



## **DVM/MPH PROGRAM**

School of Public Health  
Public Health Practice

**2021-2022**

# **STUDENT GUIDEBOOK**

SCHOOL OF  
**PUBLIC HEALTH**

UNIVERSITY OF MINNESOTA

## 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. Please note that this guidebook augments and is not a substitute for other sources of information. There are many additional resources available to graduate students that are listed throughout this handbook.

Refer to your Guidebook to ensure that you are informed of the essentials of student life but remember that your University-assigned student email account is the School's official means of communication. You are responsible for managing all information sent via the student email account.

All advising faculty have access to this guidebook. Please work with your adviser when making important decisions relating to your program.

Links to many policies and procedures can be found by clicking on the "Current Students" link at [sph.umn.edu/current/resources/](http://sph.umn.edu/current/resources/).

### Land acknowledgement

The School of Public Health at the University of Minnesota Twin Cities is situated on the ancestral land of the Dakota people. Minnesota comes from the Dakota name for this region, Mni Sota Makoce — "the land where the waters reflect the skies." We acknowledge the ongoing debt that we owe to the Dakota people and we strive to create healthy dialogue, relationships, and practices that address this injustice, as well as others related to the Indigenous people of this state.

### Diversity statement

At SPH, we believe that everyone has the right to live a healthy life. We recognize that systemic racism and oppression has led to health disparities, and we commit to making diversity, equity, inclusion, and justice central to our mission. This comprehensive approach is intended to influence every aspect of our school including education, hiring, fundraising, research, and community engagement.

*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.

6/17/2021

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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 around the globe.

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 ranks among the top ten in the nation, and annually 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 swift action to emerging and persistent challenges, including structural racism, gun violence, an expanding aging population, and a changing climate. As one of the world's premier schools of public health, 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:

- Creation of the mathematical models that help guide Minnesota's response to COVID-19
- 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.

### School of Public Health Faculty List

For a listing of faculty, research and specialties refer to the [Faculty Directory](#) on the SPH website.

### Health Sciences

The Health Sciences is home to six colleges and schools (including the School of Public Health), more than 150 centers and institutes, 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 a health sciences education center. This means that our health professionals and students work and learn together and take a skilled systems approach to solve some of the top health issues facing the world today. Doctors train with pharmacists, public health workers partner with veterinarians, and nurses collaborate with dentists.

### Accreditation

The School of Public Health is accredited by the Council on Education and Public Health (CEPH). The benefits of accreditation are many as outlined on the [CEPH website](#). CEPH accreditation serves multiple purposes for different constituents. In general, specialized accreditation attests to the quality of an educational program that prepares for entry into a recognized profession.

- For the public: accreditation promotes the health, safety and welfare of society by ensuring competent public health professionals.
- For prospective students and their parents: accreditation serves a consumer protection purpose. It provides assurance that the school or program has been evaluated and has met accepted standards established by and with the profession.

- For prospective employers: it provides assurance that the curriculum covers essential skills and knowledge needed for today's jobs.
- For graduates: it promotes professional mobility and enhances employment opportunities in positions that base eligibility upon graduation from an accredited school or program.
- For public health workers: it involves practitioners in the establishment of standards and assures that educational requirements reflect the current training needs of the profession.
- For the profession: it advances the field by promoting standards of practice and advocating rigorous preparation.
- For the federal government and other public funding agencies: it serves as a basis for determining eligibility for federally funded programs and student financial aid.
- For foundations and other private funding sources: it represents a highly desirable indicator of a program's quality and viability.
- For the university: it provides a reliable basis for inter- and intra-institutional cooperative practices, including admissions and transfer of credit.
- For the faculty and administrators: it promotes ongoing self-evaluation and continuous improvement and provides an effective system for accountability.
- For the school or program: accreditation enhances its national reputation and represents peer recognition.

MPH Competencies, established and required from the Council on Education for Public Health (CEPH), can be found in Appendix A. [intranet.sph.umn.edu/wp-content/uploads/2019/01/foundational-ceph-compentencies-sept-5.pdf](http://intranet.sph.umn.edu/wp-content/uploads/2019/01/foundational-ceph-compentencies-sept-5.pdf).

## 1.2 SCHOOL OF PUBLIC HEALTH STUDENT SERVICES CENTER

**Email:** [sph-ask@umn.edu](mailto:sph-ask@umn.edu)

**Location:**

Mayo Memorial Building, Room A395

**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

The Student Services Center (SSC) 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.

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    | • Registration   | • Commencement     |
| • Diversity, Equity & Inclusion   | • Degree Clearance   | • SPH Apparel Sale |
| • Career & Professional Education | • Applications and Admissions                                | • Orientation      |
| • Mental Health Advocacy          | • Applied Practice Experience/<br>Criminal Background Checks |                    |
| • SPH Scholarships                |  |                    |

Meet the staff and learn about the 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, and to locate and apply for professional 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.

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

- **One-on-One Career Coaching:** You can 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 interviewing and presentation skills. Appointments are also available via video or phone. To schedule an appointment, please visit the [Career Center Scheduling website](#) or email [sphcareers@umn.edu](mailto:sphcareers@umn.edu).
- **Jobs & Internships:** Our online job posting system includes listings for internships, graduate assistantships and fellowships, volunteer, part-time, and full-time career opportunities. Check it out [here](#).
- **Career Resources:** General career-related links, guides, and tip sheets on a variety of job-search related topics can be found [here](#).

### 1.3 MENTOR PROGRAM

Our mentor program connects public health students to public health professionals to help with career and professional development. Mentoring relationships 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.

For more information, visit <https://www.sph.umn.edu/current/mentor/>.

### 1.4 SPH STUDENT SPHERE

Make use of the SPH Student SPHere to relax or study with your student colleagues. All students enrolled in an SPH degree program have access to the SPH Student SPHere (Mayo A-150) via their U Card. The SPHere has the following amenities:

- **Locker Room:** Free lockers are assigned in the Student Services Center (Mayo A-395). Students are able to renew their locker each year and need only provide their own lock.
- **Kitchen Area:** Tables, chairs, microwaves, refrigerators, and a sink are all accessible in the student kitchen. 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:** Couches, chairs, and University-supported eduroam wifi all create a perfect place for students to meet, study, or simply relax.
- **Study Room:** White boards, tables, chairs, computers with Microsoft Office, SAS and STATA software and a printer are all freely available to SPH students.

Please report any issues with computer systems, printers, trash, or other problems to [sph-ask@umn.edu](mailto:sph-ask@umn.edu), or stop by Mayo A-395.

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 designed 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 (A-395 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 any improper activity in progress, call 911.

#### Printing in the SPHere

The SPH provides \$100 worth of printing (1,000 pages) for each Fall and Spring semester on your U Card. This value can only be used in the SPHere computer lab (Mayo A-151), has no cash value and is not valid in any other campus computer lab, including the 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 the [U Card Office](#) website. If you experience any printing issues or need to request a refund, please contact the SPH Student Services Center at (612) 626-3500.

## 1.5 APPLIED PRACTICE LEARNING AGREEMENT

All students pursuing a required Applied Practice (AP) 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 AP. Students exploring international AP 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 AP can be found in the program portion of the guidebook.

## 1.6 MINORS

### Minors

SPH students pursuing an MHA, MPH, MS, or PhD are eligible to declare a minor in other areas. For a listing of graduate level minors please visit the [Graduate Catalog](#).

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

## 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 the University's [MyU](#) page. All students taking SPH courses are welcome to enroll in the SPH E-Learning Resources course site. You will have access to a variety of resources to support you in navigating University resources, such as the [Libraries](#) and [Center for Writing](#). You must have a university ID in order to access [Canvas](#).

Students in online courses will receive a welcome email approximately one week before the semester begins, which will detail when you can access the course sites. If you have questions, please contact [sph- elearningsupport@umn.edu](mailto:sph-elearningsupport@umn.edu).

## 1.8 SURVEYS

### Graduate Student Experience in Research University

The [Graduate Student Experience in the Research University](#) (gradSERU) is the only comprehensive survey of graduate and professional students at the University of Minnesota. This survey provides a powerful way for students to tell us about what's working well, and what not so well, in classrooms, labs, and campus life. It is administered every odd year in the spring semester.

The University of Minnesota takes the results seriously in order to enhance programs and curricula, improve student services and policies, strengthen research and scholarship opportunities, and ensure a vibrant and supportive environment for all students.

To ensure confidentiality, [gradSERU](#) is hosted by the [Social & Economic Sciences Research Center \(SESRC\)](#). Neither the University of Minnesota Graduate School nor colleges/programs have access to identifiable response data. To verify eligibility, students are required to log-in to the survey using their Student ID number.

### SPH Student Engagement Survey

Students are also strongly encouraged to evaluate and comment on the school and its programs through the SPH Student Engagement Survey. The survey covers many aspects of the student experience including field placements, career services, financing, and overall service. Feedback is used to enhance the services and resources provided to students. Stay tuned to your UMN email address for additional information later in the semester or contact [sph-ask@umn.edu](mailto:sph-ask@umn.edu) with questions about this survey.

## Career Outcomes Survey

Students are required to complete the Career Outcomes Survey before they can be cleared for their degree. The survey captures important employment information, follows up 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.

To complete the SPH Outcomes Career survey go to [https://umn.qualtrics.com/jfe/form/SV\\_dorFMjgZueRCpNP](https://umn.qualtrics.com/jfe/form/SV_dorFMjgZueRCpNP).

## 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 promote 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:** Course planning and scheduling, policies, procedures, and degree-planning benchmarks for both the SPH and the University. Your program coordinator is your first point of contact for these questions.
2. **Academic Advising:** Topics related to programs including, but not limited to, may include identifying appropriate coursework options, project selection and career planning. Faculty serve as primary advisors for academic advising. Program coordinators and career services staff also advise students on these issues as appropriate.
3. **Applied Practice/Internship/Practicum Advising:** Specifically for the applied practice, internship, and practicum development, placement, and completion. Your faculty advisor can assist you as you select the type of applied practice that best matches your goals.
4. **Integrated Learning Experience/Masters Project/Dissertation Advising:** The ILE advisor guides students regarding integration of competencies through a pre-determined project and demonstration of excellent written communication. Specific and targeted direction on a master's project or PhD dissertation including but not limited to: development, completion, and, in some cases, publication. The faculty advisor plays the primary role in advising students on these issues. MS and PhD examination committee members may also assist.

### Advising Expectations for Students

SPH students are expected to:

- Regularly read and respond to University email; email is the official mode of communication at the University of Minnesota.
- Review program objectives and educational documents at least once per semester, or when directed by program coordinator or program director/Director of Graduate Studies; students are responsible for knowing the requirements of the degree program.
- Actively contribute to a welcoming and supportive student climate.
- Initiate meetings with advisors at least once per semester; regularly communicate with faculty advisors and/or program coordinators about program progress.
- Respond to inquiries from faculty or staff in a timely manner.
- 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 the University of St. Thomas, 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 both students and members of the faculty and staff.

- 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 reflect 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 University of St. Thomas, Minneapolis, for some of these tips.

## 1.11 COMMENCEMENT ELIGIBILITY

Students enrolled in MPH, MHA, MS, PhD programs are eligible to participate in the May Commencement Ceremony if they are on track to complete course credit requirements by the end of the spring or summer semester or have completed the necessary course credit requirements the previous summer or fall semester. Visit the SPH Commencement website for additional details: <https://www.sph.umn.edu/current/commencement/>

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

# 2. THE UNIVERSITY OF MINNESOTA

## 2.1 U OF M BASICS

### University Identification Numbers and Accounts

<https://my-account.umn.edu/claim-acct>

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 "X500"). 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 Student 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](http://www.umn.edu/initiate) or by calling the Technology Help Line at (612) 301-4357 (1-HELP).

### Email

[gmail.umn.edu](mailto: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 is active as long as you remain active as a student. The [Office of Information Technology](#) posts information on their website about [end of life account policies](#). 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, and good opportunities, 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.

## Duo Security

The University of Minnesota is taking meaningful action to help students, faculty, and staff safeguard themselves against cybercrime. Duo Security, or two-factor authentication, is required at the University of Minnesota sign-in page. The sign-in page is the University's gateway to applications such as MyU, Gmail, calendars, docs, Canvas, and many other programs.

Enroll now:

- Visit [my-account.umn.edu](https://my-account.umn.edu) and select Password Management from the self-service menu on the left.
- Select Reset Your UMN password. Follow the instructions on the page.
- As soon as you've reset your password, you will be guided through the Duo enrollment process.

If you use Duo Security to sign in to University applications, you are strongly encouraged to set up back-up devices in Duo Security so that you are prepared in the event that your primary Duo device is unavailable. Learn about back up devices at [it.umn.edu/duo-use-backup-device](https://it.umn.edu/duo-use-backup-device).

As a Duo user, it is your responsibility to come prepared to sign in to applications necessary for class activities, including exams and quizzes. If you are unable to sign in, you may lose points for the class activity. Failure to bring your Duo device or a back-up is not an excused absence or a valid reason for make-up work.

Learn more about Duo Security [here](#) on the OIT website.

## One Stop Student Services

[onestop.umn.edu/](https://onestop.umn.edu/)

One Stop Student Services is a resource for how things work at the University. One Stop 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 also 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 services to students, no appointments necessary. You can also get your questions answered by calling or emailing One Stop. One Stop Counselors are 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](https://myu.umn.edu)

While you can contact One Stop or visit the One Stop website to 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 is where you'll register for classes, manage financial aid and billing, maintain your personal info, and much more.

## U Card

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

Your U Card can give you access to campus buildings and different accounts based on your role or 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
- Department/College Printing
- TCF U Card Checking Account (Optional)

### Additional services with your U Card

- Parking and Transportation Services (Bus & Metro Pass) - Purchase pass after you get your U Card
- Discounts

- 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](http://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/>.
- Health Sciences resource hub, <https://www.health.umn.edu/>.

## 2.3 CAMPUS SERVICES

### Parking and Transportation

[pts.umn.edu](http://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 Bank, 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](http://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](http://www.pts.umn.edu), or call (612) 626-PARK (7275) for more information.

The Motorist Assistance Program offers free services (unlocking vehicles, jump-starts, adding air to flat tires, and referral to a service station) to all customers legally parked PTS customers. Hours are Monday through Friday from 7:00 AM to 8:00 PM. (Service is not available on weekends or official University holidays). Call (612) 626-PARK for any motorist assistance needs.

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](http://www.pts.umn.edu/park/disability).

PTS also offers Paratransit Service for anyone who is not able to use fixed transit and needs special transportation while on campus. This service operates on the Twin Cities campus. More information at [pts.umn.edu/bus/university-paratransit-service](http://pts.umn.edu/bus/university-paratransit-service).

### Housing

[housing.umn.edu](http://housing.umn.edu) & [ocl.umn.edu](http://ocl.umn.edu)

The University's Office of Housing & Residential Life is the best resource for finding housing on or near campus. Additionally, Off-Campus Living provides a variety of services and programs intended to meet the practical, social and advocacy needs of students living off campus.

### Maps

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

Find your way to any University building.

### Digital Signage

The School of Public Health has two different digital signs that provide information specific to the public health students. These can be found on the third floor of the Mayo building near the Dean's office in Mayo A-302 and the

third floor of the West Bank Office Building (WBOB).

## Dining

[dining.umn.edu](http://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](http://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 admitted to a degree program and 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 criteria are automatically enrolled in the University-sponsored Student Health Benefit Plan (SHBP). The Student Health Benefit Plan 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. Please contact the [Office of Student Health Benefits](#) to determine your exact eligibility status.

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.

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 and must meet J-1 U.S. Federal regulation requirements.

### Long Term Care Disability Insurance Fee

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

Health Sciences students, which includes the School of Public Health, enrolled in a qualifying Health Sciences 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 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](mailto:umshbo@umn.edu)  
[www.shb.umn.edu](http://www.shb.umn.edu)

## Boynton Health

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

Located on the University of Minnesota Twin Cities campus, Boynton Health (BH) is a primary healthcare clinic serving University students, staff, and faculty. BH 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
- Health promotions such as flu shots and nutrition services

## Student Mental Health Resources

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

As a student you may experience a variety of stressors 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](mailto: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. 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

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

The Aurora Center for Advocacy and Education provides crisis intervention and advocacy services to victims and 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](https://lacsaces.umn.edu)

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

## Recreation & Wellness Center

[recwell.umn.edu](https://recwell.umn.edu)

The University Recreation and Wellness Center, commonly referred to as the RecWell, is a free resource for all students. 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 activities:

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

## 2.5 DIVERSITY

### Diversity and Equity

The University of Minnesota 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 School of Public Health has made a commitment to making antiracism and anti-oppression a central part of our mission and operations. We recognize the moral imperative created by systemic oppression that led to health inequities. We are working to educate our community about these injustices and empower them to eradicate them through public health interventions. We believe in building public health leadership that can understand the complexities of power, privilege, and oppression, and how to work with a broad base of populations and challenges.

We 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. This sense of inclusiveness covers all of a person's identities as well as their intersections.

The Director of Equity, and Inclusion, Lauren Eldridge, works with students, staff, faculty, alumni, and community members to advance antiracism, equity, and justice within the SPH. She can be contacted at [leldridg@umn.edu](mailto:leldridg@umn.edu). The Coordinator of Diversity, Equity, and Inclusion is Gayle Smaller Jr., and he can be reached at [smaller@umn.edu](mailto:smaller@umn.edu).

For more information please visit:

- University policy on [Equity & Diversity](#)
- [Office for Equity and Diversity](#):
- SPH office for [Diversity, Equity, & 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](https://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. If you have a disability and would like to discuss accommodations, please contact Todd Helmer, the SPH contact with the DRC, at [helme062@umn.edu](mailto:helme062@umn.edu) to schedule an initial appointment or consultation.

### **Graduate School Diversity Office**

[grad.umn.edu/diversity](http://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 [The Graduate School](#) and works with other units connected to diversity and multiculturalism.

### **The Gender and Sexuality Center for Queer and Trans Life**

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

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**

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

Location: 109 Hubert H. Humphrey School, 301 19<sup>th</sup> 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**

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

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](http://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**

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

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**

[sos.umn.edu](http://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**

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

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 alumni 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.

### **Bias Response & Referral Network**

[bias-response.umn.edu](http://bias-response.umn.edu)

The Bias Response and Referral Network (BRRN) responds to reports of bias incidents on the Twin Cities campus. The BRRN's goal is to contribute to a campus climate that is welcoming, inclusive, and respectful for all. The BRRN provides support resources to impacted parties, promotes education and dialogue, and affirms the University's commitment to equity and diversity, free speech, and academic freedom.

## **2.6 ACADEMIC RESOURCES**

### **University Libraries**

[hsl.lib.umn.edu/biomed](http://hsl.lib.umn.edu/biomed)

The Bio-Medical Library is located in Diehl Hall and 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](http://www.lib.umn.edu).

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

### **Bookstore**

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

The University of Minnesota Bookstores, located in Coffman Union, sells course materials for all public health courses. Course materials can also be ordered online.

### **Center for Educational Innovation**

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

The Center for Educational Innovation (CEI) was created in 2014 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](http://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, they help students develop productive writing habits and revision strategies. Assistance can be found via appointments or online.

The Online Writing Center offers online tutoring to students taking writing intensive courses at the University of Minnesota. Online tutoring consists of comments and feedback offered by 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](http://it.umn.edu)

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

[IT@umn.edu](mailto:IT@umn.edu) can help you initiate and manage your student internet account, get connected to Wi-Fi 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 University.

## 2.7 CAMPUS SAFETY

### Safe Campus

[safe-campus.umn.edu](http://safe-campus.umn.edu)

The safety of students, faculty, staff, and visitors is the University's top priority and is engaged in wide-ranging safety efforts from health emergencies and sexual misconduct prevention to transportation and workplace/lab safety. In all of these efforts, everyone has a role to play. The Safe Campus website provides information you need to help maintain our U of M culture of safety.

### U of M Police Department

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

The University of Minnesota has a full-service police department; in the event of an emergency dial 9-1-1.

### 624-WALK Service

[publicsafety.umn.edu/home/security](http://publicsafety.umn.edu/home/security)

University Security offers a walking and 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 Twin Cities campus. To request an escort by trained security personnel, please call (612) 624-WALK (9255) shortly before the desired departure time and walk safe.

### Safe-U Emergency Notification [safe-campus.umn.edu/emergency-notifications](http://safe-campus.umn.edu/emergency-notifications)

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 as well.

The 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 project an alert tone and vocal instructions in the event of a campus emergency.

## 2.8 ADDITIONAL RESOURCES

### Post Office

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

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

### Copies/Fax Machines

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

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

## Student Legal Service

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

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

# 3. REGISTRATION

## 3.1 FULL-TIME STATUS

In order to be considered full-time, degree seeking students must register for at least six credits in both fall and spring semesters; and summer, MHA and MPH students must be registered for six credits to be considered full-time, and three 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 [One Stop 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. Please 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 the 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 academic advisor, 4000-level courses may also be applied toward a 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](http://myu.umn.edu).
- You can find your registration queue date and time on the web at [myu.umn.edu](http://myu.umn.edu).
- You will need your Internet ID (x.500) 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](http://myu.umn.edu) or go to 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](mailto: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 section of this guidebook for more information. Stricter policies may be enforced by individual 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 agree 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 for the course, 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](http://onestop.umn.edu). For more information about grading policies, see the University Senate [Grading and Transcripts: Twin Cities, Crookston, Morris, and 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 not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).

- 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 re-evaluation 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](http://myu.umn.edu) 24 hours after they are posted by the course instructor.

### Grade Point Average

Students must achieve a grade point average of no less than 3.0 (B) across their entire program to receive the graduate or professional degree.

### SPH Incomplete Policy

The maximum time allowed for a student to fulfill incomplete course requirements is one year or as specified on the incomplete contract, agreed upon by the instructor and student. Students who fail to meet incomplete contract deadlines as determined by instructor and student will receive a grade of F or N (depending on grade option) to be entered by the SPH Registrar. Instructors are notified via email that an F or N was submitted due to failure in meeting the incomplete contract deadline.

Students can initiate an electronic Incomplete Contract form using the SPH Grades portal found here: <https://publichealth.ahc.umn.edu/sphgrades/>.

The information needed for each contract is:

- Student ID
- Course number
- Course section
- Instructor name
- Reason for the Incomplete Contract
- Outstanding assignments

### **Deadline**

Graduating students who, in consultation with their academic advisor and course instructor, determine not to finish course requirements may request that the incomplete permanently remain on their official transcript (if the course is not required for graduation).

### **Graduate Planning and Audit System (GPAS)**

The Graduate Planning & Audit System (GPAS) allows graduate and professional students to plan future coursework and view student degree progress. You only need to add coursework that you plan on taking because the audit (advisement report) will already track completed coursework and requirements. If you want to add or remove a graduate minor, you will need to submit a separate form.

GPAS allows program coordinators, program directors, and director of graduate studies to approve students' coursework plans electronically.

Students will work closely with their academic programs to complete and submit GPAS for review and approval. [onestop.umn.edu/academics/gpas](http://onestop.umn.edu/academics/gpas).

### **Probation**

At the end of the semester, the Director of Academic and Student Affairs identifies all SPH students with a cumulative GPA of less than 3.0 enrolled in an SPH program. Students will receive a letter of scholastic probation prepared by the Director of Academic and Student Affairs, to be approved and signed by the Associate Dean of Education & Student Engagement. The terms of this letter are the following: students will be placed on probation and informed that they must maintain a term GPA of 3.0 for each subsequent term. Students must achieve letter grades for all courses (incompletes are unacceptable while on probationary status) they are enrolled in during that semester. This written notice will 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 by the Associate Dean.

Students who have been dismissed from the SPH and are interested in reapplication to the School are allowed to do so 12 months after the date of dismissal. The dismissal becomes part of the reapplication and is considered in any admission decision.

### **S/N Grade Option**

Students may take no more than 20% of their coursework on an S/N grading basis, exclusive of those topics, seminars, and experience courses offered only on an S/N basis.

### **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](http://onestop.umn.edu).

### **Registration Requirement and Exceptions**

Students are required to register for at least two semesters and 20 credits in the School of Public Health.

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](http://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](mailto:sph-ask@umn.edu) for further information.

### 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.

### Time Frame for Degree

The maximum time allowed by the School of Public Health completion for a *master's degree* is five years. The five-year period begins with the first term of enrollment after admission to a degree program within the School of Public Health. If you have the flexibility to take a full-time course load, it is possible to complete the curriculum in a shorter amount of time depending upon the program requirements.

The maximum time allowed by the School of Public Health and the Graduate School for a *doctoral degree* is eight years. The eight-year period begins with the first term of enrollment after admission to a degree program within the School of Public Health.

### 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 through the U of M [Office of Measurement Services](http://oms.umn.edu) called Explorance Blue <http://srt.umn.edu/blue>. The system will send email notifications to students when they can access and complete their course evaluations. All students will have access to their final grades through OneStop two weeks after the last day of the semester.

Student privacy is protected through compliance with University policy, data processing procedures and in-house security. Responses will remain anonymous and will not be released to the course instructor until after final grades have been submitted (approximately three weeks after the semester ends). Aggregate summary statistics are provided to instructors and program directors in order to enhance future course experiences. More information can be found at: <https://oms.umn.edu/srt/students/about/student-privacy>

## 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 of Education and Student Engagement. 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.

MPH and MHA 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/](http://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 of Education & Student Engagement 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.

MS and PhD students must contact their program coordinator for detailed information on transferring coursework.

## 3.5 EQUIVALENCY EXAM AND INFORMATION

### Equivalency Exams

MPH students must satisfy competency requirements in the seven core areas of public health: administration, behavioral science, biostatistics, environmental health, epidemiology, ethics, and foundations. Courses designated as part of the public health core can only be taken for a letter grade (A-F). Students are required to achieve no less than a B- grade in each course taken on an A-F basis. Students may retake public health core courses with the exact same numbered course only once.

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. Students who do not pass the exam(s) are required to take the appropriate core course area to satisfy the competency requirements.

### Administration

PubH 6751 Principles of Management in Health Services Organizations (2 cr)

### Behavioral Science

PubH 6020 Fundamentals of Social and Behavioral Science (2 cr)

PubH 6050 Community Health Theory and Practice I [CHP students only] (3 cr)

PubH 6914 Community Nutrition Intervention [PHN students only] (3 cr)

### Biostatistics

PubH 6414 Biostatistical Literacy (3 cr) [Fall 2018 and beyond] **AND** a programming class from the following list [students must check with their advisor or program coordinator to ensure they are taking the correct required programming course]

PubH 6107 Excel and Access in Public Health Settings (1 cr)

PubH 6123 Violence Prevention and Control: Theory, Research and Application (2 cr)

PubH 6325 Data Processing with PC-SAS (1 cr)

PubH 6420 Introduction to SAS Programming (1 cr)

PubH 6755 Planning and Budgeting for Public Health (2 cr) PubH

6813 Managing Electronic Health Information (2 cr) PubH 6845

Using Demographic Data for Policy Analysis (3 cr)

PubH 7264 Fundamentals Exploring and Visualizing Data in R (1 cr)

PubH 7461 Exploring and Visualizing Data in R (2 cr)

### OR

PubH 6450 Biostatistics I (4 cr)

### Environmental Health

PubH 6102 Issues in Environmental and Occupational Health (2 cr)

### Epidemiology

PubH 6320 Fundamentals of Epidemiology (3 cr)

### OR

PubH 6341 Epidemiologic Methods I (3 cr)

### Ethics

PubH 6741 Ethics in Public Health: Professional Practice and Policy (1 cr)

### Foundations

PubH 6250 Foundations of Public Health (2 cr)

Equivalency examinations are given twice each year (January and August). Equivalency exams satisfy competency requirements for the following core courses only:

#### **PubH 6020 Fundamentals of Social and Behavioral Science**

Contact: Jennifer Linde at [linde074@umn.edu](mailto:linde074@umn.edu)

Number of questions on exam	3
Type of questions	Essay
Open or closed book	Open

#### **PubH 6751 Principles of Management in Health Services Organizations**

Contact: Jim Begun at [begun001@umn.edu](mailto: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: Matt Simcik at [msimcik@umn.edu](mailto:msimcik@umn.edu)

Number of questions on exam	1
Type of questions	Systems Map
Open or closed book	Open

#### **PubH 6320 Fundamentals of Epidemiology**

Contact: Rachel Widome at [widom001@umn.edu](mailto: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 at [brown198@umn.edu](mailto:brown198@umn.edu)

Number of questions on exam	41
Type of questions	Multiple choice and true false format. During the exam you are encouraged to use a textbook and a calculator.
Open or closed book	Open

## PubH 6741 Ethics in Public Health: Professional Practice and Policy

Contact: Sarah Gollust at [sgollust@umn.edu](mailto:sgollust@umn.edu)

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

## PubH 6250 Foundations of Public Health

Contact: Emily Matson at [emilym@umn.edu](mailto:emilym@umn.edu) (exam is currently in development contact instructor)

Number of questions on exam	30-50
Type of questions	multiple choice, short answer, essay response to case study
Open or closed book	Open (no internet access)

# 4. TUITION, FEES, BILLING, AND FINANCES

## 4.1 MY FINANCES TAB ON MY U

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

The My Finances tab allows you to view account charges and billing statements. It is also where you can submit an online payment using the preferred, free e-check method, and where you can sign up for direct deposit. For residents of Wisconsin, North Dakota, South Dakota, and Manitoba, you may apply for reciprocity through your home state or province so your billing statement will have the correct amounts.

OneStop hosts "how-to guides" for common transactions. You can find financial how-to guides [here](#).

## 4.2 TUITION AND FEES

Please go to [onestop.umn.edu/](https://onestop.umn.edu/) for complete tuition and fee information. Additional information regarding tuition for specific SPH programs can be found the SPH website: <https://www.sph.umn.edu/prospective/tuition-finances/>

## 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 statements 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](https://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 sections of the One Stop website regarding 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](mailto: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 on the SPH website. In particular, check [this page](#) for information on paying for your education. Scholarships specific to SPH divisions and/or programs can be found in the division and/or program section of this guidebook.

Financial aid information can be found at [onestop.umn.edu](http://onestop.umn.edu) under the finances tab or by emailing [onestop@umn.edu](mailto:onestop@umn.edu). Students with questions about the status of their financial aid should refer to the appropriate contact below:

AID TYPE	CONTACT	EMAIL ADDRESS
Division/Program specific awards and traineeships, division-related donor scholarships, Dean's Scholarship	Your program coordinator (see program section in this guidebook)	
Medical scholarships, MN tuition scholarship, general donor funded scholarships	SPH Student Services	<a href="mailto:sph-ask@umn.edu">sph-ask@umn.edu</a>
Federal loans, financial aid package	Brian Olson - Office of Student Finance	<a href="mailto:olson282@umn.edu">olson282@umn.edu</a>

### Loan Deferment

A temporary postponement of loan payments is available only under certain conditions. Students requesting a loan deferment can get their form signed by One Stop Student Services: [onestop.umn.edu](http://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 the 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 temporary leaves)
- 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 at [onestop.umn.edu](http://onestop.umn.edu).

## 4.5 GRADUATE ASSISTANTSHIPS

SPH students may have the opportunity to use a graduate assistantship 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. The Career & Professional Development Center staff can assist you with your search. Click here for more information.

For graduate assistant policies and benefits, visit Graduate Assistant Employment: [umn.edu/ohr/gae](http://umn.edu/ohr/gae)

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

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:

- Engage with SPH Orientation events 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.
- Contact a program coordinator, program director, 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/sources/definitions.html>. Students should be careful to properly attribute and cite others' work in their writing. For guidelines for correctly citing sources, go to <https://www.lib.umn.edu/howto/citationguides>.

The Associate Dean of Education & Student Engagement 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 in the [policy library](#).

This policy library holds policies that apply to the entire University system (all five campuses), as well as policies that apply specifically 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.

Below are the Board of Regent's [Student Conduct Code's](#) guiding principles:

1. 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.
2. 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.
3. The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
4. The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
5. The University is dedicated to the rational and orderly resolution of conflict.
6. 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.
7. 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:

- Scholastic Dishonesty
- Disruption of the Academic Environment
- Falsification
- Refusal to Identify and Comply
- Attempt to Injure or Defraud
- Harm to Person
- Bullying
- Sexual Misconduct
- Disorderly Conduct
- Illegal or Unauthorized Possession or Use of Weapons
- Illegal or Unauthorized Possession or Use of Drugs or Alcohol
- Providing Alcohol to Minors
- Unauthorized Use of University Facilities or Services
- Theft, Property Damage, or Vandalism
- Unauthorized Access
- Disruptive Behavior
- Hazing
- Rioting
- Violation of University Rules
- Violation of Local, State, or Federal Laws or Ordinances
- Persistent Violation

## 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. 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 on the [Office for Community Standards](#) website.

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](http://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 of Education & Student Engagement.

## 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](#) 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](mailto:irb@umn.edu)

[research.umn.edu/units/irb](http://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. There are many grey areas, so students proposing such work are strongly encouraged to collaborate with their advisor and contact the IRB to determine whether their project requires approval.

Additional guidelines are required for students involved in international fieldwork. If you plan to use data collected as part of your international applied practice experience for your master's project, you are strongly encouraged to contact the IRB before your applied 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. See Section 3.3 of this guidebook for additional information.

### 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.

Before requesting a Leave of Absence, students must review the U of M Administrative Policy at <https://policy.umn.edu/education/gradstudentleave>. 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 strives to be responsive to student issues and complaints. There are numerous ways for you to channel your academic and student life concerns:

- 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.
- Complete various evaluation and assessment such as gradSERU, the SPH Student Engagement Survey, and course evaluations.

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 Elizabeth Wattenberg, Associate Dean of Education & Student Engagement at [watte004@umn.edu](mailto:watte004@umn.edu).

The School of Public Health is committed to ensuring that all of our students experience high-quality instruction and a positive and supportive environment in which to work and learn.

If you have a concern about your academic experience (e.g., grading, advising, instructional) and/or you believe a member of the University community has violated an official University rule, policy and/or established practice, please refer to the University's Board of Regents policy and related informal and formal resolution processes.

The University's process encourages efforts to address concerns at the local level whenever possible. For assistance, students may contact the SPH Student Services staff or the SPH Associate Dean for Education & Student Engagement. For a confidential

consultation outside of SPH channels, students may contact the [Student Conflict Resolution Center](#) (SCRC).

[The Equal Opportunity and Affirmative Action Office](#) is designed to handle reports of bias, discrimination, harassment, and sexual violence. EOAA is a resource for the entire University community.

### **Bias Grievance Process**

**Purpose:** The School of Public Health strives to value and respect all that our students bring to the SPH community. However, events or conflicts may occur both 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 Director of Diversity, Equity, and Inclusion.

**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 Director of Diversity, Equity and Inclusion (DEI) can serve as this point of discussion and referral.

**Process:** Below is a 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 Director of DEI, or another SPH administrator, will meet with the aggrieved student to collect information regarding an incident or issue.
2. The Director of DEI 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). The Director 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 Director will identify and recommend options for resolution.
5. The Director of DEI will consult back with students 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 Director of DEI 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 Director 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 training, and act with the highest honor towards all private information.

For further information, go to <https://www.healthprivacy.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 DC

In addition:

- University 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 visit International Student and Scholar Services (ISSS) at [iss.umn.edu](https://iss.umn.edu).

### International Student Preparation Course

The International Student Preparation Course 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 International Student Preparation Course at least one week before their immigration check-in. More information can be found by visiting the [ISSS](#) website.

### Immigration Check-In

All new international students must visit the University of Minnesota [International Student & Scholar Services](#) office (ISSS) shortly after arrival in Minnesota. 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 [iss.umn.edu](https://iss.umn.edu).

### Academic Status

International students must maintain full-time status; this means SPH master's and doctoral students must register for at least six 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 ten days of a change of address to maintain their legal immigration status. For more information go to [iss.umn.edu/INSGen/address.html](https://iss.umn.edu/INSGen/address.html).

## 5.6 COMPLIANCE

### Immunizations

[boynton.umn.edu/immunization-requirement](https://boynton.umn.edu/immunization-requirement)

According to OSHA regulations, CDC guidelines, and University of Minnesota policy, Health Sciences students are required to have a health clearance as a condition of enrollment. You must complete this requirement by the sixth week of the semester or a registration hold will be placed on your student account. In addition, 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: <https://boynton.umn.edu/clinics/travel>.

More details and the downloadable Student Immunization Record form are available from Boynton Health at [boynton.umn.edu/immunization-requirement](https://boynton.umn.edu/immunization-requirement). You can also stop by Boynton Health to schedule services, click here for more information [boynton.umn.edu](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 Health Sciences, 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 all 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 or applied practice experiences 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, email [sph-ask@umn.edu](mailto:sph-ask@umn.edu), or go to A-395 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://publichealth.ahc.umn.edu/sphcommunity/index.cfm>. The agreement is complete once it has been approved by the student's advisor and the SPH 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 Health Sciences 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, clerkship, or practicum experiences. This is a University of Minnesota Health Sciences requirement. A school/program or site may ask a student for proof of health insurance while participating in their AP, clerkship, or practicum experience. If the student cannot provide proof of health insurance, indicating they are not in compliance with this requirement, they will be pulled from the experience.

The complete policy can be found on the Health Sciences Education website [https://drive.google.com/file/d/1uwjO4w0b2-xidGDntLlx27bSvh3HM0Q\\_/view](https://drive.google.com/file/d/1uwjO4w0b2-xidGDntLlx27bSvh3HM0Q_/view).

## **6. GROUPS, ASSOCIATIONS AND SOCIETIES**

### **6.1 STUDENT GROUPS**

#### **School of Public Health Student Senate**

[sph.umn.edu/current/senate/](https://sph.umn.edu/current/senate/)

The Student Senate is composed of graduate students from within the School of Public Health; it strives to serve as a representative body for students in SPH. The Student Senate provides a voice for students and allows them to get involved in University 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. The Student Senate also provides various grants to students and SPH student groups.

### **Professional Student Government**

[gopherlink.umn.edu/organization/PSG](http://gopherlink.umn.edu/organization/PSG)

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)**

[cogs.umn.edu](http://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)**

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

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

### **Minnesota International Student Association (MISA)**

[facebook.com/misa.umn/](https://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 three 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/engage/student-groups/](http://sua.umn.edu/engage/student-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 900 student groups on campus 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](mailto:sph-ask@umn.edu).

## **6.2 PUBLIC HEALTH RELATED ASSOCIATIONS AND AGENCIES**

### **American College of Healthcare Executives**

[ache.org](http://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**

[apha.org](http://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**

[aspph.org](http://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**

[cdc.gov](http://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**

[ceph.org](http://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.

#### **Commission on Accreditation of Healthcare Management Education**

[cahme.org](http://cahme.org)

The Commission on Accreditation of Healthcare Management Education (CAHME) is 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**

[mphanet.org](http://mphanet.org)

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**

[nih.gov](http://nih.gov)

Originally 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**

[nbphe.org](http://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**

<https://www.sph.umn.edu/alumni/sph-alumni-society/>

Your connection to the School of Public Health doesn't end at graduation.

Since our school's founding in 1944, we have graduated over 12,000 alumni. These individuals are important members of the public health community as they shape public health policy, conduct ground-breaking research, lead innovative public health solutions and shape the future of public health.

Your SPH education is a valuable, lifelong investment. During school, and after graduation, we invite and encourage you to stay connected to the school, its resources and each other to make the most out of your degree from SPH.

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.

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.

Connect to the SPH Alumni Society and all it has to offer today.

#### **MHA Alumni Association**

[sph.umn.edu/alumni/mha/](http://sph.umn.edu/alumni/mha/)

The University of 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 provide 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 program 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, ethics, foundations, social and behavioral science, and 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](mailto: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 Program 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 (AP) 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, ethics, 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 adviser to arrange a public health applied practice experience (AP) 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 AP. Students may count a clinical rotation in a college of veterinary medicine as an AP 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 Program Staff

##### Program Chair of Public Health Practice

Jeff Bender, DVM, MS, ACVPM – [bende002@umn.edu](mailto:bende002@umn.edu)

##### DVM/MPH Program Director

Jeff Bender, DVM, MS, ACVPM – [bende002@umn.edu](mailto:bende002@umn.edu)

##### DVM/MPH Program Coordinator

Sarah Summerbell, MS - [peter415@umn.edu](mailto:peter415@umn.edu)

## 7.3 PROGRAM CURRICULUM

Students are required to complete a minimum of 42 credits to earn a MPH. The DVM/MPH resides within the Public Health Practice program. The program 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)

*Students should refer to section 3.5.*

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 on next page)</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

### **Biostatistics (if taking PubH 6414) supplementary programming options:**

PubH 6414 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 will also need to take a programming course. You are required to take the programming course for a grade, A/F.

The options are:

- PubH 6107 Excel and Access in PH Settings (1 cr)
- PubH 6123 Violence Prevention & Control: Theory, Research, & Application (2 cr)
- PubH 6325 Data Processing PC-SAS (1 cr)
- PubH 6420 Intro to SAS Programming (1 cr)
- PubH 6755 Planning and Budgeting in Public Health (2 cr)
- PubH 6813 Managing Electronic Health Information (2 cr)
- PubH 6845 Using Demographic Data for Policy Analysis, (3 cr)
- PubH 7264 Fundamentals Exploring and Visualizing Data in R (1 cr)
- PubH 7461 Exploring and Visualizing Data in R (2 cr)

Note: This list is not inclusive.

If you prefer more in-depth biostatistics knowledge, you can 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. To review a guide regarding which biostatistics course is right for you, check out [sph.umn.edu/academics/divisions/biostatistics/courseintro/](http://sph.umn.edu/academics/divisions/biostatistics/courseintro/).

### **MPH Applied Practice Experience (AP)**

Applicable AP 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 (AP) 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 AP 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 AP. 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 advisers when setting up your applied practice experience and complete the online AP learning agreement *prior* to starting the AP.

### **What is the online AP learning agreement?**

Before beginning an AP, the online *learning agreement* form must be completed. The learning agreement is located on <https://www.sph.umn.edu/current/applied-practice/>

The preceptor, your academic adviser, 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 AP that will be addressed.
- means to upload the specific products that will result from this AP.
- submit an online AP evaluation at the conclusion of the AP. The preceptor may also submit an online AP evaluation at the conclusion of the AP.

#### **What are some AP 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.
- AP designated course

#### **What cannot be an AP?**

- 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 AP be completed?**

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

#### **How many credits is the AP?**

All DVM/MPH students are required to complete at least two credits of AP (1 cr = 40-45 hrs of AP) 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 AP credit?**

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

#### **Grading of AP**

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

#### **International AP**

International AP require a release and waiver form, international health insurance and other forms. The forms are available on the AP 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, Mercedes Taneja.

#### **How do I demonstrate attainment of the competencies?**

Students must produce two products that demonstrate attainment of five competencies as part of the AP. At least three must be foundational competencies and the others can be PHP program-specific competencies. You will upload the products to your AP electronic learning agreement for your adviser to review.

#### **What is an AP product?**

AP 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
- Budget
- Health promotion materials
- Training course curriculum
- Program evaluation reports
- Surveys

- Websites
- Posters
- Photos
- Other digital artifacts of learning

#### **Good Examples of AP:**

- 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 AP:**

- 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 AP?**

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

#### **Can I use my place of employment for my AP?**

Yes, the AP 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 AP at the student's workplace, but the prior work experience does not count. As stated above, the AP must begin only after the learning agreement has been approved.

#### **Who reviews the products?**

Your academic adviser will evaluate the two products and submit the final grade for the AP.

#### **Selection of AP placement(s)**

Although most students will select one site to fulfill their AP requirements, some students may select more than one site to fulfill their total requirements. The responsibility of arranging for the AP rests with the student although there are a number of resources available to help students select an appropriate placement and activity. Resources for AP placement sites include the student's academic adviser 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 AP 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 AP?**

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

- Student who use the same experience for both the AP and ILE must create products that meet the requirements specific for the AP and the ILE.
- Students registered for AP and ILE credits separately.
- The products for the AP and ILE are different
- For example, an AP 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 refer to section 5.6.*

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 or Applied Practice Experiences (AP) 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 SPH 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 three 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 adviser(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 adviser 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 AP?

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

- Students who use the same experience for both the AP and ILE must create different products that meet the requirement that are specific for the AP and the ILE.
- Students registered for AP and ILE credits.
- The products for the AP and ILE are different
- For example, an AP 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 adviser decide how the integrated learning experience requirement will be met. The student is responsible for consulting with and acquiring approval from the academic adviser 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 adviser 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 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 Adviser, 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

*Student should refer to section 5.2.*

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.

## Satisfactory Progress requirement for the MPH

*Students should refer to section 3.3.*

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 program 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.

## Course Credit Transfer Policy

*Students should refer to section 3.4.*

DVM/MPH students are allowed to transfer 14 credits.

## Double Counting courses between the MPH and the DVM

*(applies only to students doing both DVM and MPH at the University of Minnesota)*

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.

## 7.5 APPLIED PRACTICE EXPERIENCE (AP)

MPH students must complete a formal, supervised applied practice experience. VPH 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 AP in a human public health setting and relate their activities to the common goal of public human health.

### AP Requirements

1. All DVM/MPH students are required to complete two credits (minimum of 90 hours, 1 credit = 45 hours) of AP as part of the degree program. Additional AP credits are counted as elective credits, up to a maximum of six total AP credits.
2. Students in consultation with their adviser 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 AP in a human public health setting and relate their activities to the common goal of public human health.
4. An AP can also be arranged to meet the criteria of a college of veterinary medicine clinical elective in your college of veterinary medicine curriculum. Individual AP 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 AP sufficiently interesting to do the MPH ILE while completing the AP. This may require a more extensive study, an appropriate literature review, and an expansion of the subject beyond the AP. Students interested in this possibility should consult with their adviser.
6. The student and adviser arrange the number of credits for the AP. The grading for the field experience is S/N. 45 hours of AP 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 adviser 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 adviser for the MPH ILE other than their academic adviser. The MPH ILE adviser may be another faculty person or community adviser who has the expertise or interest in the topic of the ILE. The student, his/her adviser, and MPH ILE adviser for whom the work is to be done with (if different from the adviser) decides how the MPH ILE requirements are to be met. Note: the MPH ILE adviser does not need to be faculty member at the University of Minnesota.

Students must keep in touch with their academic adviser during the course of the MPH ILE, if different people. Each MPH ILE adviser should specify how he/she prefers to work with the student. The student is responsible for consulting with and acquiring approval from the academic adviser 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 adviser. 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 advisers, students may submit the MPH ILE in publication format, along with appendixes of data, surveys, tables, etc. Please check with advisers 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 advisers 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 adviser. 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 adviser, MPH ILE adviser, 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

*Students should refer to section 5.2.*

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 adviser 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](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](mailto: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 AP. Doing research at the AP 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 adviser research adviser and preceptor early in the AP. 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 adviser, research adviser, 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 AP or it may be separate from the AP.

By necessity, students who choose this option will need to work closely with a community preceptor as well as their advisers. 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/lasial/files/summaries/100423-Schein\\_1999\\_Process\\_consulting.pdf](http://l.kryptoniitti.com/lasial/files/summaries/100423-Schein_1999_Process_consulting.pdf). The Schein paper may help both you and your consultative report project adviser 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 adviser, one as primary project adviser 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 adviser for review and comments. The student should incorporate the adviser's revisions into the final draft of the project, which the student then resubmits to the MPH project adviser and reader. A student desiring publication of the MPH ILE should discuss this with the MPH ILE adviser. MPH ILEs written in publication format may meet the program requirements with prior MPH ILE adviser approval. Once the MPH ILE adviser 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 adviser (who must have an appointment within the SPH)
- 2) another SPH faculty member
- 3) faculty member outside of the PHP program (this faculty person may have an appointment anywhere within the University of Minnesota)
- 4) specialist or community adviser (optional)

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

Students are expected to present a professional presentation on their project (20-30 minutes) as part of the final comprehensive oral examination followed by questions. Many DVM/MPH students complete their oral presentation via webinar, using Zoom. 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 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 adviser 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 a draft plan for degree completion sometime during the initial term of registration. Sarah ([peter415@umn.edu](mailto: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: Fundamentals of Social and Behavioral Science	PubH 6020			in general, core course cannot transfer in except in special circumstances
CORE: Issues in Environmental and Occupational Health	PubH 6102			
CORE: Foundations of Public Health	PubH 6250			
CORE: Fundamentals of Epidemiology	PubH 6320			
CORE: Biostatistical Methods	PubH 6414 or 6450			
CORE: Biostatistical Programming (if 6414 is taken)				
CORE: Ethics in Public Health: Practice or Policy	PubH 6741			
CORE: Principles of Management in Health Services	PubH 6751			
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	
<b>**Core courses must receive B- or above.</b>				
<b>***All transfer courses must receive B- or above.</b>				

## 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.

Prior to completing the Application for Degree, check your name and address (confirm the name, since it will be printed on your diploma and the mailing address for the diploma.) Go to MyU> My Info tab.

Schedule oral presentation. The student is responsible for scheduling the oral presentation (two hour block) with the committee members and arranging for the Zoom webinar or conference room for the presentation. Students should plan to present for 20-30 minutes, and then entertain questions and facilitate a discussion after the presentation.

Provide each committee member with a copy of your MPH project AT LEAST TWO WEEKS BEFORE THE SCHEDULED DATE OF YOUR ORAL PRESENTATION. A file will be prepared for your academic adviser 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 adviser 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. *Students should refer to section 1.11.*

**Required & Essential – MPH degrees will not be conferred unless the career survey is submitted.** You must log in with your x500 credentials and complete the Career outcomes Survey at

[https://umn.qualtrics.com/jfe/form/SV\\_doRfMjgZueRCpNP](https://umn.qualtrics.com/jfe/form/SV_doRfMjgZueRCpNP)

# APPENDIX A

## MPH 22 Foundation Competencies Established and Required from the Council on Education for Public Health (CEPH) Effective Fall 2018

**Note: The Foundations 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 B

### Applied Practice Experience Learning Agreement

Log your field experience here:

<https://www.sph.umn.edu/current/applied-practice/>

### Applied Practice Experience Learning Objectives Sample

Applied Practice 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 C

## MPH Project Proposal Form Sample

**SUBMIT YOUR PROPOSAL ONLINE AT: [HTTPS://FORMS.GLE/XVSNP247H3QTJN6C8](https://forms.gle/xvsNP247H3QTJn6c8)**

Prepare/think about/discuss with your advisor the following information prior to accessing the online submission form.

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 adviser) \_\_\_\_\_
  - 2 (academic adviser, if not project adviser) \_\_\_\_\_
  - 3 (faculty, subject matter expert) \_\_\_\_\_

# APPENDIX D

## 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"> <li>• three University of Minnesota faculty members required – check program requirements</li> <li>• external project advisers or community partners welcome (non-voting)</li> <li>• usual suspects are academic adviser, research adviser, program director or designate (2 of 3 need to be SPH faculty)</li> <li>• if all of the above are not UMN faculty, need to recruit additional members</li> <li>• consult with academic adviser, student guidebook, or SPH faculty guide</li> </ul>
Draft of Written Project Paper	Distribute to committee 2-3 weeks prior to defense	<ul style="list-style-type: none"> <li>• follow outline guides presented in your student handbook</li> <li>• work with your project adviser to have a polished draft before distributing to your committee</li> <li>• leave time for revisions and comments</li> </ul>
Oral Presentation	<p>Student presents MPH project to public audience</p> <p>Talk should last 20-30 minutes with time for questions</p>	<ul style="list-style-type: none"> <li>• design a clear Power Point presentation</li> <li>• have a committee member review your presentation</li> <li>• practice your talk</li> <li>• remember that you know your topic best</li> </ul>
Defense (closed session)	<p>Student is questioned about project and public health topics by committee</p> <p>Approximately 30 minutes</p>	<ul style="list-style-type: none"> <li>• be able to explain you project rationale, methodology, findings, and public health significance</li> <li>• public health topics related to core courses are fair game (epidemiology, environmental health, biostatistics, management, social and behavioral sciences)</li> </ul>
Finalize the Process	Student may pass, pass with stipulations, or need to meet further requirements	<ul style="list-style-type: none"> <li>• ensure study plan is signed and forwarded to program coordinator</li> <li>• if necessary, submit revisions promptly</li> <li>• submit final copy of MPH project paper to DVM/MPH program coordinator</li> </ul>

Public Health Practice ILE Scoring Rubric/Evaluation Form: 2020-2021 (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 **public health** 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 **public health** 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 adviser 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 E

### Pre-Approved Transfer Courses

Listings are current as of May 2021 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.

<b>Auburn University</b>		
9030	Epidemiology & Zoonoses	2
9040	Veterinary Food Safety	2
9602	Research Problems in Biomedical Science	1
9720	Disaster Medicine for Veterinarians	2
9840	Wildlife Diseases	1
9502-019	Foreign Animal Diseases	1
9502-049	Food Animal Special Topics	1
9502-064	Epidemiology & Biostatistics	1
9502-068	Providing Veterinary Care to Underserved Communities	2
9502-074	Ecology of Infectious Diseases	2
AUagert	Ag Emergency Readiness Response Training	2
AUlab	Lab Animal Rotation	2
AUph	Public Health Rotation	2
AUshelter	Birmingham Shelter Medicine Rotation	2
<b>Colorado State University</b>		
707	Emerging Infectious Disease	1
714	Veterinary Preventive Medicine	4
648CSU	Food Animal Production & Food Safety	2
786A	Junior Practicum	6
<b>Cornell University</b>		
5410	Veterinary Parasitology	2.5
5601	Community Practice/Service Learning	2
5704	Vet Practice Public Health/Preventive Medicine	2
5705	Veterinary Practice: Public Health	1.5
6420	Transboundary/Foreign and Emerging Diseases of Animals	1
6421	Epidemiology & Infectious Diseases	1
6422	Clinical Biostatistics for Journal Readers	1
6425	Shelter Medicine I	1
6430	Veterinary Perspectives on Pathogen Control in Animal Manure	2
6431	Microbial Safety of Animal-based Foods	1
6434	Shelter Medicine II	1
6527	Veterinary Aspects of Captive Wildlife Management	2
6556	Dairy Herd Health Epidemiology	1
6564	Veterinary Aspects of Captive Wildlife Management	2
6602	Lab Animal Medicine	2
6604	Quality Milk	2
6610	Herd Health & Biosecurity Risk Evaluation Using NYSCHAP	2
6723	Veterinary Medicine in Developing Nations	2

6733	Vet & Food Animal Production Systems	1
6735	Conservation Medicine	1.5
6737	Field Tech of International Wildlife	1.5
6743	One Health Conservation with Comm	2
<b>Iowa State University</b>		
388	Public Health and Veterinary Medicine	3
409	Infectious Disease of Wild Animals	1
422	Zoo Rotation	4
437	Infectious Disease & Preventive Medicine	3
486	Public Health Lab	1
536	Zoonoses	3
305x	Shelter Medicine	1
437x	Small Animal Shelter Medicine	2
<b>Michigan State University</b>		
532	Veterinary Integrative Problems	2
533	Veterinary Epidemiology	3
544	Veterinary Public Health	2
562	Emerging & Exotic Diseases of Animals	1
678	Corporate & Government Clerkship	3
<b>University of Minnesota</b>		
6030	Public Health & Community Medicine	2
6031	International Animal Diseases	1
6220	Clinical Epidemiology	1.5
6222	Advanced Clinical Epidemiology	1
6500	VPH Rotation	1 or 2
6501	Advanced PH Rotation	1
6531	Biosecurity/Containment for Food Animals	2
6560	Public Health Issues & Vet Med Opportunities	1
6806	Food Animal Disease Diagnostics	2
6914	FIPCC, FAD, AOD (Prev Med transferred to cover all)	4 or 5
6922	Clinical Epidemiology	1.5
6923	Veterinary Public Health & Community Practice	2
<b>North Carolina State University</b>		
921	Cases in Infectious Disease I	2
931	Vet Ethics & Animal Welfare	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
<b>Ohio State University</b>		
6510	Principles of Epidemiology	3
6646	Vet Preventive Medicine: Zoonotic Disease	2
7721	Zoonotic Disease	3

7722	Food-borne Diseases & Food Safety	3
7725	Veterinary Epidemiology	3
7760	Opportunities in Global Vet Medicine & Public Health	2.5
7896	Veterinary Disaster Response	1
8700	Molecular Epidemiology of Infectious Disease	3
<b>Oregon State University</b>		
766	Vet Med & Public Health	3
767	Veterinary Epidemiology	3
780	Veterinary Medicine Preceptorship	6
794	OHS Small Animal Primary Care	3
<b>Penn</b>		
606	Principles of Epidemiology	2
607	Veterinary Public Health	3
619	Emerging & Exotic Disease	3
631	Ecological Epidemiology	2
<b>Purdue University</b>		
80900	International Veterinary Medicine	0.5
84000	Use and Care of Lab Animals	1
85400	Principles of Epidemiology	1
86200	Clinical Epidemiology of Companion Animals	1
86300	Epidemiology of Livestock Production	1
86900	Veterinary Public Health & Zoonosis	2
88300	Veterinary Public Health	3
88400	Lab Animal Medicine	3
89300	Shelter Medicine	1
<b>Ross University</b>		
5011	Special Topics in Research	1
5475	Vet Public Health & Epidemiology	4
5498	Lab Animal Medicine Elective	1
6029	Epidemiology & Public Health	2
<b>UT-Knoxville</b>		
530	Wildlife Diseases	2
611	Emerging Infectious Disease Journal Club	1
833	Epidemiology/Evidence Based Medicine	2
837	Food Hygiene/Zoonoses	2
864	Infectious Diseases	2
<b>Tufts</b>		
106	Human-animal Relationships	2
135	International Vet Medicine	2
216	Epi/biostats	2
233	Public Health	2
241	Emerging & Exotic Diseases of Animals	2
1115	Pet Loss Hotline	0.5
<b>Tuskegee</b>		

518	Food Safety & Quality	3
519	Public Service Career Opportunities	3
614	Population Health	2
626	Public Health	2
628	Lab Animal Medicine	2
658	Foreign Animal Disease	2
500_I	Biostatistics I	3
501_II	Biostatistics II	3
651-01	Large Animal Medicine (Accred, PH and Inf Dis)	4
<b>UC-Davis</b>		
414	Population Health	6
469	CAHFS Laboratory	3
<b>UW-Madison</b>		
512	Veterinary Epidemiology	2
515	Regulatory Vet Med & Public Health	2
645	Global Health Field Course	3
675	Emergency Outbreak	1
675	World Dairy Expo	1
718	Global Health Care Systems	2
740	Rural Health	1
<b>Washington State University</b>		
500	Animals, Society & the Vet	1
501	International Vet Medicine	1
503	Animal Human Disease Interface	1
504	International Field Study	4
543	Veterinary Medicine & Human Health	2
576	Emerging Diseases of Animals	1
585	Epidemiology	2
693	Laboratory Animal Medicine	4
<b>Western University of Health Sciences</b>		
7025	Population Health & Production	2
7045	Laboratory Animal & Research	2
7050	Zoo Animal & Wildlife Rotation	2
7055	Veterinary Public Health	2
7060	Food & Feed Safety	2
7065	Global Animal Health	2
7545	Epidemiology Rotation	4
7549	Food Animal/Production Systems	4
7552	Global Health Rotation	4
7553	Lab Animal Medicine Rotation	4
7559	Selective Public Health	4
7560	Public Policy Rotation	4
7563	Regulatory Medicine Rotation	4
7566	Shelter Medicine Rotation	4

7573	Wildlife Med & Conservation	4
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# APPENDIX F

## Public Health Program 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 7221 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 6601 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 7264 Exploring and Visualizing Data in R
- PubH 7253 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 7221 Planning for Urgent Threats
- PubH 6060 Motivational Interviewing: Strategies to Effect Behavior Change
- PubH 7200 Community Engagement: Skills in Relationship Building

## APPENDIX G

### Online Resources

#### **Ordering Course Materials**

([www.bookstore.umn.edu](http://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](mailto:reedx@umn.edu) or 612-624-3128.

You can also call the reference desk at 612-626-3260, [medref@umn.edu](mailto:medref@umn.edu).

The library also offers 24/7 assistance - [z.umn.edu/askalibrarian](http://z.umn.edu/askalibrarian)