are also available to provide prevention training and education on a variety of issues.

Lactation Spaces

lacsaces.umn.edu/

Spaces are available on campus offering private and comfortable rooms that are designed specifically for nursing mothers to be able pump and store breast milk. If you have questions and concerns about lactation spaces or resources, please contact Susan Warfield (warfi002@umn.edu).

Recreation & Wellness Center

recwell.umn.edu/

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

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

2.5 DIVERSITY

Diversity and Inclusiveness

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

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

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

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

For more information please visit:

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

In addition, the University has several offices across campus whose purpose is to support underrepresented students and promote diversity. The following is a list of some of those offices:

Disability Resource Center

diversity.umn.edu/disability/

Location: 108 McNamara Alumni Center, 200 Oak Street SE (East Bank)
Phone: (612) 626-1333 (Voice/TTY)

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

Graduate School Diversity Office

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

Location: 333 Johnston Hall, 101 Pleasant Street SE (East Bank)
Phone: (612) 625-6858

The Graduate School Diversity Office coordinates and leads the University's initiatives in the recruitment, funding, retention and graduation of a diverse graduate and professional student body. The office is situated within with The Graduate School and works with other units connected to diversity and multiculturalism.

The Gender and Sexuality Center for Queer and Trans Life

diversity.umn.edu/glbta/

Location: 46 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 625-0537

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

International Student and Scholar Services

www.isss.umn.edu/

Location: 109 Hubert H. Humphrey School, 301 19th Avenue S (West Bank)
Phone: (612) 626-7100

International Student and Scholar Services (ISSS) is the office dedicated to serving the University's international community. Its primary mission is to assist international students and scholars in successfully accomplishing the goals that brought them to the University, by using all available resources. Services include:

- Counseling and advising
- Immigration and visa regulation advising
- Newsletters
- Career services
- Academic opportunities for university students
- Tax return information

Multicultural Center for Academic Excellence

diversity.umn.edu/multicultural/

Location: 140 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 624-6386

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

Office of Equity and Diversity

diversity.umn.edu/

Location: 432 Morrill Hall, 100 Church Street SE (East Bank)
Phone: (612) 624-0594

The mission of the Office of Equity and Diversity (OED) is to leverage the transformative power of equity and diversity to advance excellence in teaching, research and community engagement at the University of Minnesota. OED envisions a University where equity and diversity are:

1. Integrated into the work and lives of every student, faculty and staff member.
2. Recognized as core institutional values, and will inform thinking, policies and practices throughout the University.
3. Inherently intertwined with academic excellence and the development of leaders for a globally inclusive society.

Office of Equal Opportunity and Affirmative Action

diversity.umn.edu/eoaa/

Location: 274 McNamara Alumni Center, 200 Oak Street SE (East Bank)
Phone: (612) 624-9547

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

Student Conflict Resolution Center

www.sos.umn.edu/

Location: 254 Appleby Hall, 128 Pleasant St. SE (East Bank)
Phone: (612) 624-7272

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

Women's Center

diversity.umn.edu/women/

Location: 64 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 625-9837

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

2.6 ACADEMIC RESOURCES

University Libraries

hsl.lib.umn.edu/biomed

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

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

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

Bookstore

www.bookstore.umn.edu

The University of Minnesota Bookstore, located in Coffman Union, sells texts for all Public Health courses. Course materials can also be ordered online.

Center for Educational Innovation

cei.umn.edu/about/about-cei

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

Center for Writing

writing.umn.edu/

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

The Online Writing Center offers online tutoring to students taking Writing-Intensive courses at the University of Minnesota. Online tutoring is conducted via the Web and consists of comments and feedback offered by our experienced writing tutors.

Tutors are trained in fields such as composition, speech communication, scientific and technical communication, and rhetoric, and many of them are instructors at the university. Tutors review the writing you submit by offering comments and suggestions for improvement; however, they will comment mainly on the areas students specify.

Information Technology

it.umn.edu

Technology Help is your first point of contact for hardware, software, and internet support (and more!). You can contact Technology Help for assistance even if you are not on campus yet.

IT@umn.edu can help you initiate and manage your student internet account, get connected to WiFi on campus, explore discounted or free devices and software available to students, as well as show you how to keep your computers, mobile devices, and data safe, both at home and at the U

2.7 CAMPUS SAFETY

Police

publicsafety.umn.edu/

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

Security Monitor Program

www1.umn.edu/police/escort.html

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

Safe-U Emergency Notification

<https://safe-u.umn.edu/>

The safety of students, faculty, staff, and visitors is of highest priority at the University of Minnesota. A multi-pronged, collaborative effort is in place to promote on-campus safety, while working with our community partners to ensure proper resources are dedicated to making off-campus neighborhoods safe.

[Safe-U text messaging system](#) provides students, faculty, and staff timely emergency notifications so that our community can stay informed about critical campus safety issues.

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

Campus Wide Emergency Alert System

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

2.8 ADDITIONAL RESOURCES

Post Office

sua.umn.edu/locations/postal-stations/

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

Copies/Fax Machines

www.printing.umn.edu

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

Student Legal Service

www.umn.edu/usls/

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

3. REGISTRATION

3.1 FULL-TIME STATUS

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

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

3.2 REGISTRATION PROCESS

How-To Guides

The University of Minnesota provides how-to guides for many common procedures on the [Onestop website](#), including registering and enrolling for classes. These guides provide visuals as well as text.

Step One

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

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

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

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

Step Two

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

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

Step Three

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

- Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the program

guidebook for more information. Stricter policies may be enforced by individual majors/programs. There is a strict and early deadline for when grading options can be changed.

- Some courses have variable credits. Before selecting the number of credits, students should make sure they are in agreement with the instructor as to the number of credits appropriate for the work proposed.

3.3 GRADES, COURSE ADDITIONS, WITHDRAWAL AND EVALUATIONS

Change of Grade Option

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. After that, grading options cannot be changed. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu. For more information about grading policies, see the University Senate [Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester Policy](#).

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

Grade	GPA	
A	4.000	A = achievement that is outstanding relative to the level necessary to meet course requirements.
A-	3.667	
B+	3.333	B = achievement that is significantly above the level necessary to meet course requirements.
B	3.000	
B-	2.667	
C+	2.333	C = achievement that meets the course requirements in every respect.
C	2.000	
C-	1.667	
D+	1.333	D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	1.000	
F	0	F = failure because work was either (1) completed but at a level of achievement that is

- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Other Transcript Symbols

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

- A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student.
- **Interpretation of Policy on Incompletes for Students Called to Active Military Duty**
 - When appropriate, instructors may prefer to arrange for the student to take an incomplete. Senate policy requires that an incomplete be made up within one calendar year of the end of the term in which the incomplete is given. When students are called to active military duty and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s). Complete policies and procedures are available in the SPH Student Services Center.
- **Transfer [T]**
 - There shall be a symbol T, **transfer**, posted as a prefix to the original grade, to indicate credits transferred from another institution or from one college or campus to another within the University when reevaluation is required.
- **Withdrawal [W]**
 - If a student officially withdraws from a course during the first two weeks of classes, there shall be no record of that course registration entered on the student's transcript. There shall be a symbol W, **withdrawal**, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus*. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (second or third weeks of summer sessions). Withdrawal in the ninth or later week of classes (fourth or later in summer sessions) shall require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.
- **Continuation [X]**
 - There shall be a symbol X, indicating a student may continue in a continuation course in which a grade cannot be determined until the full sequence of courses is completed. The instructor shall submit a grade for each X when the student has completed the sequence.
- **In Progress [K]**
 - There shall be a symbol K, assigned by an instructor to indicate the course is still in progress and that a grade cannot be assigned at the present time.

Grade Submission

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

Adding a Course After It Starts

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

Registration Exceptions

Students must complete a formal request to change their registration (e.g., add, drop, change your grade basis) after a deadline or to register for more than 18 credits. Students must consult with their program coordinator prior to submitting any forms. Approval is not automatic.

Course Cancellation and Withdrawal

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

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

Repeat and Bracket Course Policy

An officially admitted SPH student (MHA, MPH, MS, PhD, and Certificate Programs) may repeat a public health course only **once**.

MHA, MPH, and Certificate students have the option to bracket a particular course (with the same course number) **one time**. Bracketing is a practice where one grade is omitted from GPA calculations, while continuing to appear on the transcript.

Only courses with the same catalog number may be bracketed.

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

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

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

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

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

Course Prerequisites

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

Course Evaluations

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

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

3.4 TRANSFER CREDIT

Course Credit Transfer Policy

Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Program Director and the Associate Dean for Learning Systems and Student Affairs. No course credits older than 5 years from the date of the student's matriculation will be accepted for transfer. **A grade of "B-" or better is required for each course requested for transfer credit.**

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

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

Students must:

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

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

3.5 EQUIVALENCY EXAMS

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

PubH 6020 Fundamentals of Social and Behavioral Science

Contact: Toben Nelson tfnelson@umn.edu

Number of questions on exam	4
Type of questions	Essay
Open or closed book	----

PubH 6751 Principles of Management in Health Services Organizations

Contact: Jim Begun begun001@umn.edu

Number of questions on exam	32
Type of questions	25 multiple choice, 3 essay, 1 case analysis with 4 questions
Open or closed book	Closed

PubH 6102 Issues in Environmental and Occupational Health

Contact: Bill Toscano tosca001@umn.edu

Number of questions on exam	200
Type of questions	Multiple choice
Open or closed book	Closed

PubH 6320 Fundamentals of Epidemiology

Contact: Rachel Widome widom001@umn.edu

Number of questions on exam	31
Type of questions	Multiple choice, show-your-work problems
Open or closed book	Open

PubH 6450 Biostatistics I

Contact: Sally Olander brown198@umn.edu

Number of questions on exam	60-75
Type of questions	Multiple choice, short answer, and show-your-work problems
Open or closed book	Open

PubH 6741 Ethics in Public Health: Professional Practice and Policy

Contact: Sarah Gollust sgollust@umn.edu

Number of questions on exam	10
Type of questions	Short answer
Open or closed book	Open (no internet access)

4. TUITION, FEES, BILLING, AND FINANCES

4.1 MY FINANCES TAB ON MYU

The My Finances tab in MyU.umn.edu is where you'll find information about billing, payment and financial aid.

This is where you will view account charges and billing statements. It is also where you can submit an online payment using the preferred and free e-check method. Don't forget to sign up for Direct Deposit. For residents of Wisconsin, North Dakota, South Dakota, and Manitoba, remember to apply for reciprocity through your home state or province so your bill will have the correct amounts.

Onestop hosts "how-to guides" for common transactions. You can find financial how-to guides here: onestop.umn.edu/how-guides#accord-3

4.2 TUITION AND FEES

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

4.3 BILLING

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

You may opt into a payment plan when your first bill is available, which will divide your payments over three billing periods throughout the semester. Make sure you always pay your bills on time to avoid late fees or cancellation of future class registration

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

Third Party Billing

onestop.umn.edu/finances/third-party-billing

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

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

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

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

4.4 FINANCIAL AID AND SCHOLARSHIPS

A variety of resources to assist students in financing their education can be found at www.sph.umn.edu/prospective/tuition-finances/paying-for-your-education/. Scholarships specific to SPH Divisions and/or Programs can be found in the Division and/or program guidebook.

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

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

AID TYPE	CONTACT	EMAIL ADDRESS
Division/Major Specific Awards and Traineeships, Division-related donor scholarships, Dean's Scholarship	Your Program Coordinator	
Medica Scholarships, MN Tuition Scholarship,	SPH Student Services	sph-ask@umn.edu

General donor funded scholarships.		
Federal Loans, Financial Aid Package	Liz Holm - Office of Student Finance	holmx029@umn.edu

Loan Deferment

A temporary postponement of loan payments is available only under certain conditions; some loans do not accrue interest in deferment, such as subsidized loans policy.umn.edu/forms/fa/fa830.pdf.

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

Financial Aid Exit Counseling

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

You are required to complete exit counseling when you:

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

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

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

4.5 GRADUATE ASSISTANTSHIPS

Many SPH students use graduate assistantships to help finance their education. These are campus working/learning positions that take the form of research, teaching, or administrative appointments. Degree-seeking students in the SPH registered for six or more credits, including international students, are eligible to apply for an assistantship on campus. Because many assistantships are funded by grants, the research activity of SPH faculty may result in numerous opportunities across the school; you are encouraged to check with your faculty to see if, or when, they may be posting new grant-related assistant positions.

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

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

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

5. GUIDELINES, POLICIES, AND COMPLIANCE

5.1 STUDENT RESPONSIBILITY AND CONDUCT

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

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

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

1. **Respect others**

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

2. **Honor privacy**

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

3. **Present your work honestly**

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

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

5.2 UNIVERSITY OF MINNESOTA POLICIES

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

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

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

Student Conduct Code

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

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

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

Below are the Student Conduct Code's guiding principles:

- a) The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.
- b) The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
- c) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
- d) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
- e) The University is dedicated to the rational and orderly resolution of conflict.
- f) Students are entitled to the rights and responsibilities of other citizens with regard to freedom of speech, peaceable assembly, and right to petition. Students are entitled to exercise their rights to inquire and dissent, speak freely, and peaceably assemble and protest to the extent permissible under both the First Amendment and the Student Conduct Code.
- g) Students are entitled to due process and procedural fairness protections, including the prompt notification of charges, the opportunity to respond, the right to an advocate of choice, and the right to the resolution of a case within a reasonable period of time.

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

- | | |
|--|---|
| 1. Scholastic Dishonesty. | 12. Providing Alcohol to Minors. |
| 2. Disruption of the Academic Environment. | 13. Unauthorized Use of University Facilities or Services. |
| 3. Falsification. | 14. Theft, Property Damage, or Vandalism. |
| 4. Refusal to Identify and Comply. | 15. Unauthorized Access. |
| 5. Attempt to Injure or Defraud. | 16. Disruptive Behavior. |
| 6. Harm to Person. | 17. Hazing. |
| 7. Bullying. | 18. Rioting. |
| 8. Sexual Misconduct. | 19. Violation of University Rules. |
| 9. Disorderly Conduct. | 20. Violation of Local, State, or Federal Laws or Ordinances. |
| 10. Illegal or Unauthorized Possession or Use of Weapons. | 21. Persistent Violations. |
| 11. Illegal or Unauthorized Possession or Use of Drugs or Alcohol. | |

Scholastic Dishonesty and Plagiarism

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

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

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

- Borrowing various words, ideas, phrases, or data from original sources and blending them with one's own without acknowledging the sources.

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

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

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

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

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

Sexual Harassment, Sexual Assault, Stalking and Relationship Violence

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

The University of Minnesota and the School of Public Health are committed to creating a respectful community that is free of harassment. If you see or experience sexual misconduct during a divisional, school, or university related event, or at a professional event (such as at a conference), please consult with a University employee with whom you feel comfortable, or directly report to the Office of Equal Opportunity and Affirmative Action (EOAA) so that they can review the situation. The EOAA will work with you to determine the best course of action to prevent any further misconduct or retaliation.

If you would like more information about sexual misconduct or would like to talk through an experience, The Aurora Center, Student Counseling Services, and Boynton Health Center provide confidential services and resources to help you better understand your rights and the resources available on campus.

Research Involving Human Subjects

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

Any research you conduct while a student at the University of Minnesota may be subject to review and approval by the University's Institutional Review Board (IRB) for the protection of human research subjects. This applies to projects conducted inside or outside the University. For research conducted outside of the University, students may still need IRB approval from the University even if approval has been obtained from an external agency. Any research involving human subjects must be reviewed by the IRB.

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

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

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

IRB Contact Information

(612) 626-5654

irb@umn.edu

research.umn.edu/units/irb

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

Additional guidelines for students involved in international fieldwork

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

Grading & Transcript Policy

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

Leave of Absence

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

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

5.3 COMPLAINTS AND GRIEVANCES

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

- Provide comments on the yearly student survey (in March).

- Meet with your advisor and/or program coordinator.
- Raise the issue with your program director or director of graduate studies, either individually or in a meeting set up for this kind of feedback.

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

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

Bias Grievance Process

Purpose: The School of Public Health (SPH) strives to value and respect all that our students bring to the SPH community. However, events or conflicts may occur, in and out of the classroom, that are deemed inappropriate and inconsistent with this value. Students have a right to report these concerns or incidents of bias. In order to address student reports in a confidential and supportive manner, the SPH developed a basic process that is outlined below. Specifically, if you are a student within the SPH, and feel you have been a victim of discrimination or bias based on your identity or beliefs, please reach out to the Coordinator of Diversity, Equity, and Inclusion (DEI).

Intent: Students may not know all the resources available on campus to address bias-related issues, or they may not feel comfortable reporting these issues or concerns to university offices. Moreover, students may simply wish to talk through an experience before making any other decision. The Coordinator of Diversity, Equity and Inclusion can serve as this point of discussion and referral.

Process: Below is set of process points related to addressing grievances. This is not an exhaustive list of steps, but an outline of critical pieces, meant to give both students and administrators an understanding of what may happen.

1. The Coordinator of DEI, or another SPH administrator, will meet with the aggrieved student to collect information regarding an incident or issue.
2. The Coordinator, or other SPH administrator, may then talk with faculty, staff, or other students to ascertain the context of the incident, as well as the intent and impact of the situation as a whole. It is our intent to move expeditiously, but this process may take several days depending on the schedules of the involved parties.
3. Consult with related office(s). Coordinator of DEI will use all of the available information to help determine whether the situation should be handled by another office or individual (ex: Equal Opportunity and Affirmative Action).
4. Where applicable, the Coordinator will identify and recommend options for resolution.
5. The Coordinator will consult back with student and communicate next steps. These may include (but are not limited to) referral to another campus office or administrator, offer for facilitation or mediation, or a class change.

Our hope is to find reasonable resolutions that will make the aggrieved party/parties feel heard, understood, and continuously welcomed in the SPH community. The coordinator can also provide informal support while the student works with another office to find a resolution.

Note regarding retaliation: The University of Minnesota and the School of Public Health prohibit retaliation against anyone who raises concerns about discrimination, harassment, sexual violence, or nepotism; opposes such practices; or participates in an investigation. Retaliation may include intimidation or harassment. If you feel you have been a victim of retaliation in regards to a report please communicate with the Coordinator of DEI or another administrator in the School of Public Health.

5.4 PRIVACY

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

Often School of Public Health students work as Teaching Assistants or Research Assistants; both roles may require access to confidential or private information. Please be aware of privacy laws, complete assigned/required privacy trainings, and act with the highest honor towards all private information.

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

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

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

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

In addition:

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

5.5 INTERNATIONAL STUDENT REQUIREMENTS

Note: International student requirements may change over time. For up-to-date information go to www.iss.umn.edu.

Global Gopher Online Orientation

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

Immigration Check-In

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

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

Student and Exchange Visitor Information System (SEVIS)

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

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

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

Academic Status

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

Address Change

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

5.6 COMPLIANCE

Immunizations

www.bhs.umn.edu/immunization-requirements.htm

According to OSHA regulations, CDC guidelines, and University of Minnesota policy, Academic Health Center (AHC) students are required to have a health clearance as a condition of enrollment. You must complete this requirement by the 6th week of the semester or a registration hold will be placed on your student account. In addition, Field Experience, Internship, or Applied Practice Experience locations may require additional immunizations based on the location and/or work being performed. Finally, international experiences may also require other immunizations; international requirements are listed here: [Travel](#)

More details and the downloadable *Student Immunization Record* form are available from Boynton Health Service at <https://boynton.umn.edu/immunization-requirement>. You can also stop by Boynton to schedule services, click here for more information <https://boynton.umn.edu>.

HIPAA (Health Insurance Portability and Accountability Act)

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

All students in the Academic Health Center (AHC), including School of Public Health students, must complete the University's online HIPAA Privacy training. The University of Minnesota provides online training courses on proper handling of health information and information security; everyone must complete this training, even if they don't work directly with Protected Health Information. This is because students may have incidental contact with Protected Health Information, and because students may encounter HIPAA violations, and are required to know how to respond to these violations.

This training consists of two separate training courses that you may complete online: (HIP016) HIPAA Training; and (ISA17) University Information Security Awareness Training.

Login to <https://training.umn.edu/> and select "[My Training](#)" to see if you have been assigned the training, or click "[Course Catalog](#)" and enter the course name or number above.

Criminal Background Checks

Students should be aware that Minnesota law may require certain facilities to conduct a criminal background check for all personnel with direct, and/or unsupervised client contact. Facilities that are covered by this law include hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, board/lodging establishments providing health supervision services, and work with minor aged children. Students seeking internships, Field Experiences or Applied Practice Experiences (APEX) may be required to undergo a background check as well, depending on the agency or facility's internal policies. The School will assist students with these requirements; students should call the Student Services Center at 612.626.3500 or go to A395 Mayo for assistance.

Community Engagement Agreement

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

Prior to registration, students are required to provide information about the experience by completing the Community Engagement Agreement available at <https://secure.ahc.umn.edu/publichealth/sphcommunity>. The agreement is complete once it has been approved by the student's advisor and the Registrar and Director of Academic and Student Affairs.

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

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

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

Health Insurance Requirement for AHC Students Participating in Applied Practice/Clerkship/Practicum Experiences

School of Public Health students are expected to have health insurance coverage while participating in their Applied Practice Experience (APEX), clerkship, or practicum experiences. This is a University of Minnesota Academic Health Center requirement. A school/program or site may ask a student for proof of health insurance while a he/she/they is participating in their APEX, clerkship, or practicum experience. If the student cannot provide proof of health insurance, indicating he/she/they is not in compliance with this requirement, they will be pulled from the experience.

The complete policy can be found at on the AHC Office of Education website.

6. GROUPS, ASSOCIATIONS AND SOCIETIES

6.1 STUDENT GROUPS

School of Public Health Student Senate

www.sph.umn.edu/current/senate/

The Student Senate is comprised of graduate students from within the School of Public Health (SPH); it strives to serve as a representative body for students in SPH. The Student Senate provides a voice for students and allows students to get involved in student government, plan social activities, network with departments, work with faculty, demonstrate leadership skills, assist student organizations in hosting school-wide events, and develop creative solutions to new challenges. Student Senate also provides various grants to students and SPH student groups.

Professional Student Government

www.umnpsg.org/

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

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

Council of Graduate Students (COGS)

www.cogs.umn.edu

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

Center for Health Interdisciplinary Programs (CHIP)

www.chip.umn.edu/

The Center for Health Interdisciplinary Programs or CHIP is a department of the Office of Education in the Academic Health Center Senior Vice President's Office. The CHIP Student Center serves all AHC students. CHIP exists to foster interdisciplinary relationships and teamwork between Academic Health Center students. CHIP provides educational, leadership, and service opportunities for students.

Minnesota International Student Association (MISA)

www.facebook.com/misa.umn/

The Minnesota International Student Association (MISA) is a non-profit organization that aims at working in the interest of international students at the University of Minnesota. MISA represents the international community of the University of Minnesota Campus. There are over 6000 international students on this campus, whose length of stay varies from 3 months to several years. MISA plays a vibrant role in students' social lives, by being the forum for international students on the U of M campus and by organizing events throughout the year.

Other Groups

sua.umn.edu/groups/

SPH is home to a number of student organizations. Some are registered campus groups and others are more focused on a division or program. In addition, there are more than 400 student groups on campus are registered with the University's Student Unions and Activities Office, including academic societies, cultural centers, sports clubs, political action groups and fraternities and sororities. These organizations provide students with endless involvement opportunities and the chance to interact with others who share a similar interest.

If you want to know more about current SPH groups or are interested in forming a group within the School of Public Health, please contact sph-ask@umn.edu.

6.2 PUBLIC HEALTH RELATED ASSOCIATIONS AND AGENCIES

American College of Healthcare Executives

www.ache.org

The American College of Healthcare Executives is an international professional society of more than 30,000 healthcare executives who lead hospitals, healthcare systems and other healthcare organizations.

American Public Health Association

www.apha.org

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

Association of Schools and Programs of Public Health

www.aspph.org/

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

Centers for Disease Control and Prevention

www.cdc.gov

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

Council on Education for Public Health

<https://ceph.org>

The Council on Education for Public Health (CEPH) is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health.

Commision on Accreditation of Healthcare Management Education

<https://www.healthcareadministrationedu.org>

The Commission on Accreditation of Healthcare Management Education (CAHME) the only organization that accredits individual academic programs that grant master's degrees in healthcare management in the United States and Canada.

Minnesota Public Health Association

www.mpha.net/

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

National Institutes of Health

www.nih.gov

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

National Board of Public Health Examiners

www.nbphe.org

National Board of Public Health Examiners (NBPHE) established in 2005 as an independent organization, the purpose of which is to ensure that public health professionals have mastered the foundational knowledge and skills relevant to contemporary public health.

6.3 ALUMNI SOCIETIES

School of Public Health Alumni Society

sphalumni.umn.edu

The University of Minnesota School of Public Health Alumni Society has members around the world. Consisting of 12,000+ alumni, the SPH Alumni Society plays a key role in the School and public health community as they continue to shape public health policy, conduct ground-breaking research, lead innovative public health solutions and contribute to the future of public health.

Since its inception in 1982, the School of Public Health Alumni Society has worked to serve alumni and students, promote excellence in programs and serve the needs of the School. Membership is automatically conferred upon all graduates, former students who have completed a minimum of 12-18 credits, faculty and administrators of the school.

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

MHA Alumni Association

mhaalumni.umn.edu

The Minnesota MHA Alumni Association was established in 1948 to facilitate ongoing support of the Healthcare Administration program and to continue fellowship among alumni. With 3200+ alumni members, the Association supports MHA students through scholarships, professional connections, and learning opportunities, and strives to provides MHA alumni with ongoing opportunities for education, engagement and philanthropy.

7. DVM/MPH PROGRAM-SPECIFIC GUIDELINES

7.1 WELCOME

Welcome to the Veterinary Public Health program leading to the MPH degree. The University of Minnesota created the Public Health Practice Major for current veterinary students wishing to pursue an MPH in conjunction with their DVM. The purpose of this degree program is to provide you with an innovative and flexible curriculum that will enable you to achieve your career goals in Public Health. In addition to obtaining a basic knowledge in Public Health through course work in areas such as Biostatistics, Epidemiology, Environmental Health, and Health Administration, you will choose electives based on your own specific academic and career goals.

The term “public health practice” is defined as the application of knowledge, skills, and competencies necessary to perform essential public health services. This dual degree program positions you to compete more effectively for positions that deal with the interface of human and animal health, spanning the biomedical and food industries, as well as the state and federal government agencies involved with agriculture, public health, and animal health. Widespread concern about food protection, bioterrorism, antibiotic resistance, and zoonotic diseases have dramatically increased opportunities for public health veterinarians – professionals who address key issues related to food safety, emerging infectious diseases and public health.

This guidebook is designed to answer your questions about the program and start you on the way to successful completion of the MPH degree. If you have any questions or concerns, please feel free to contact your Program Coordinator, Sarah Summerbell, peter415@umn.edu.

7.2 INTRODUCTION

The program in Veterinary Public Health is an opportunity for students enrolled in any college/school of veterinary medicine accredited by the American Veterinary Medical Association to concurrently pursue the MPH degree at the University of Minnesota. MPH candidates may complete the MPH degree requirements for the degree on a full-time or part-time basis.

To meet the SPH enrollment policy, students must register as a School of Public Health student for at least two terms (a term is defined as a Fall, Spring or Summer Session). All DVM/MPH dual-degree students meet the two-term minimum requirement by enrolling in the University of Minnesota, School of Public Health (SPH) for two summer sessions.

Please note that students are allowed to complete a maximum of 14 credits outside of the SPH and transfer the credits into the MPH degree program, subject to approval of the DVM/MPH Program Director and the Public Health Practice Major Chair. For University of Minnesota DVM students, a maximum of 11 credits of coursework can be “double-counted” between the College of Veterinary Medicine required coursework and the School of Public Health.

The MPH consists of at least **42 semester credits**, including a public health applied practice experience (APEX) and a MPH integrated learning experience (ILE). All MPH students are required to complete core requirements in the basic public health sciences: epidemiology, biostatistics, administration, behavioral science and environmental health as well as the foundations of public health course. These basic public health science competencies coincide with the *Council on Education in Public Health (CEPH)* required core curriculum in public health. The University of Minnesota School of Public Health is accredited by CEPH.

DVM/MPH students work with their advisor to arrange a public health applied practice experience (APEX) and a MPH integrated learning experience (ILE). A minimum of 90 hours (two credits) in a public health setting is required for completion of the public health APEX. Students may count a clinical rotation in a college of veterinary medicine as an APEX as long as it meets content and credit standards for both experiences **AND** receives approval from the program. The MPH integrated learning experience, depending on the topic may be a: Research Paper, Systematic Literature Review, Consultative Report, or Grant Proposal.

Public Health Practice Major Staff

Major Chair of Public Health Practice

Craig Hedberg, PhD - hedbe005@umn.edu

DVM/MPH Program Director

Larissa Minicucci, DVM, MPH - minic001@umn.edu

DVM/MPH Program Coordinator

Sarah Summerbell, MS - peter415@umn.edu

7.3 PROGRAM CURRICULUM

Students are required to complete a minimum of 42 credits to earn a MPH. The Public Health Practice (PHP) major (DVM/MPH resides within this major) has four components: Basic Core Curriculum, Electives, Applied Practice and Integrated Learning Experiences. Students are also required to fulfill the 22 foundation and 5 PHP program specific competencies.

The MPH core curriculum fulfills the 22 required MPH foundation competencies as established by Council on Education for Public Health (CEPH). The Public Health Program specific and additional MPH foundation competencies are fulfilled through the applied practice and integrated learning experiences or courses.

Refer to Appendix F to review the 22 required PHP and MPH Foundation competencies.

42 SEMESTER CREDIT MINIMUM

A MAXIMUM 14 CREDITS CAN TRANSFER FROM THE DVM CURRICULUM. TRANSFER CREDITS MUST RECEIVE A GRADE OF B- OR ABOVE, AND BE APPROVED BY THE DVM/MPH PROGRAM DIRECTOR.

Public Health Core (16 credits)

Courses designated as part of the Public Health Core must be taken for a letter grade (A-F) only.

PubH 6020	Fundamentals of Social and Behavioral Science (in-person and online)	Fall/Spring /Summer	2
PubH 6102	Issues in Environmental and Occupational Health (in-person and online)	Fall/Spring/Summer	2
PubH 6250	Fundamentals in Public Health (online)	Fall/Spring/Summer	2
PubH 6320	Fundamentals of Epidemiology (in-person and online)	Fall/Spring/Summer	3
PubH 6414	Biostatistical Literacy (in-person and online)	Fall/Spring Summer	3
<i>and at least a one-credit stats programming course (see list below)</i>			
or			4
PubH 6450	Biostatistics I (in-person and online)	Fall	
PubH 6741	Ethics in Public Health: Professional Practice and Policy (online)	Fall/Spring/Summer	1
PubH 6751	Principles of Management in Health Services Organizations (online)	Fall/Spring/Summer	2

Descriptions of Required Courses

PubH 6020 Fundamentals of Social and Behavioral Science

Four major approaches to public health problems: psychosocial, economic, community, policy. Lectures provide overview of theory/implementation. Small groups provide opportunity to practice skills.

PubH 6102 Issues in Environmental and Occupational Health

The field, current issues, and principles and methods of environmental and occupational health practice.

PubH 6250 Foundations of Public Health

In this course we will examine values, contexts, principles, and frameworks of public health.

PubH 6320 Fundamentals of Epidemiology

Basic concepts and knowledge of epidemiology, a methodology used to study the etiology, distribution, and control of diseases in human populations.

Biostatistics Options

PubH 6414 Biostatistical Literacy, plus a programming course

Biostatistical Literacy has the primary goal of developing student ability to read and interpret statistical results in the primary literature of their specific scientific field of interest. This course will involve minimal calculation and offers no formal training in any statistical programming software. Biostatistical Literacy will cover the fundamental concepts of study design, descriptive statistics, hypothesis testing, confidence intervals, odds ratios, relative risks, adjusted models in multiple linear, logistic and Poisson regression, and survival analysis. The focus will be when to use a given method and how to interpret the results, not the actual computation or computer programming to obtain results from raw data.

If you take PubH 6414, you are required to take an additional programming course. The options are:

- PubH 6325 (1 cr) Data Processing PC-SAS
- PubH 6420 (1 cr) Intro to SAS Programming
- PubH 6470 SAS Procedures and Data Analysis
- PubH 6813 (2 cr) Managing Electronic Health Information (not sure if course is still being offered)
- PubH 7461 (2 cr) Exploring and Visualizing Data in R
- PubH 6617 (3 cr) Practical Methods for Secondary Data Analysis
- PubH 6107 (1 cr) Excel and Access in PH Settings

This list is NOT inclusive.

If you prefer **more in depth biostatistics** knowledge register for **PubH 6450 Biostatistics I** and/or PubH 6451 Biostatistics II, which includes statistical programming and calculations, so another programming course is not required.

PubH 6450 Biostatistical Methods

Descriptive statistics. Gaussian probability models, point/interval estimation for means/proportions. Hypothesis testing, including t, chi-square, and nonparametric tests. Simple regression/correlation. ANOVA. Health science applications using output from statistical packages. Prereq: College-level algebra, health sciences grad student, or instructor consent.

To review a guide regarding which biostats course is right for you, check out <http://www.sph.umn.edu/academics/divisions/biostatistics/courseintro/>

PubH 6741 Ethics in Public Health: Professional Practice and Policy

Introduction to ethical issues in public health practice/policy. Ethical analysis. Recognizing/analyzing moral issues.

PubH 6751 Principles of Management in Health Services Organizations

Focuses on the skills and knowledge necessary to determine the mission of the organization and plan for the future, structure the organization to support individuals in their work, and motivate and manage activities to achieve their goals.

MPH Applied Practice Experience (APEX)

Applicable APEX credits may be transferred from your veterinary curriculum, or you may register through the University of Minnesota. These decisions are made on a case by case basis in consultation with your program coordinator.

The Applied Practice Experience (APEX) is a hands-on opportunity to implement your public health knowledge and skills in a real-world setting with the goal of demonstrating attainment of at least five public health competencies. The PHP APEX provides you with a means of gaining additional insight into public health agencies/programs, personnel management, governmental relations, public relations, legislative support and knowledge of special investigations conducted by these organizations. Participation in the activities of public health practice programs external to the

University adds a dimension of experience to the curriculum that enriches your training and may be beneficial in seeking employment.

Students are required to produce two products that address at least five competencies during their APEX. At least three must be foundational competencies and the others can be PHP program-specific competencies. To review the competencies, refer to Appendix F.

Consult with your advisors when setting up your applied practice experience and complete the online APEX learning agreement **prior** to starting the APEX.

What is the online APEX learning agreement?

Before beginning an APEX, the online *learning agreement* form must be completed. The learning agreement is located on <http://www.ahc.umn.edu/sphfieldexp/index.cfm?CFID=954457&CFTOKEN=87103073>.

The preceptor, your academic advisor, and the coordinator must electronically approve the learning agreement. Complete the learning agreement as soon as arrangements are settled. The learning agreement is intended to avoid misunderstandings concerning expectations on the part of people involved, document which competencies you will be fulfilling and it allows you to submit your two products for review.

The Learning Agreement includes:

- name of the organization, preceptor and the dates and hours.
- types of activities that you are proposing to conduct
- specific foundational and program-specific competencies the APEX that will be addressed.
- means to upload the specific products that will result from this APEX.
- submit an online APEX evaluation at the conclusion of the APEX. The preceptor may also submit an online APEX evaluation at the conclusion of the APEX.

What are some APEX options?

- Co-curricular activities (e.g., service and volunteer opportunities, such as those organized by a student association)
- University-affiliated settings – focused on community engagement, typically with external partners
- University health promotion or wellness center may also be appropriate
- Practicum or internship, etc.
- APEX designated course

What cannot be an APEX?

- Mission trips
- Clinical work
- Data analysis, data entry, manuscripts, or case study work for a faculty member's research project
- Prior work/volunteer activities or coursework that begins before the learning agreement is approved

When should the APEX be completed?

It is recommended that you complete the core curriculum before starting an APEX. The APEX may be completed in a concentrated block of time or spread throughout a student's enrollment.

How many credits is the APEX?

All DVM/MPH students are required to complete at least two credits of APEX (1 cr = 40-45 hrs of APEX) and have the option to complete up to six credits (6 cr = 270 hrs, 6 weeks) in order to graduate.

How do I register for APEX credit?

Students register for the APEX credits **for the term** that the APEX will take place. To register, contact the program coordinator for the *proper 5-digit class number* (this is NOT a permission number). The online APEX learning agreement **MUST** be complete before beginning the APEX.

Grading of APEX

The grading for the APEX is S/N. Your academic advisor will enter the grade after he/she has accepted your submitted APEX's products and your evaluation of the APEX.

International APEX

International APEX require a release and waiver form, international health insurance and other forms. The forms are available on the APEX learning web site and must be completed before leaving the U.S. Give yourself plenty of time to get all the paperwork processed. To familiarize yourself with student expectations and definitions while abroad, visit the Student Travel and Education Abroad: Health and Safety Policy and reach out to the SPH international applied practice coordinator, Katy Korchik.

How do I demonstrate attainment of the competencies?

Students must produce two products that demonstrate attainment of five competencies as part of the APEX. At least

three must be foundational competencies and the others can be PHP program-specific competencies. You will upload the products to your APE electronic learning agreement for your advisor to review.

What is an APEX product?

APEX products must benefit both the practice site and the student. Product examples include, but not limited to:

- Journal entries that document activities that demonstrate practice or application of a competency
- Completed tests
- Written assignments
- Brochure
- Flyer
- Training manual
- Policy brief
- Videos
- Multi-media presentations
- Spreadsheets
- Grant proposals
- Budgets
- Health promotion materials
- Training course curriculum
- Program evaluation reports
- Surveys
- Websites
- Posters
- Photos
- Other digital artifacts of learning

Good Examples of APEX:

- Under the supervision of the course instructor and by request of a small beach community, students went out into the field and conducted a community needs assessment and then wrote a report that included recommendations
- From a state that recently legalized marijuana, a student interned in the state health department and created a guidance document and policy statement regarding edibles
- Another service learning activity through a health promotion course was to create an evaluation plan for a state-funded teen pregnancy prevention program. Products included logic models and an evaluation plan. The evaluation plan was a request form the teen pregnancy prevention program.
- One student interned at a state health department in the infectious disease division and created an electronic toolkit for healthcare providers regarding needle and injection safety.

Unacceptable APEX:

- Helping a faculty conduct research for the faculty's own publication (with no interaction from a community site)
- Writing a paper on the student's practice experience
- Writing a reflection paper about competencies learned during the practice experience
- Simulations or case studies

Can I get paid for my APEX?

Yes, students may conduct their APEX on a paid or volunteer basis.

Can I use my place of employment for my APEX?

Yes, the APEX can be completed at your current workplace, if applicable, but it must begin after the learning agreement is approved. In other words, the student can complete an APEX at the student's workplace, but the prior work experience does not count. As stated above, the APEX must begin only after the learning agreement has been approved.

Who reviews the products?

Your academic advisor will evaluate the two products and submit the final grade for the APEX.

Selection of APEX placement(s)

Although most students will select one site to fulfill their APEX requirements, some students may select more than one site to fulfill their total requirements. The responsibility of arranging for the APEX rests with the student although there are a number of resources available to help students select an appropriate placement and activity. Resources for APEX placement sites include the student's academic advisor or other faculty members with content expertise in a certain area, and students and staff. The School of Public Health also has a number of resources, including listings of past applied practice experiences.

Examples of acceptable placements include the Minnesota Department of Health or other governmental agencies, non-profit or community organizations or health care organizations. Some students may elect to do their APEX internationally. University of Minnesota affiliated settings may be acceptable if there is a community engagement or

community health promotion component.

In selecting a potential site, you should consider the following questions:

- Is this a public health practice setting?
- Can you tie this activity to foundational or program-specific competencies?
- Can you identify two products that address the competencies and are beneficial to the site?

Can I complete the ILE at the APEX?

Some students may find certain aspects of the applied practice experience sufficiently interesting to do an integrated learning experience (ILE) while completing the APEX. The APEX and ILE should represent separate activities, although they may be related. The ILE should involve more independent work than the APEX. For example, students who prepare a protocol or survey for their APEX can analyze results of their survey for the ILE. Students may work on a certain activity at a site (such as MDH) for their APEX and different activity at the same site for their ILE.

- Student who use the same experience for both the APEX and ILE must create products that meet the requirements specific for the APEX and the ILE.

- Students registered for APEX and ILE credits separately.

- The products for the APEX and ILE are different

- For example, an APEX product must be created as part of the experience and benefit the practice site (e.g., write an executive summary, a written procedure)

- an ILE paper may be a written report on the experience or activities at the practice site, but the report does not need to be written as part of an activity or to benefit the practice site.

Criminal background check

Students should be aware that Minnesota law may require certain facilities to conduct a criminal background check for all personnel with direct, and/or unsupervised client contact. Facilities that are covered by this law include hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, board/lodging establishments providing health supervision services, and work with minor aged children. Students seeking internships, Field Experiences or Applied Practice Experiences (APEX) may be required to undergo a background check as well, depending on the agency or facility's internal policies. The School will assist students with these requirements; students should call the Student Services Center at 612-626-3500 or go to A395 Mayo for assistance.

MPH Integrated Learning Experience (ILE)

MPH students are required to complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and program-specific competencies.

The integrated learning experience (ILE) is a highly quality written paper that demonstrated your proficiency with the written word and is appropriate for your educational and professional objectives. The ILE paper is a concise, logical, and well-developed and thoughtful piece of writing that has gone through several rounds of review and revisions that communicates clearly. Ideally, the written product is developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations.

The ILE must address at least 3 competencies that include both foundational and PHP program-specific competencies.

There are four options to complete the culminating experience (ILE) requirement.

The goal of the final project or culminating experience is to provide an avenue to synthesize and integrate knowledge acquired in coursework and other learning experiences. Additionally, the final ILE will encourage the application of theory and principles learned in a practical setting.

All ILE options require an oral presentation.

Presentations can be done via webinar, travel to Minnesota is not required.

Systematic Literature Review

- focus on pertinent questions or issues in public health practice
- provides students with an opportunity to apply analytical skills in the synthesis and interpretation of the literature under faculty supervision
- requires written paper and oral presentation to MPH committee

Research Project / Data Analysis

- focus on pertinent questions or issues in public health practice
- provides students with an opportunity to apply research skills to pertinent issues and questions under faculty supervision
- may involve the collection of primary data by the student or can be completed through secondary analysis of existing data
- IRB and IACUC approvals may be required
- requires written paper and oral presentation to MPH committee

Consultative Report / Inter-disciplinary Practicum

- gives the student the opportunity to address an actual public health problem that is currently faced by a public health agency (public or private)
- perform a consultation for the agency and then write a summary report
- deliverables may include a literature review, community assessment, grant proposal, policy brief, curricula, educational materials, etc.
- may emanate from a field experience
- IRB and IACUC approvals may be required
- students who choose this option will need to work closely with a community preceptor as well as their advisor(s)
- requires a written document and oral presentation to MPH committee and community stakeholders

Grant Proposal

- opportunity to work with a faculty member or outside collaborator in applying for a research grant to explore a public health topic
- writing a successful grant application is a very important skill to possess in the practice of public health
- grant proposal should be substantial enough in content that the student has the opportunity to explore the topic to a similar depth of that required for a research paper or literature review
- a grant proposal, such as those submitted to the NIH, would be appropriate
- IRB and IACUC approvals may be required
- requires submission of the grant proposal and an oral presentation to MPH committee

How long is the ILE paper?

There is no required length for the ILE paper.

How do I register for ILE credit?

Students register for the ILE credits for the term it written. To register, call the program coordinator for the proper 5-digit class number.

Grading of ILE

The grading for the ILE is S/N. Your academic advisor will enter the grades after he/she has read your ILE paper and confirmed completion of the competencies.

Can I complete the ILE at the APEX?

Some students may find certain aspects of the applied practice experience sufficiently interesting to do an integrated learning experience (ILE) while completing the APEX. The APEX and ILE should represent separate activities, although they may be related. The ILE should involve more independent work than the APEX. For example, students who prepare a protocol or survey for their APEX can analyze results of their survey for the ILE. Students may work on a certain activity at a site (such as MDH) for their APEX and different activity at the same site for their ILE.

- Students who use the same experience for both the APEX and ILE must create different products that meet the requirement that are specific for the APEX and the ILE.
- Students registered for APEX and ILE credits.
- The products for the APEX and ILE are different

- For example, an APEX product must be created as part of the experience and benefit the practice site (e.g., write an executive summary, a written procedure) but an ILE paper may be a written report on the experience or activities at the practice site, but the report does not need to be written as part of an activity or to benefit the practice site.

ILE topic and Approval Process

The student and the academic advisor decide how the integrated learning experience requirement will be met. The student is responsible for consulting with and acquiring approval from the academic advisor to confirm that the integrated learning experience meets the requirements of the program(s).

Students must complete an ILE proposal form (Appendix B) and get it approved by the ILE, academic advisor and/or director of the DVM/MPH Program. The proposal form sets up a guiding framework for the integrated learning experience and which competencies will be fulfilled.

Electives (to equate to 42 or more total credits)

Electives are achieved via transfer credits, attendance at at least one Public Health Institute, and online courses of your choice. Depending on the number of transferrable credits that come from your DVM, most students must complete 7-10 elective credits through the University of Minnesota.

Students, in collaboration with their Academic Advisor, may arrange their curriculum around a theme of interest or focus representing current public health issues.

7.4 OTHER DEGREE REQUIREMENTS

Registration Requirement

Students are required to register for at least 2 semesters **and** a minimum of 15 credits in the School of Public Health. If you do not register in the School of Public Health each term you will be discontinued in the registration system. We do not assume that you will stay continually enrolled; in fact, you are not expected or encouraged to take online MPH classes during fall or spring semester when you have heavy DVM coursework responsibilities. Contact the Program Coordinator to be re-activated in the MPH if necessary.

Military Leave

If students are called on active-duty, they will be placed on a Leave of Absence from the SPH. Within one calendar year following the return from active duty, students must contact the Program Coordinator to make arrangements for reinstatement.

Course Numbers and Graduate Credit

5xxx, 6xxx, 7xxx and 8xxx-level courses at the University of Minnesota are considered graduate-level. 1xxx and 3xxx-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student's Major Chair – 4xxx courses may also be applied toward an MPH degree as long as they are taught by a member of the School of Public Health faculty.

To register for courses that are “completely online” always select SECTION 320.

SPH Grading Policies

Satisfactory Progress requirement for the MPH

Students are expected to advance steadily towards graduation. Student's records are reviewed at the end of each semester to determine whether satisfactory progress is being made towards their degree.

Each major within the School of Public Health must provide written notification by the middle of each term to students whose cumulative GPA is less than 3.0 at the end of the preceding semester term (excluding incompletes) that they are on probation and that they must maintain a minimum term GPA of 3.0 for each subsequent term. Students must achieve letter grades (incompletes are unacceptable while on probationary status). This written notice must inform the student that the GPA must be raised to a minimum of 3.0 to be removed from probationary status and to be awarded a degree.

Students on probationary status who do not receive at least a 3.0 GPA for each subsequent term will be dismissed from the program. A major may adopt a more extensive or stringent policy related to probation or dismissal for academic deficiencies. Where such policies are developed, majors must provide documentation to students upon admission and must include this policy statement in the initial written notification to students whose GPA drops below 3.0.

Students who have been dismissed and are interested in reapplication to the School are allowed to do so 12 months after the original admission term and year. The dismissal becomes part of the reapplication and is considered in any admission decision. Note that any courses taken for graduate credit during this 12-month period cannot be transferred in to a program should the student be readmitted.

Grade Point Average

Students must achieve a grade point average of no less than 3.0 (B) across their *entire* program to receive an MPH degree.

S/N Grade Option

MPH students may take no more than 20% of their coursework on an S/N (satisfactory/non-satisfactory) grading basis, exclusive of those topics, seminars, and APEX courses offered only on an S/N basis.

Grading of Public Health Core Courses

Students must take all public health core courses for a letter grade (A-F). **Students will be required to achieve a B-grade or better in each course taken on an A-F basis.** Students may retake public health core courses at their own expense until they achieve a grade of B- or better. However, a retaken course may be counted only once toward degree requirements in the student's study plan. Students should contact the faculty who taught the course for guidance on retaking the course.

Repeat and Bracket Course Policy

An officially admitted SPH student (MHA, MPH, MS, PhD, and Core Concepts Certificate) may repeat a **public health course** only once.

SPH students have the option to bracket **a particular course (with the same course number) one time**. Bracketing is a practice where one grade is omitted from GPA calculations, while continuing to appear on the transcript.

- Only courses with the same catalog number may be bracketed.
- A University of Minnesota course may not be bracketed with a course taken at another institution.

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

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

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

Students can discuss with their advising team and/or consult the Educational Policy Manual at <http://www.sph.umn.edu/facstaff/edpolicy> for alternative core course options. Approved EPC 2/2012

"I" – (Incomplete). A grade of incomplete, "I," can be assigned by the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be written by the Instructor and signed by both the Instructor and the Student. This contract is due at the end of the registered term for all "I" grades. A template for an "I" contract is available from the SPH Student Services Office.

"K" – (In Progress) There shall be a symbol K, assigned by an instructor to indicate the course is still in progress and that a grade cannot be assigned at the present time

Course Substitutions and Waivers

All student requests that deviate from the degree curriculum requirements outlined in this Guidebook must be made on a **Petition** form. The **Petition** form is available from the Program Coordinator.

Students should note that the process for approving a course substitution or waiver could take up to eight weeks, so plan accordingly.

Course Credit Transfer Policy

Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Program Director and the Associate Dean for Academic Affairs for Learning Systems and Student Affairs. **No course credits older than 5 years from the date of the student's matriculation will be accepted for transfer. A grade of "B-" or better is required for each course requested for transfer credit.**

DVM/MPH students are allowed to transfer 14 credits.

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

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

Students must:

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

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

Double Counting courses between the MPH and the DVM

Up to eleven (11 of the 14) credits can be double-counted. Double counted credits are those that count towards both *required* curriculums of the DVM and MPH degrees. The maximum number of credits cannot be changed for any reason. Students may also transfer another three (3) credits of elective course(s) to transfer in a total of 14 credits.

Note that a grade of "B-" or better is required for each course requested for transfer credit, unless the institution uses only satisfactory and non-satisfactory, then a satisfactory grade is required.

Time Frame

The maximum time allowed by the School of Public Health for completion of an MPH degree is five years. The five-year period begins with the first term of enrollment after admission to a degree program in the School. The curriculum can be completed at your own pace and courses completed in any order. It is not expected that DVM students will enroll in MPH courses during the fall or spring semesters, but it is allowed. The majority of MPH coursework should be completed during the summer terms. Most DVM/MPH students complete the MPH in 3.5 years.

MPH Study Plan

Students are required to submit a completed MPH Study Plan to the program coordinator at least one semester prior to their anticipated completion of coursework.

Application for Degree

MPH students are required to complete an *Application for Degree* form. There are strict deadline dates before a student can be cleared for graduation. Current students can complete the form online via <http://onestop.umn.edu>. Alternatively, copies of this form can be obtained from the program coordinator or downloaded from <http://policy.umn.edu/Forms/otr/otr177.pdf>. Students are encouraged to submit the form in their first semester of matriculation.

7.5 APPLIED PRACTICE EXPERIENCE (APEX)

MPH students must complete a formal, supervised applied practice experience. MPH students are required to complete 90 hours (2 credits) in order to graduate. A maximum of 270 hours (6 credits) is allowed. Neither prior professional degrees nor prior work experience are sufficient grounds for waiving the fieldwork requirement. DVM/MPH students should complete at least 1 credit of APEX in a human public health setting and relate their activities to the common goal of public human health.

APEX Requirements

1. All DVM/MPH students are required to complete two credits (minimum of 90 hours, 1 credit = 45 hours) of APEX as part of the degree program. Additional APEX credits are counted as elective credits, up to a maximum of six total APEX credits.
2. Students in consultation with their advisor should select the particular organization(s) with which they wish to work. The selection of the organization, contact with it and designation of a preceptor in the organization may be arranged any time during the year.
3. Veterinary public health covers a broad area of expertise including some activities which have more animal experience and others that have more human experience. Yet for all public health activities, the goal remains the same: to reduce the amount of disease and injury, premature death, disease, and injury produced discomfort and disability in our human population. **Therefore**, DVM/MPH students are encouraged to complete at least one credit of APEX in a human public health setting and relate their activities to the common goal of public human health.
4. An APEX can also be arranged to meet the criteria of a college of veterinary medicine clinical elective in your college of veterinary medicine curriculum. Individual APEX opportunities can be combined to meet this requirement, for instance, a student may do one week in a public health agency for one credit and then another week at a different setting for the remaining credit.
5. Some students may find certain aspects of the APEX sufficiently interesting to do the MPH ILE while completing the APEX. This may require a more extensive study, an appropriate literature review, and an expansion of the subject beyond the APEX. Students interested in this possibility should consult with their advisor.
6. The student and advisor arrange the number of credits for the APEX. The grading for the field experience is S/N. 45 hours of APEX equals one credit.

7.6 MPH INTEGRATED LEARNING EXPERIENCE (ILE) AND PRESENTATION

MPH students must complete a MPH ILE that demonstrates the following: 1) familiarity with the tools of research or scholarship in the major, 2) the capacity to work independently, and 3) the ability to present the results of the investigation effectively. The MPH ILE should involve a combined total of at least 45-135 hours (1-3 credits) of work. The advisor specifies the nature and extent of the options available to satisfy this requirement and determines whether the requirement is to be satisfied in conjunction with or independent of the coursework in the student's major. MPH students must complete an oral examination as specified by the major.

Requirements

The MPH ILE signifies a planned undertaking involving studious inquiry or examination. The product of that undertaking is a formal, written, scholarly report that demonstrates writing proficiency as well as the ability to critically approach a topic, synthesize, interpret and successfully convey information to the appropriate audience.

Students should demonstrate familiarity with the tools of applied research or scholarship in public health practice, ability to work independently, and ability to apply skills learned in coursework by completing one of the four available options: research paper, systematic literature review, consultative report or grant proposal. MPH ILEs must have a demonstrable relevance to public health. The length of the project paper, including appendixes and references, will vary based on the ILE's topic.

MPH Integrated Learning Experience (ILE) Advising

DVM/MPH students may have an advisor for the MPH ILE other than their academic advisor. The MPH ILE advisor may be another faculty person or community advisor who has the expertise or interest in the topic of the ILE. The student, his/her advisor, and MPH ILE advisor for whom the work is to be done with (if different from the advisor) decides how the MPH ILE requirements are to be met. Note: the MPH ILE advisor does not need to be faculty member at the University of Minnesota.

Students must keep in touch with their academic advisor during the course of the MPH ILE, if different people. Each MPH ILE advisor should specify how he/she prefers to work with the student. The student is responsible for consulting with and acquiring approval from the academic advisor to confirm that the ILE meets the requirements of their program of study.

Students should know that faculty may decline working with a student's ILE that is out of their area of expertise or if the student's timeline does not work out for the faculty member. Therefore, students are encouraged to seek information and ideas from other faculty members as well.

MPH Integrated Learning Experience (ILE)

The topic and form of the MPH ILE depend upon the student's experience and the interests of both the student and the ILE advisor. For example, if the student lacks experience in writing scholarly papers the student may profit from writing a systematic literature review, which involves a critical synthesis and interpretation of the literature on a public health topic using validated methodologies. However, those students with demonstrated writing skills and an interest in research might profit from working on a research paper involving collaboration with School of Public Health or College of Veterinary Medicine faculty.

Ideally, the student's work will culminate in the preparation of an article for potential publication. With approval of the ILE and academic advisors, students may submit the MPH ILE in publication format, along with appendixes of data, surveys, tables, etc. Please check with advisors for guidance.

MPH Integrated Learning Experience (ILE) Proposal Form

Students are required to complete a MPH ILE proposal form once the topic of the MPH ILE has been identified. The academic and project advisors sign off this form. The **MPH ILE Proposal Form** – is available via email from Sarah at peter415@umn.edu. A sample is provided in Appendix B. The proposal sets up a guiding framework and contract for the ILE and establishes a timeline for completion that is mutually satisfactory to the student and his/her advisor. The project ILE should include the following:

1. ILE/product type
2. Briefly describe your proposed ILE and its purpose.
3. State the key ILE objectives.
4. What is the public health relevance of the ILE?
5. Briefly describe the ILE's methodology.
6. Anticipated date of completion
7. Budget
8. Oral committee members

The ILE Proposal must be approved by the academic advisor, MPH ILE advisor, and DVM/MPH Program Director, and if appropriate the preceptor before beginning the ILE itself. For ILEs involving collection of information from people, the student must obtain approval from the Institutional Review Board (IRB). For ILEs involving the use of animals, the student must obtain approval from the Institutional Animal Care and Use Committee (IACUC).

Human Subjects Protections

All students at the University of Minnesota who conduct any research using human subjects are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval prior to conducting their study.

If you will be conducting any kind of research involving human subjects for your MPH project, you will need to seek approval from IRB at the University of Minnesota. Examples include mailed or in-person surveys, analysis of a data set containing private information, or observing behavior, just to name a few.

Students either completing their work at another institution, agency, or company *or* receiving credit for their work at another institution will also need to be in compliance with the human subjects regulations at that respective location. In these situations, to meet University of Minnesota requirements, there are two options:

- 1) submit an IRB application to the University of Minnesota IRB or
- 2) submit section 1 of the UMN application form along with a copy of your IRB application and approval from another institution with a cover letter to Minnesota explaining that the work will be for academic credit at the University of Minnesota

In all cases, you must receive approval from the University of Minnesota before starting your project research.

You will need to complete the following two training courses prior to application to IRB, so you may want to complete these early in your program. Training information can be found at the following websites:

- CITI: <http://www.citiprogram.org/>
- HIPAA: <http://www.ahc.umn.edu/privacy/training/privtraining/home.html> (only if you are using PHI in your research)

Important websites for IRB information and application:

- University of Minnesota IRB: <http://www.research.umn.edu/irb/>
- Information for Students: <http://www.research.umn.edu/irb/studentResearchers/>
- Applying to IRB: <http://www.research.umn.edu/irb/applying/whichform.cfm>

For most MPH projects, an expedited or exempt review will be appropriate. Please consult with your academic advisor or with an IRB representative for guidance.

*To obtain final approval for an MPH project proposal, students will need to document IRB approval when appropriate.

The approval process can take up to two months. This time must be accounted for when developing the proposal timeline. *No contacts with potential or actual study participants or animals, including recruitment, or other research may occur until final IRB approval.* After the outline has been approved, each student should allow a minimum of six months to complete all the tasks involved in preparing the application and getting approval, conducting the project and preparing the final draft.

Research Subjects Protection Program (IRB)

Mayo Mail Code 820
D528 Mayo Memorial Bldg
420 Delaware Street SE
Minneapolis, MN 55455
Phone: (612) 626-5654
Fax: (612) 626-6061
<http://cflegacy.research.umn.edu/irb>

Animal Subjects Protections

Ensuring that animals are used appropriately and cared for humanely is a responsibility borne by both the scientific community and society at large. There are good reasons to use animals in research and in other projects, but our respect for life and our duty not to cause unnecessary harm places constraints on those activities.

Upholding the University's responsibility toward its animals is the charge of the Institutional Animal Care and Use Committee (IACUC) (<http://www.research.umn.edu/iacuc>), as specified by the Regents' Policy on Animal Care and Use (http://www1.umn.edu/regents/policies/academic/Animal_Care.pdf). The IACUC oversees all the University's programs and facilities that either house or use animals. Its primary task is to review proposals for projects that use animals to ensure that those projects fulfill two general criteria: they must be justified by their societal benefits; and they must treat animals humanely. The scope of the IACUC's responsibility for review covers all research or educational use of animals by faculty, staff and students at all University of Minnesota campuses.

The IACUC also regularly inspects each project and facility that uses animals, reevaluates the University's overall animal care and use program, and helps University departments develop and deliver training and educational programs to the research community and the public on animal care and use. It carries out these tasks in concert with the University's Research Animal Resources (<http://www.ahc.umn.edu/rar>), which is responsible for the acquisition, daily care, and veterinary care of all laboratory animals on the Twin Cities campus.

The IACUC has a broad responsibility. Generally, the committee reviews any use of live animals in research, teaching, service or display by faculty, staff or students affiliated with the University of Minnesota, regardless of where the activity occurs and of the activity's funding source.

In short, all animals used by University personnel for University purposes or owned by the University of Minnesota come within the scope of the IACUC's review. These animals are involved in a variety of uses and in a range of disciplines.

The Protecting Animals Subjects guide, available at <http://www.research.umn.edu/iacuc/guides>, is available to assist researchers in preparing their Animal Care and Use Protocol applications for submission to the IACUC.

All students, faculty, and staff working with animals must complete animal training certification. The certification seminar is available on-line at <http://www.iacuc.umn.edu/training/index.cfm>. If you are not a University of Minnesota employee, click the link titled Non-University Employees and inform IACUC Manager Matt Byers at (612) 626-2126 upon completion.

Students must review the IACUC policies and determine if they need to submit an application for review of a project. If students need to complete a form, please note that a University faculty is required to sign off as the PI. Questions concerning exemptions or other aspects of IACUC should be addressed to iacuc@umn.edu or 612-626-2126.

IACUC Office of Animal Welfare

Mayo Mail Code 79
D520 Mayo Memorial Bldg
420 Delaware Street SE
Minneapolis, MN 55455
Phone: (612) 626-2126
Fax: (612) 626-6061

<http://cflegacy.research.umn.edu/iacuc>

MPH Integrated Learning Experience (ILE) Options

Option One: Research Paper

The research paper will focus on pertinent questions or issues in public health practice. This MPH ILE option provides students with an opportunity to apply research skills to pertinent issues and questions under faculty supervision.

A MPH ILE resulting in a research paper may, but need not necessarily involve the collection of primary data by the student. A MPH ILE can be completed through secondary analysis of existing data as well. ILEs may be undertaken in conjunction with ongoing faculty research, a student's class, or be carried out in conjunction with an APEX. Doing research at the APEX site can create the opportunity for the student to systematically investigate issues or problems that are of direct relevance to his/her fieldwork organization. Such research in an "applied" mode will then provide an opportunity for the student to wrestle with the issues of knowledge and research utilization in practice or program development. However, before beginning the MPH ILE itself, this option must be discussed and approved by the advisor research advisor and preceptor early in the APEX. Note: all MPH projects must have a demonstrable relevance to public health.

The component parts of a MPH research paper are as follows:

- I. Abstract
- II. Introduction
 - A. Statement of the problem and its significance (historical background)
 - B. Review and synthesis of relevant literature (extent of written review dependent on nature of project)
 - C. Statement of conceptual framework, hypotheses and/or focused research questions, and the underlying rationale for each
 - D. Purpose of the study
- III. Methodology
 - A. Study design
 - B. Sample selection and description of sample characteristics - including nature of response and non-response, as appropriate
 - C. Description of data/information collection procedures, study site and instrumentation, as appropriate
 - D. Analytic technique used - quantitative, qualitative, as appropriate
- IV. Results (only the facts) - Presentation and analysis of data/information
- V. Discussion
 - A. Study limitations
 - B. Biases
 - C. Consistency with prior research
- VI. Implications for public health
- VII. References (APA reference style or appropriate alternative)
- VIII. Tables
- IX. Figures
- X. Appendices
 - A. Data collection instruments and letters
 - B. Institutional Review Board permission (as appropriate)

Option Two: Systematic Literature Review

The systematic literature review will focus on pertinent questions or issues in public health practice. This MPH ILE option provides students with an opportunity to apply analytical skills in the synthesis and interpretation of the literature under faculty supervision.

A MPH ILE resulting in a systematic literature review can be undertaken in conjunction with a faculty research project, student's class, or be carried out in conjunction with a fieldwork experience. Doing synthesis and analysis of the literature at the placement site can create the opportunity for the student to investigate issues or problems that are of direct relevance to his/her fieldwork organization. Such review in an "applied" mode will then provide an opportunity for the student to wrestle with the issues of knowledge and information utilization in practice or program development. However, this option must be discussed and approved by the advisor, research advisor, and Preceptor early in the practicum experience and before beginning the MPH ILE itself.

The component parts of a systematic literature review are as follows:

- I. Abstract
- II. Introduction
 - A. Statement of the problem and its significance (historical background)
 - B. Statement of focused research questions and the underlying rationale for each
- III. Conceptual framework
- IV. Methodology (how is the search of the literature being conducted)
 - A. Locating and selecting studies
 - 1) Search methodology
 - 2) Selection criteria
 - B. Quality assessment of studies
 - 1) Evaluation of study designs
 - 2) Evaluation of study data
 - 3) Evaluation of study results
 - C. Data extraction from the studies
 - 1) Outcomes evaluated
 - 2) Data extraction protocol
 - 3) Data extraction method
 - D. Data synthesis from studies - analytic techniques (quantitative, qualitative)
- V. Results
 - A. Studies selected
 - B. Quality of studies
 - C. Findings of studies
 - D. Synthesis of findings
 - E. Assessment of biases
 - F. Limitations
- VI. Conclusions and recommendations – Implications for public health
- VII. References (APA reference style or appropriate alternative)

Option Three: Consultative Report

The Consultative Report gives the student the opportunity to address an actual public health problem that is currently faced by a public health agency (public or private). The student performs a consultation for the agency and then writes the Consultative Report. This option may emanate from an APEX or it may be separate from the APEX.

By necessity, students who choose this option will need to work closely with a community preceptor as well as their advisors. Production of a Consultative Report will most often involve components of options one and two also, so in some ways, this option is the most comprehensive of the three.

The component parts of a Consultative Report are as follows:

- I. Executive Summary
- II. Introduction
 - A. Description of the agency (purpose, structure, etc.) and its issue and the significance of the issue
 - B. Limited literature review for information relevant to this specific issue
 - C. Identification of the stakeholders
- III. Process of Consultation

- A. Engage with the client and carefully define the problem including the questioning of assumptions
- B. Identification of the key stakeholders
- C. Describe your sources of information and data – e.g. literature, primary data collection, secondary data analysis, surveys, interviews
- D. Collection, summary, and analysis of data
- E. Discussion – including a limited literature review for information relevant to the problem
- F. Recommended actions and dissemination of these recommendations
- G. Feedback of results
- H. Plans for implementation and measurement

IV. Findings

- A. Process of consultation
- B. Sources of information and data – e.g. literature, primary data collection, surveys, interviews
- C. Analysis of information and data

V. Discussion

- VI. Conclusions and recommended actions and changes and dissemination of information
- VII. References (APA reference style or appropriate alternative)

Sources of Guidance for a Consultative Report

The link to **Process consultation: outline and essential concepts** can provide you more information about the consultative report process. http://l.kryptoniitti.com/lassial/files/summaries/100423-Schein_1999_Process_consulting.pdf. The Schein paper may help both you and your consultative report project advisor in setting goals, objectives and procedures for a successful consultative report.

- **Block, Peter. Flawless Consulting: A Guide to Getting Your Expertise Used, 2000.**

Block points out that there are three skills needed for consulting – technical, interpersonal, and consulting. He then goes on to describe the consulting skills in detail.

- **Putman, Anthony, Ally Relationships: The Key to Sustained Success for Your Service Business, 2006.**

Putman describes three levels of “business” relationship – service source, solution provider, ally relationship.

- **Schein, Edgar, Process Consultation Revisited: Building the Helping Relationship, 1998.**

This book is most helpful when the consultation is focused on a specific process.

Option Four: Grant Proposal

Students may have the opportunity to work with a faculty member or outside collaborator in applying for a research grant to explore a public health topic. Learning how to write a successful grant application is a very important skill to possess in the practice of public health. Ideally, such proposals, if funded, may provide additional project opportunities for subsequent MPH students.

The grant proposal should be substantial enough in content that the student has the opportunity to explore the topic to a similar depth of that required for a research paper or literature review. A grant proposal, such as those submitted to the NIH, would be appropriate. Ultimate approval of this project option is subject to the program director.

The components of a grant proposal include the following:

I. Introduction

II. Research Plan

- A. Specific aims (endpoints)
- B. Background and significance
 1. significance to increasing scientific knowledge
 2. significance to improving public health
 3. review of relevant literature
- C. Preliminary studies
 1. provide preliminary data if available
 2. critically interpret preliminary results and relate to current proposal
- D. Research design and methods
 1. description of research and study design

2. detailed description of methods for work and analysis
3. include charts and tables when appropriate
4. discuss alternatives and handling of negative data

III Special Considerations

1. Human subjects research
2. Animal care and use
3. Contractual agreements
4. Consultancies

IV. Budget

V. Bibliography and References

VI. Biographical sketches

VII. Supplemental discussion of public health implications

VIII. References (APA reference style or appropriate alternative)

*Some variation is to be expected depending on the funding agency.

Integrated Learning Experience and Presentation

The MPH ILE committee must involve more than one faculty member or community advisor, one as primary project advisor and at least one faculty member as a reader for the project to give feedback prior to scheduling the final oral exam. The student must submit a draft or drafts of the project to the MPH project advisor for review and comments. The student should incorporate the advisor's revisions into the final draft of the project, which the student then resubmits to the MPH project advisor and reader. A student desiring publication of the MPH ILE should discuss this with the MPH ILE advisor. MPH ILEs written in publication format may meet the program requirements with prior MPH ILE advisor approval. Once the MPH ILE advisor has approved a final version of the project, the final draft should be typed and submitted for acceptance. In addition, students must submit a final bonded copy to the Program Coordinator.

A committee composed of a minimum of three faculty members will examine the student on the content of the MPH ILE as well as questions on the core concepts of public health.

The examining committee will consist of a minimum of three members:

- 1) student's academic advisor (who must have an appointment within the SPH)
- 2) another SPH faculty member
- 3) faculty member outside of the PHP major (this faculty person may have an appointment anywhere within the University of Minnesota)
- 4) specialist or community advisor (optional)

The academic advisor is the designated chair of the examining committee.

Students are expected to present a professional presentation on their project (25-45 minutes) as part of the final comprehensive oral examination followed by questions. Many DVM/MPH students complete their oral presentation via webinar, using the Webex interface. It is not necessary to come to Minnesota to present. This presentation is open to the public. Immediately following the presentation, there is a closed meeting between the candidate and the examining committee. This closed meeting will include further questions on the project, as well as questions on the core concepts of public health in relations to the project. Upon completion of the examination, the candidate is excused from the room and a formal vote of the committee is taken on whether the candidate passed the examination. In order to pass the examination, the candidate must receive at least two positive votes. After successful completion of the exam, committee members will sign the student's study plan. The signed MPH study plan is forwarded to the Program Coordinator for final processing.

Material Covered

- The material covered in the presentation is comprehensive and may include:
- ILE
- Course materials, especially core curriculum content
- Issues of practical application

Before the Presentation

Students need to complete Part I of the Study Plan at least one semester before completion of their coursework. Students should complete Pages 1 & 2 of the Study Plan and then email the Study Plan to Sarah (peter415@umn.edu). Students are urged to keep a copy of their Study Plan for their files.

Students are responsible for scheduling the oral exam with the committee members. Sarah will also assist in this process, but it is your responsibility to extend the invitations and make initial contact. Students are expected to determine the date and time of their defense and stay in close communication with Sarah.

At least thirty days prior to the presentation, students must forward a copy of their final project to their committee members for review, and copy Sarah (peter415@umn.edu).

During the Presentation

The student's formal presentation should cover the ILE and may also include:

- An introduction and rationale for the project
- A description of the methods used
- A description of major findings and
- A concluding statement regarding public health implications and directions for the future research or program/policy development

The exact components for the presentation will vary among individuals, but all presentations should be well prepared and suitable for a professional audience.

After the Presentation

The presentation involves the student's formal presentation, questions from the audience, and questions from the examining committee. After the committee has finished its questions, the student will be excused from the room (or webinar) and the committee will make its decision. The final decision will be one of the following:

Pass: The requirements are complete. The committee members sign the MPH Study Plan indicating that the student has passed.

Pass pending revisions: The committee may request revisions of the written ILE. In this case the program director is responsible for summarizing the changes to be made, designating who will review the changes, and setting a date when the changes are due. The student must make the changes and submit an updated version of the project to the member(s) by the date designated at the exam. Reviewers are given two weeks to evaluate the updated project. Upon approving the changes the advisor will sign and forward the MPH Study Plan and student's transcript to Sarah.

The MPH will not be conferred until the Exam Committee is satisfied with both the quality of the presentation and the ILE.

Once any necessary changes or corrections to the ILE have been completed, students must submit one electronic copy of their ILE to Sarah.

7.7 PLANNING YOUR SCHEDULE

Students are strongly encouraged to develop at draft plan for degree completion sometime during the initial term of registration. Sarah (peter415@umn.edu) is available to work with students needing assistance in developing a course completion plan. This is an example of one way to plan your MPH, if you want a copy of this tool for your own use, contact Sarah.

MPH Degree Program Plan - DVM/MPH				
	<u>Course</u>	<u>Term completed</u>	<u>PubH Credits</u>	<u>Transfer Credits</u>
CORE: Biostatistical Methods	PubH 6414 or 6450			in general, core course cannot transfer in except in special circumstances
CORE: Biostatistical Programming (if 6414 is taken)				
CORE: Ethics in Public Health: Practice or Policy	PubH 6741			
CORE: Fundamentals of Epidemiology	PubH 6320			
CORE: Fundamentals of Social and Behavioral Science	PubH 6020			
CORE: Issues in Environmental and Occupational Health	PubH 6102			
CORE: Principles of Management in Health Services	PubH 6751			
CORE: Foundations of Public Health	PubH 6250			
DOMAIN:				
DOMAIN:				
DOMAIN:				
DOMAIN:				
DOMAIN:				
Elective				
Elective				
Elective				
Elective				
Elective				
Elective				
Elective				
Elective				
Elective				
MPH Applied Practice Experience (minimum 2 cr, maximum 6 cr)	PubH 7296/transfers			
MPH Integrated Learning Experience (cr)	PubH 7294/transfers			
U of M PubH credits (28 minimum)			0	
Transfer credits (14 maximum)			0	0
Total degree credits			0	
<i>remaining credits</i>			42	
**Core courses must receive B- or above.				
***All transfer courses must receive B- or above.				

7.8 GRADUATION CHECKLIST

MPH students are required to complete the **Application for Degree** form online via [MyU](#): Academics: Degree Progress: Apply to Graduate.

There are strict monthly deadline dates before a student can be cleared for graduation. The Application for Degree form is also available from the Program Coordinator if necessary. We strongly encourage students to submit the form in their first semester of enrollment.

Submit completed **MPH study plan at least one semester** (or earlier) prior to anticipation of presenting the MPH ILE. Submit it to Sarah Summerbell, Program Coordinator, for review. MPH study plan is located at: <http://www.sph.umn.edu/current/assets/mphstudyplan.pdf>. You may also obtain a copy from Sarah.

Schedule oral exam. The student is responsible for scheduling the oral exam with the committee members and arranging for the webinar or conference room for the presentation.

Provide each committee member with a copy of your MPH project AT LEAST THIRTY DAYS BEFORE THE SCHEDULED DATE OF YOUR ORAL EXAM. A file will be prepared for your academic advisor including:

- Copy of the MPH Study Plan, plus copies of any amendments/petitions
- DVM and SPH transcripts
- MPH ILE proposal

At the presentation, the committee will sign the study plan. The advisor is responsible for returning the student file with the signed study plan to the Program Coordinator as well as submitting a grade change for the MPH project credits.

Complete all coursework and requirements for your MPH by the semester deadlines to be cleared for graduation. MPH degrees are granted each month.

Sign up to participate in the SPH Commencement (held every May) and have your name in the Commencement program. Details available from the Student Services Center.

FYI: lifetime University e-mail. You may keep your U of MN email address. After you graduate, you can use your U of M e-mail address for personal or profession. Imagine never having to subscribe to an e-mail service or memorize another address! In addition, imagine being able to stay in touch with your student colleagues wherever you and they may journey.

To keep the account active, you must access it at least every three months. If you let it go dormant, you can reactivate it through the alumni association for a fee.

Service includes full access to three features:

- University Portal <https://www.myu.umn.edu/metadot/index.pl>
- AHC Portal <https://my.ahc.umn.edu/metadot/userchannel.pland>
- Portfolio <https://portfolio.umn.edu/portfolio/index.jsp>

7.9 GRADUATE FOLLOW-UP SURVEY

Students must submit the Graduate Follow-Up Survey prior to receiving their degree or certificate. Students may complete the process online at the appropriate link on the current student Web page http://secure.ahc.umn.edu/PublicHealth/careersurvey/gs_login.cfm.

Upon submitting the electronic survey, the student's relevant program Coordinator will be notified by e-mail.

All graduates will receive a three-month and six-month e-mail message asking them to update survey information (e.g., employment). This is through secure access and staff are unable to input information on students' behalf.

7.10 APPENDICES

Appendix A

- APEX learning agreement link
- APEX learning objectives sample

Appendix B

- MPH ILE proposal form sample

Appendix C

- MPH presentation - strategies for success

Appendix D

- MPH study plan sample

Appendix E

- Transfer course listings

Appendix F

- Public health competencies

Appendix G

- Online resources

Appendix A - Field Experience Learning Agreement

Log your field experience here:

<http://www.ahc.umn.edu/sphfieldexp/index.cfm>

Field Experience Learning Objectives Sample

FIELD EXPERIENCE WORKSHEET (EXAMPLE)

Learning Objectives	Learning Resources and Strategies	Criteria for Evaluation and Evidence of Satisfactory Achievement
Understand the application of the incident command system	Review Board of Animal Health Emergency Response Plan; Visit with BAH director of emergency response; participate in test exercises	Ability to explain the BAH approach to emergency response and participation in a test exercise; notes from test exercise
Review basic risk communications principles for major exotic zoonotic diseases of public health importance	Critique brochures and educational materials developed by USDA, APHIS and BAH; visits with BAH Director of Communications	Inventory of BAH materials related to major exotic zoonoses threats; notes from meetings with Director of Communications; talking points on one disease of current interest
Identify the working relationships between BAH and public health agencies such as: MDA, MDH, FDA, FSIS, CDC	Interview with BAH Executive Director and key contacts from other state and Federal agencies	Annotated organizational chart demonstrating relationships between various government agencies and describing shared responsibilities and areas of collaboration
Analyze the current public health implications of a current veterinary issue of concern to the Board of Animal Health	Interview BAH personnel; MDA and MDH personnel; consult references	Written analysis of current issue listing public health implications

Appendix B - MPH project proposal form sample

MPH Project Proposal Form-Public Health Practice Major

Student name	Student email
Date submitted	
<i>Approved by:</i>	
Project advisor	Date
Academic advisor	Date
Larissa Minicucci, Program Director	Date

1. Project type: Research Paper
 Systematic Literature Review
 Consultative Report
 Grant Proposal
 2. Briefly **describe** your proposed project and its purpose.
 3. State the key **project objectives**.
 4. What is the **public health relevance** of the project?
 5. Briefly describe the project's **methodology**.
 IRB submitted/completed
 IACUC submitted/completed
 6. Anticipated date of completion: _____
 7. Budget (if applicable)
- Oral Committee Members (suggested):**
- 1 (project advisor) _____
- 2 (academic advisor, if not project advisor) _____
- 3 (faculty, subject matter expert) _____

Appendix C - MPH presentation - strategies for success & scoring rubric

WHAT?	TIMELINE and LOGISTICS	TIPS
Committee Selection	As soon as possible once project proposal is submitted	<ul style="list-style-type: none"> • three University of Minnesota faculty members required – check program requirements • external project advisors or community partners welcome (non-voting) • usual suspects are academic advisor, research advisor, program director or designate (2 of 3 need to be SPH faculty) • if all of the above are not UMN faculty, need to recruit additional members • consult with academic advisor, student guidebook, or SPH faculty guide
Draft of Written Project Paper	Distribute to committee 2-3 weeks prior to defense	<ul style="list-style-type: none"> • follow outline guides presented in your student handbook • work with your project advisor to have a polished draft before distributing to your committee • leave time for revisions and comments
Oral Presentation	<p>Student presents MPH project to public audience</p> <p>Talk should last 25-40 minutes with time for questions</p>	<ul style="list-style-type: none"> • design a clear Power Point presentation • have a committee member review your presentation • practice your talk • remember that you know your topic best
Defense (closed session)	<p>Student is questioned about project and public health topics by committee</p> <p>Approximately 1 hour</p>	<ul style="list-style-type: none"> • be able to explain you project rationale, methodology, findings, and public health significance • public health topics related to core courses are fair game (epidemiology, environmental health, biostatistics, management, social and behavioral sciences) • provide refreshments
Finalize the Process	Student may pass, pass with stipulations, or need to meet further requirements	<ul style="list-style-type: none"> • ensure study plan is signed and forwarded to program coordinator • if necessary, submit revisions promptly • submit final copy of MPH project paper to DVM/MPH Program Coordinator

Public Health Practice ILE Scoring Rubric/Evaluation Form: 2018 (SAMPLE)

Student Name: _____ **Evaluator:** _____

ILE Option

Research Paper; Systematic Literature Review; Consultative Report; Grant Proposal

Scoring: 0 = Unacceptable; 1 = Below Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations.

Area of Evaluation: If Certification in Public Health Exam is chosen option, include evaluation of presentation.	Score
Content relevance: Does the student convey how and why the topic is meaningful from a <i>public health</i> perspective? Do objectives meet what would be expected of a final project or field experience? Comments:	
Critical Analysis of Project/Experience: Does the student provide a thorough and thoughtful analysis of the project/experience? Does the student derive reasonable implications for future <i>public health</i> practice, program development or research? Comments:	
Coherence and quality of oral presentation: Does the student clearly and deeply describe the main points of the presentation? Does the student provide a clear overview of the work they specifically completed for the project? Was the information delivered effectively? Was time used appropriately? Did the student present themselves in a professional manner? Comments:	
Coherence and quality of written paper: Did the information flow well, in a logical and clear manner? Were objectives outlined and described in the paper? Where applicable, were methods and analysis appropriate? Were grammar and spelling errors minimal? Were conclusions and recommendations appropriate? Did the student appropriately provide references? Comments:	
Ability to respond to questions and explain work: Does the student demonstrate an understanding of the culminating project/experience? Can the student accurately and clearly respond to questions from the committee and audience? Does the student show critical thinking skills when discussing the culminating project/experience? Comments:	
General Comments:	Total Score

Results: The scores from all three reviewers will be averaged to evaluate the final grade:

- **≥10: Pass**
- **6-9: Pass with Reservation:** Next steps to be determined by the faculty committee and communicated to the student along with the aggregate exam score. It will be up to the academic advisor to ensure that the reservations are addressed by the student before passing.
- **≤5: Fail:** It will be up to the committee to determine if the student is allowed to present again in an attempt to pass.

Appendix D - MPH study plan sample

UNIVERSITY OF MINNESOTA SCHOOL OF PUBLIC HEALTH MASTER OF PUBLIC HEALTH (MPH) STUDY PLAN

ID #	<i>Name</i>	
Major	Dual Degree with (Major/Degree)	
Date Application for Degree Filed	Term/Year of Intended Graduation	Date Study Plan Filed

Your advisor must approve this form. It will be kept in the major office for revision and final review. Upon completion of degree requirements, the form will be reviewed, signed by the major chairperson, and forwarded to the Student Services Center for degree clearance.

Please complete sections I. and II. In the designated sections below, list all course work that has been or will be completed to fulfill degree requirements.

I. Course work for fulfillment of degree requirements

- A. Core Requirements:** Please denote how requirement was met by: listing course number, term, and year taken; or equivalency exam date taken; or petitioned course number, term, and year taken. Please ATTACH copies of documentation for equivalency exam(s) and/or petitioned courses.

Core Area Requirement	Public Health Course (number/term/year)	Equivalency Exam (date)	Petitioned Course (number/term/year)
1. Administration			
2. Behavioral Science		Not available	
3. Biostatistics			
4. Environmental Health			
5. Epidemiology			
6. Ethics		Not available	

- B. Field Experience:** Please state how requirement was met. (Effective for students entering 9/97 or after).

Designator and Course Number	Term/Year	Number of Hours
Advisor	Preceptor	
Name of Organization		
Street Address		
City/State/Zip		
Telephone and/or e-mail		

II. List MPH project (s) completed, advisor, and date accepted.

Project Title	Project Advisor	Date Accepted

III. Enrollment Status and Course Requirements

Major will complete this portion prior to submitting to the Student Services Center for clearance.

Term/Year Admitted	
Degree Candidate Credits	
Credits Transferred	
Total Credits	
Cumulative GPA	

Oral Examination Committee Members (Please Print or type names)	Signature	Date

Academic Advisor Signature	Date
Major Chair Signature	Date
Program Coordinator Signature	Date

Date Degree Awarded	
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Appendix E - Preapproved transfer courses

Listings are current as of September 2018 and should not be considered exhaustive or binding. Other courses will be considered on a case by case basis; do not hesitate to suggest a course as a potential transfer.

AUBURN UNIVERSITY		
AUagert	Ag Emergency Readiness Response Training	2
AUshelter	Birmingham Shelter Medicine Rotation	2
9720	Disaster Medicine for Veterinarians	2
9502-074	Ecology of Infectious Diseases	2
9502-064	Epidemiology & Biostatistics	1
9030	Epidemiology & Zoonoses	2
9502-049	Food Animal Special Topics	1
9502-019	Foreign Animal Diseases	1
AUlab	Lab Animal Rotation	2
9502-068	Providing Veterinary Care to Underserved Communities	2
AUph	Public Health Rotation	2
9602	Research Problems in Biomedical Science	1
9040	Veterinary Food Safety	2
9840	Wildlife Diseases	1
COLORADO STATE UNIVERSITY		
707	Emerging Infectious Disease	1
648CSU	Food Animal Production & Food Safety	2
786A	Junior Practicum	6
714	Veterinary Preventive Medicine	4
CORNELL UNIVERSITY		
6422	Clinical Biostatistics for Journal Readers	1
5601	Community Practice/Service Learning	2
6735	Conservation Medicine	1.5
6556	Dairy Herd Health Epidemiology	1
6421	Epidemiology & Infectious Diseases	1
6737	Field Tech of International Wildlife	1.5
6610	Herd Health & Biosecurity Risk Evaluation Using NYSCHAP	2
6602	Lab Animal Medicine	2
6431	Microbial Safety of Animal-based Foods	1
6743	One Health Conservation with Comm	2
6604	Quality Milk	2
6425	Shelter Medicine I	1
6434	Shelter Medicine II	1
6420	Transboundary/Foreign and Emerging Diseases of Animals	1
6733	Vet & Food Animal Production Systems	1
5704	Vet Practice Public Health/Preventive Medicine	2
6527	Veterinary Aspects of Captive Wildlife Management	2
6564	Veterinary Aspects of Captive Wildlife Management	2
6723	Veterinary Medicine in Developing Nations	2
5410	Veterinary Parasitology	2.5
6430	Veterinary Perspectives on Pathogen Control in Animal Manure	2

5705	Veterinary Practice: Public Health	1.5
IOWA STATE UNIVERSITY		
437	Infectious Disease & Preventive Medicine	3
409	Infectious Disease of Wild Animals	1
388	Public Health and Veterinary Medicine	3
486	Public Health Lab	1
305x	Shelter Medicine	1
437x	Small Animal Shelter Medicine	2
422	Zoo Rotation	4
536	Zoonoses	3
MICHIGAN STATE UNIVERSITY		
678	Corporate & Government Clerkship	3
562	Emerging & Exotic Diseases of Animals	1
533	Veterinary Epidemiology	3
532	Veterinary Integrative Problems	2
544	Veterinary Public Health	2
UNIVERSITY OF MINNESOTA		
6222	Advanced Clinical Epidemiology	1
6501	Advanced PH Rotation	1
6531	Biosecurity/Containment for Food Animals	2
6220	Clinical Epidemiology	1.5
6922	Clinical Epidemiology	1.5
6914	FIPCC, FAD, AOD (Prev Med transferred to cover all)	4
6806	Food Animal Disease Diagnostics	2
6031	International Animal Diseases	1
6560	Public Health Issues & Vet Med Opportunities	1
6030	Public Health & Community Medicine	2
6923	Veterinary Public Health & Community Practice	2
6500	VPH Rotation	1 or 2
NORTH CAROLINA STATE UNIVERSITY		
921	Cases in Infectious Disease I	2
934	Cases in Infectious Disease II	2
945	Epidemiology & Public Health	3
953	Lab Animal Medicine	3
991	Special Topics: Global Emerging Animal Diseases	1
991	Special Topics: One Medicine One Health	1
931	Vet Ethics & Animal Welfare	2

OHIO STATE UNIVERSITY		
7722	Food-borne Diseases & Food Safety	3
8700	Molecular Epidemiology of Infectious Disease	3
7760	Opportunities in Global Vet Medicine & Public Health	2.5
6510	Principles of Epidemiology	3
6646	Vet Preventive Medicine: Zoonotic Disease	2
7896	Veterinary Disaster Response	1
7725	Veterinary Epidemiology	3
7721	Zoonotic Disease	3
OREGON STATE UNIVERSITY		
794	OHS Small Animal Primary Care	3
766	Vet Med & Public Health	3
767	Veterinary Epidemiology	3
780	Veterinary Medicine Preceptorship	6
U PENN		
631	Ecological Epidemiology	2
619	Emerging & Exotic Disease	3
606	Principles of Epidemiology	2
607	Veterinary Public Health	3
PURDUE UNIVERSITY		
86200	Clinical Epidemiology of Companion Animals	1
86300	Epidemiology of Livestock Production	1
80900	International Veterinary Medicine	0.5
88400	Lab Animal Medicine	3
85400	Principles of Epidemiology	1
89300	Shelter Medicine	1
84000	Use and Care of Lab Animals	1
88300	Veterinary Public Health	3
86900	Veterinary Public Health & Zoonosis	2
ROSS UNIVERSITY		
6029	Epidemiology & Public Health	2
5498	Lab Animal Medicine Elective	1
5011	Special Topics in Research	1
5475	Vet Public Health & Epidemiology	4
UT-KNOXVILLE		
611	Emerging Infectious Disease Journal Club	1
833	Epidemiology/Evidence Based Medicine	2
837	Food Hygiene/Zoonoses	2
864	Infectious Diseases	2
530	Wildlife Diseases	2

TUFTS		
241	Emerging & Exotic Diseases of Animals	2
216	Epi/biostats	2
106	Human-animal Relationships	2
135	International Vet Medicine	2
1115	Pet Loss Hotline	0.5
233	Public Health	2
TUSKEGEE		
500_I	Biostatistics I	3
501_II	Biostatistics II	3
518	Food Safety & Quality	3
658	Foreign Animal Disease	2
628	Lab Animal Medicine	2
651-01	Large Animal Medicine (Accred, PH and Inf Dis)	4
614	Population Health	2
626	Public Health	2
519	Public Service Career Opportunities	3
UC-DAVIS		
469	CAHFS Laboratory	3
414	Population Health	6
UW-MADISON		
645	Global Health Field Course	3
515	Regulatory Vet Med & Public Health	2
512	Veterinary Epidemiology	2
WASHINGTON STATE UNIVERSITY		
503	Animal Human Disease Interface	1
500	Animals, Society & the Vet	1
576	Emerging Diseases of Animals	1
585	Epidemiology	2
504	International Field Study	4
501	International Vet Medicine	1
693	Laboratory Animal Medicine	4
543	Veterinary Medicine & Human Health	2

WESTERN UNIVERSITY OF HEALTH SCIENCES

7545	Epidemiology Rotation	4
7060	Food & Feed Safety	2
7549	Food Animal/Production Systems	4
7065	Global Animal Health	2
7552	Global Health Rotation	4
7553	Lab Animal Medicine Rotation	4
7045	Laboratory Animal & Research	2
7025/7070	Population Health & Production	2
7560	Public Policy Rotation	4
7563	Regulatory Medicine Rotation	4
7559	Selective Public Health	4
7566	Shelter Medicine Rotation	4
7055	Veterinary Public Health	2
7573	Wildlife Med & Conservation	4
7050	Zoo Animal & Wildlife Rotation	2

Appendix F - Public Health Competencies

Public Health Practice competencies are based on the domains established by The Council of Linkages between academia and public health practice. The Council is a collaboration of 20 national organizations that aim to provide public health education and training, practice, and research to ensure a well-trained, competence workforce and the development and use of a strong evidence base for public health practice. Students fulfill these competencies through elective and/or transfer coursework. [Sample courses](#) are listed for each competency area.

<http://www.phf.org>

Policy Development/Program Planning Skills

Policy Development/Program Planning Skills focus on determining needed policies and programs; advocating for policies and programs; planning, implementing, and evaluating policies and programs; developing and implementing strategies for continuous quality improvement; and developing and implementing community health improvement plans and strategic plans.

Competency 1 - Identify the rational and key steps for policy development: assessment, planning, implementing, advocacy and evaluation.

- PubH 7200 Evidence-informed Clinical Decision Making: Interpreting the Evidence to Assist Individual Healthcare Decisions
- PubH 7200 Food Safety and Defense in the Context of Global Food Security
- PubH 7210 Global Food System – Milling & Flour
- PubH 7210 Global Food System – Urban Agriculture
- PubH 7200 Matchmaking in Public Health: Intentional Integration across Research, Clinical Practice, Community and Policy to Promote Health Equity in Public Health
- PubH 7200 Public Health and Justice
- PubH 6711 Public Health Law

Systems Thinking Skills and Leadership

Systems Thinking and Leadership Skills focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public.

Competency 2 – Develop skills in systemic thinking and understand how systems are connected and interdependent, and understand the potential consequences that systems may have on communities.

- PubH 7200 Applied Critical Thinking in the Workforce
- PubH 7262 Globalization and Health
- PubH 7200 Planning for Urgent Threats
- PubH 7200 Innovation and Entrepreneurial Leadership in Public Health
- PubH 7214 Principles of Risk Communication
- PubH 7262 Globalization and Health

Cultural Competency Skills

Competency Skills focus on understanding and responding to diverse needs, assessing organizational cultural diversity and competence, assessing effects of policies and programs on different populations, and taking action to support a diverse public health workforce.

Competency 3 - Explain the effects of policies, programs, community-based interventions that promote improving health for different populations in communities.

- PubH 7262 Globalization and Health
- PubH 7200 Parental Incarceration and Child Welfare
- PubH 7200 Child Welfare as a Public Health Issue
- PubH 7200 Community Engagement: Skills in Relationship Building
- PubH 7230 The Petting Zoo Problem: Zoonotic Disease Outbreaks Associated with Animal Contact at Public Venues – Occurrence, Prevention and Challenges
- PubH 6060 Motivational Interviewing: Strategies to Effect Behavior Change
- PubH 6600 Born a Girl: Global Women's Health

Analytical/Assessment Skills

Analytical/Assessment Skills focus on identifying and understanding data, turning data into information for action, assessing needs and assets to address community health needs, developing community health assessments, and using evidence for decision-making.

Competency 4 – Demonstrate how to turn data into information and action to influence public health policies and programs.

- PubH 7200 Apps, Maps & Google: Using Technology-based Tools to Advance Public Health Research and Practice
- PubH 6400 Biostatistical Methods in Translational and Clinical Research
- PubH 7230 Bites, Mites and Plights: Applied Epidemiology of Zoonotic and Vectorborne Diseases

- PubH 7200 Evidence-informed Clinical Decision Making: Interpreting the Evidence to Assist Individual Healthcare Decisions
- PubH 7200 Exploring and Visualizing Data in R
- PubH 7200 Introduction to GIS
- PubH 7257 Qualitative Data Analysis
- PubH 7200 Risk-based Tools in Animal Health and Food Safety
- PubH 7200 Statistical Learning and Bayesian Analysis
- PubH 7230 Antibiotic Resistance, Use and Stewardship: Theory to Practice
- PubH 7231 Surveillance of Foodborne Pathogens in Humans
- PubH 7235 Surveillance of Zoonotic Pathogens in Animals

Communication Skills

Communication Skills focus on assessing and addressing population literacy; soliciting and using community input; communicating data and information; facilitating communications; and communicating the roles of government, health care, and others.

Competency 5 – Demonstrate how data and information is developed and conveyed to different audiences (professionals and the public) using a variety of media approaches.

- PubH 7200 Refugee Health: Trauma, Stress and Coping
- PubH 7214 Risk Communications
- PubH 7200 Matchmaking in Public Health: Intentional Integration across Research, Clinical Practice, Community and Policy to Promote Health Equity in Public Health

- PubH 7200 Planning for Urgent Threats
- PubH 6060 Motivational Interviewing: Strategies to Effect Behavior Change
- PubH 7200 Community Engagement: Skills in Relationship Building

MPH Foundation Competencies (ESTABLISHED AND REQUIRED FROM THE COUNCIL ON EDUCATION FOR PUBLIC HEALTH (CEPH))

The Foundation Competencies are met by completing the MPH core curriculum.

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Appendix G - Online resources

Onestop

(<https://onestop.umn.edu/>)

Everything you should need to survive at the UMN is provided at onestop.umn.edu or your myU Portal, the link to myU Portal is on Onestop homepage in the right hand corner.

Refer to the "How to guides" videos to learn how to register, check your bill, print a transcript, etc. Go to onestop.umn.edu, under Quick Links (right hand column), How to guides. The videos are quick and very instructional.

You will access your online courses via myU Portal. Please note that course information may not appear until the first day of class.

Ordering Course Materials

(www.bookstore.umn.edu)

Required reading materials are often made available via the University of Minnesota Bookstore website. By clicking on the above link, the student may sign in and find out what materials are required. If no materials are listed, the instructor may not have made them available yet, or the materials required may be accessible online. Please note: Students are not required to buy their books from the UMN Bookstore.

U of M Library System

(<http://www.lib.umn.edu>)

Del Reed, Outreach Librarian, at the Bio-Medical Library, has been designated to assist SPH students! He is there to help you to conduct a meaningful public health search.

If you need assistance with a search, please contact Del Reed at reedx@umn.edu or 612-624-3128.

You can also call the reference desk at 612-626-3260, medref@umn.edu.

The library also offers 24/7 assistance - z.umn.edu/askalibrarian