

UNIVERSITY OF MINNESOTA

School of Public Health

**EXECUTIVE PROGRAM IN PUBLIC HEALTH
PRACTICE**

MPH Degree

Public Health Practice Major

2003-2004 STUDENT GUIDEBOOK

All students are responsible for knowing the rules and policies that govern their academic program. To this end, the School of Public Health is providing you with this guidebook.

This guidebook along with the Graduate School Catalog (for MS and PhD students) contains everything you need to know to complete your degree.

Please keep it with you and refer to it often.

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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.

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SCHOOL OF PUBLIC HEALTH DIRECTORY

Note: All phone numbers are in area code "612". When dialing phone numbers from a campus phone, you only need to dial the last 5 digits, e.g. 6-3500.

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UNIVERSITY OF MINNESOTA CALENDAR – 2003-2004

The official University Calendar can be found at <onestop.umn.edu/registrar/calendars/index.html>.

MAY SESSION 2003

May	26	Memorial Day holiday – University closed.
	27	3-week May session/Public Health Institute begins.
June	13	Last day for May session/Public Health Institute.

SUMMER SESSION 2003

June	16	8-week Summer session classes begin.
July	4	Independence Day holiday – University closed.
August	8	Last day of instruction for 8-week Summer session.

FALL SEMESTER 2003

August	20-28	SPH New Student Orientation and Academic Warm-Up
September	1	Labor Day holiday – University closed.
	2	Fall semester classes begin.
November	Registration for Spring semester 2004 begins.
	27-28	Thanksgiving holiday – University closed.
December	12	Last day of instruction for Fall semester.
	15-20	Final examinations.
	25-26	Holiday – University closed.

SPRING SEMESTER 2004

January	1-2	New Year's Day – University closed.
	19	Martin Luther King holiday – University closed.
	20	Spring semester classes begin.
March	15-19	Spring break.
May	7	Last day of instruction for Spring semester.
	10-15	Final examinations.
	17	School of Public Health Commencement.

MAY SESSION 2004

May	24	3-week May session/Public Health Institute begins.
	31	Memorial Day holiday – University closed.
June	11	Last day of May session/Public Health Institute.

SUMMER SESSION 2004

June	14	8-week Summer session classes begin.
July	5	Independence Day holiday – University closed.
August	6	Last day of instruction for 8-week Summer session.

1. THE SCHOOL OF PUBLIC HEALTH

1.1 Welcome

The School of Public Health (SPH) offers a broad interdisciplinary approach towards maintaining the health of the people of Minnesota. Indeed, the School of Public Health is perhaps the only body at the university whose faculty and graduates influence the health and welfare of every Minnesotan every day.

The SPH is one of seven schools and colleges that make up the Academic Health Center at the University of Minnesota. The others are medicine, nursing, dentistry, pharmacy, and veterinary medicine as well as allied health programs in physical therapy, occupational therapy, medical technology, health information science, and mortuary science, and interdisciplinary efforts, such as the Center for Spirituality and Healing, the Center for Bioethics, the Cancer Center, and the Biomedical Genomics Center.

Although the School of Public Health has existed officially since 1936, the presence of public health in the university dates back to the 1860s. We are, therefore, one of the oldest disciplines in the institution.

Our school is one of two educational bodies in the university that has "public" in its title (the other is the Humphrey Institute of Public Affairs). The word "public" is key because it emphasizes that this school focuses on the health of groups of people and populations, rather than the treatment of sick individuals.

The second half of our title is "health" - we emphasize the prevention of injury and illness, rather than the treatment of disease. Our preventive approaches include research and education programs that examine the external (environmental) nature of human health risks; methods to control such risk factors; the effects of human behavior on health risks; methods to change unhealthy behavior; the design and management of illness and injury prevention programs; and research into the economics and effective delivery of health care services.

As a result of strong research and professional education programs, the School of Public Health at the University of Minnesota consistently ranks between fifth and seventh among the 31 schools throughout the country. Some of our program areas have been ranked number one nationally, and we are always looking for ways to place more programs in that premier position.

Because we are such a multidisciplinary school our faculty frequently work with units throughout the university, including other schools within the Academic Health Center (AHC), the Humphrey Institute, the Carlson School of Management, the Minnesota Extension Service, the College of Agriculture, the Institute of Technology, and others.

DEGREE PROGRAMS

The School of Public Health offers the following degree programs:

Division of Biostatistics

MS, MPH, and PhD degree programs in Biostatistics.

Division of Environmental and Occupational Health

MS, MPH, and PhD programs in Environmental Health.

Division of Epidemiology

MS in Clinical Research; MPH in Community Health Education; MPH and PhD in Epidemiology; MPH in Maternal and Child Health; MPH in Public Health Nutrition.

Division of Health Services Research and Policy

MS and PhD in Health Services Research, Policy, and Administration; MPH in Public Health Administration.

Public Health Practice Major

MPH Executive Program; MD/MPH in Public Health Medicine; DVM/MPH in Veterinary Public Health; Public Health Certificate in Core Concepts; Public Health Certificate in Preparedness, Response and Recovery; Public Health Certificate in Food Safety and Biosecurity; Public Health Certificate in Occupational Health and Safety.

1.2 Our Mission

The mission of the School of Public Health is to preserve and enhance the health of the public through education, research, and service programs designed to discover and transmit new knowledge aimed at the prevention of disease and disability, the improvement of health, and the planning, analysis, management, evaluation, and improvement of systems for the delivery of health services.

Education

It is a goal of the School of Public Health to educate students to serve the health needs of communities. The School will provide suitable educational opportunities to augment the students' knowledge of public health principles and to assist them in developing appropriate skills and attitudes. The School shall participate in the continuing education of health professionals and in the education of the citizens of the State, the Nation, and the World.

Research

It is a goal of the School of Public Health to conduct research and to stimulate scholarly activity, with the aim of enhancing the well being of the public.

Service

It is a goal of the School of Public Health to provide a broad range of consultative and direct services to organizations in support of the School's educational and research programs. It will respond, as appropriate, to community and individual health needs through publications and faculty participation in educational and research endeavors.

1.3 School of Public Health Services

STUDENT SERVICES CENTER (SSC)

The Student Services Center is a school-wide office that coordinates functions including:

- Recruitment
- Applications
- Orientation
- Class Scheduling
- Student Tracking
- SPH Scholarships
- Graduation clearance

The SSC works closely with the coordinators in each of the majors. Together we help manage the bureaucracy for students, create a productive educational setting, provide for social and collegial interaction, and coordinate all information to students.

Please stop by the SSC office located in D305 Mayo. Our hours are Monday-Friday, 7:45 am – 4:30 pm.

MULTICULTURAL SERVICES

The School of Public Health is committed to having a diverse student body that reflects the composition of the population and communities to be served, and to ensure that all students are prepared to work in a multicultural society and world. SPH Multicultural Services provides the following:

Student Access and Support

- Plans, designs and directs efforts to recruit, retain and graduate students of color.
- Provide personal and academic support to students of color, to insure they are informed and encouraged to utilize all campus resources.
- Participates on a team that provides outreach and recruiting to all prospective students.

School of Public Health Climate

- Provides assistance and support for cultural competency training and policies for the school.
- Assists faculty in ensuring a classroom climate and curriculum that promotes cultural competence and multiculturalism.
- Works with faculty and administration to address issues raised by students.

Community Connections

- Builds collaborative relationships with the community, especially communities of color, and works with the community to identify prospective students.
- Develops communication and interaction with a multicultural community and alumni network.
- Plans and implement community outreach activities to recruit underrepresented minority students.

CAREER SERVICES

Before you entered the School of Public Health, you were thinking about your new profession. As a student and as an alumnus, you are able to take advantage of everything Career Services offers to help you achieve your goals. All services are free of charge.

Throughout your time at SPH, watch your email and visit <www.sph.umn.edu/career> for career-related announcements and information.

Career Resource Center

The Career Resource Center (located in Mayo D305) is filled with information to help you develop networking relationships in your new profession, research companies and organizations concerned with public health, learn about job and internship opportunities, and improve your marketability when you apply for career positions.

Resources include:

- Numerous books and career-related handouts created specifically for SPH students on topics including: resume writing, curriculum vitae, out-of-state job searches, salary negotiation, as well as sample resumes and curriculum vitae from the different majors
- Career opportunities including jobs, internships, fellowships, and faculty positions received by the School of Public Health (Selected opportunities are posted on the website.)
- Information from companies and organizations focused on public health
- Directories and newsletters from local and national public health organizations
- SPH Alumni Network contact information
- Global Health Opportunities including directories with volunteer and work opportunities and postings from organizations including the World Health Organization (WHO), plus international travel guides/resources to help you reach your destination

Individual Career Counseling

As a student or alumnus, you may schedule individual appointments at any time to discuss your career-related issues, learn more about career resources, discuss ideas for internships and field experiences, review resumes and curriculum vitae, and practice job search strategies. To schedule an appointment, call 612.624.6915.

Public Health Mentor Program

An important part of learning about your profession, finding internship positions or jobs, is creating a network of people who share your interests. The Mentor Program will link you with a professional who will provide you with:

- Expert consultation
- Career coaching and guidance for professional development
- Perspectives of the profession and the health care industry
- Additional networking opportunities

To take advantage of this valuable opportunity or learn more about mentoring, plan to attend one of the mentor orientation sessions during the Academic Warm-up or in September. Attendance at one of the orientation sessions is required for participation.

Matching of mentors and students takes place in September, and you will meet your mentor at the Fall Kick-Off event.

You and your mentor will set goals for your mentoring relationship at the Kick-Off event. Mentor pairs should plan to meet approximately 1-2 hours per month during the academic year. Although many students locate

field experiences or master's project topics through the connection with their mentor, this should not be an expectation of the program.

To learn about more about the Mentor Program and to apply online, please visit <www.sph.umn.edu/mentor> and click on "Student Application."

Finding a Job

In today's labor market, you must be proactive in your search for internship opportunities or career positions. Many opportunities are never advertised, so it does require time and effort to locate and secure an internship or career position. To aid your search, take advantage of the free services available to SPH students.

The Career Services Website, <www.sph.umn.edu/career>, provides online job postings (internships, graduate assistantships, and volunteer and career opportunities) from public health related organizations. As a student, you are able to post your resume and apply directly to employers online. Employers are able to search resumes online and contact students directly concerning opportunities. The website also has extensive links to public health organizations, where other opportunities may be found.

Although many companies post opportunities online, the majority of positions are found by networking with other professionals in your field. If you are interested in securing a field experience with a specific company or agency, try to find networking contacts within the organization or contact the company directly. Talk with your academic advisor, major coordinator, or Career Services to find names of alumni working within these organizations.

Visit the Career Resource Center (Mayo D-305) to begin finding companies or organizations that interest you. Information concerning opportunities not found on the website is also available in the Career Resource Center. Many field experience/internship opportunities are never advertised. They are created on an individual basis for students with research skills and interests that are appropriate to the organizations.

Attend Career Services' Workshops on topics including resume writing, networking, and interviewing skills. Career Services also offers other programs, such as alumni panels and employer information sessions. These will be announced by email and on the Career Services website.

You are also invited to attend the Career Fairs jointly sponsored by the School of Public Health and the Humphrey Institute for Public Affairs. These career fairs, generally held during the spring semester, focus on job and internship opportunities in the non-profit sector; the private sector; and in local, state, and federal governmental organizations.

University-wide career fairs and events will also be announced. Some examples include a fall semester Etiquette Dinner, which provides useful tips for interview situations, and a spring semester Networking Necessities event, which provides you with basic tips to develop networking skills.

Again, please watch your email and visit <www.sph.umn.edu/career> for career-related announcements and information.

SPH STUDENT COMMONS

The Student Commons is located in D270 Mayo and is exclusively for the use of students in the School of Public Health. We encourage students to make use of the commons to relax or study with their fellow SPH students. The Student Commons is combination locked for safety reasons. Students should visit the SCC in D305 Mayo during the first week of fall semester for the door combination. Students should not share the combination with or allow anyone they do not recognize into the commons area.

The Student Commons has the following amenities:

- Lounge area with tables, couches, chairs, microwave, refrigerator, and a telephone for free local calls.
- Student Lockers – Get an assigned locker and combination during the first week of fall semester from the Student Services Center (SSC).
- PC computers with Internet connectivity and Microsoft Office, Ethernet jacks for laptops, and a printer.

COURSE EVALUATIONS

Students provide very important input into the continued development of the School of Public Health's teaching program. Students will be asked to complete evaluations for all SPH courses. When the evaluation forms are distributed in class, faculty and TAs should leave the room and allow students to complete the process. Many instructors designate a student in the class to collect the forms and deliver them to the Student Services Center (SSC) so there is no possibility of interference.

Comments are always welcome, but students have two weeks after the end of the semester to complete this as part of the formal evaluation process. The evaluation forms are:

University Evaluation Form

The computer-scored University of Minnesota Student Evaluation of Teaching (SET) – Form D – SR (Student Release) questionnaire is provided by the Office of Measurement Services at the University of Minnesota and preserves student anonymity without fail. Please note that race, gender and other demographic information on this bubble sheet is not used by the SPH in any way; faculty do not see any of this information in the summary they receive.

School of Public Health Evaluation Form

Students receive a second evaluation form in one of two versions: the SPH Comment Form that has been used for several years; and an experimental form (End of Semester Class Evaluation Form) used only in EPI division classes. The SPH form has not been as protective in regard to confidentiality. In most cases, student's written comments are seen directly by the instructor (some divisions have begun typing comments) and there is no guarantee that your confidentiality will be maintained. Students, who are concerned that their remarks may be identified and attributed, may use one of the processes below as an alternative to completing the form in the classroom:

- Talk with a major coordinator and ask her/him to forward your comments confidentially.
- Bring a typed sheet with your comments to the Student Services Center (SSC) in D305 Mayo. Be sure to note the class name, number and instructor on the sheet.
- Complete a Course Evaluation Comment Form in the SSC (typewriter available).
- Download the form from an e-mail that the SSC sends out near the end of each semester, complete in a way that ensures your anonymity, and return it to the SSC.

The SPH evaluation form asks for student comments on:

- The teaching methods used
- Availability of the Instructor and TA
- Subject matter of the course
- Reading material and text
- Performance requirements (attendance, papers, discussion, tests, presentations)
- Grading methods
- Guest instructors

SPH STUDENT SURVEY

Students also are strongly encouraged to evaluate and comment on the school and its programs through our annual end of year SPH Student Survey. The survey covers many aspects of student experiences including field placements, career services, financing, and overall School service.

2. THE UNIVERSITY OF MINNESOTA

2.1 Mission

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

The University's threefold mission of research and discovery, teaching and learning, and outreach and public service is carried out on multiple campuses and throughout the state.

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.

2.2 Twin Cities Campus [UMNTC]

The University of Minnesota is a world-class university, known globally as a leader in teaching, research, and public service. It is both a land-grant university, with a strong tradition of education and public service, and a major research institution, with scholars of national and international reputation. UMNTC consistently ranks among the top 20 public universities in the United States. The classic Big 10 campus, located in the heart of the Minneapolis-St. Paul metropolitan area, provides an exceptional setting for lifelong learning.

The University community is a broad mix of ethnic backgrounds, interests, and cultures. Students come from all 50 states and from more than 100 foreign countries. Many small communities of students, faculty, and staff help to create a welcoming atmosphere on campus.

UMNTC is also a thriving center for culture and the arts, featuring outstanding galleries, museums, concerts, theatre productions, and public lectures. For sports fans, the Golden Gophers offer all the spirit and excitement of Division I college athletics.

The campus in Minneapolis is located just a few minutes east of downtown. Nestled along the bluffs of the Mississippi River, buildings in Minneapolis range from the ultramodern Weisman Art Museum to the classic and stately Northrop Memorial Auditorium. A few miles to the east in St. Paul, rolling hills and quiet lawns create a more rural setting. The Minneapolis and St. Paul parts of the campus are connected by a convenient campus shuttle system.

UMNTC also provides a life beyond the campus like few other Big 10 universities can. The dynamic communities of Minneapolis and St. Paul offer something for everyone - a nationally recognized arts and theatre community, a thriving entertainment industry, a host of Fortune 500 companies, four glorious seasons of outdoor recreation, exciting professional sports, shopping, and restaurants for every taste--all located close to campus.

2.3 U of M Services

ONE STOP.....ONESTOP.UMN.EDU

The first resource for students having a question about the University is <onestop.umn.edu>. Please bookmark this site. One Stop offers links to a variety of online services and information about the University including course information, grades, registration, finances, transcripts, and general services.

E-MAIL ACCOUNTS WWW.UMN.EDU/ADCS/INFO/ACCOUNTS.HTML

Each student attending the University of Minnesota is assigned an e-mail account. Students will receive the *Internet Welcome Kit CD-ROM* that contains the necessary software to set-up a student Internet account or they can call the E-mail Help Line at 612.626.4276.

All SPH students are expected to use the University of Minnesota's e-mail service. Course lists, financial aid updates, and other important information will be sent via the U of M student e-mail address. It is strongly recommended that students use their U of M e-mail account and do not transfer it to a personal e-mail account. Biostatistics students also have an additional account that they should check regularly.

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

Students can retrieve e-mail messages in many locations and should check with their major coordinator for available computer facilities within their division. Other computer facilities are located in numerous locations on campus; see <www.umn.edu/adcs> for a list.

NOTE: Students who choose to forward their University e-mail account to another e-mail account are still responsible for all the information, including all attachments, sent to their University e-mail account.

U CARD..... WWW.UMN.EDU/UCARD

The U Card identifies a student on the Twin Cities campus and is the key to all sorts of campus services and facilities. Students can use their U Card for campus ID purposes, checking needs, making Gopher GOLD purchases, checking out library materials, entering the recreation center, computer labs, and other University buildings, cashing checks at the Bursar's Office, art and athletic ticket discounts, and more. The U Card is FREE! However, a replacement fee of \$15.00 is required for lost, stolen, or damaged U Cards. Visit the U Card website to receive more information. To obtain a U Card, students should bring their driver's license or passport to any of these handy locations:

U Card Office Coffman Union 612.626.9900

Recreation Center 1906 University Ave SE 612.625.6800

St. Paul Gym..... 1536 N Cleveland Ave, St. Paul campus..... 651.625.8283

Please call or check the website for days/times of operation of each location.

Gopher GOLD

Gopher GOLD allows students to store up to \$50 cash value on the U Card's bottom magnetic stripe. Once value has been added, Gopher GOLD purchases can be made on campus anywhere a "Gopher GOLD" logo is found.

CHIP STUDENT CENTER.....WWW.CHIP.UMN.EDU

CHIP is a department of the Office of Education in the Academic Health Center Senior Vice President's Office. The CHIP Student Center serves AHC students in the schools of dentistry, dental hygiene, health care administration, medical technology, medicine, mortuary science, nursing, occupational therapy, pharmacy, physical therapy, public health, and veterinary medicine.

CHIP exists to foster interdisciplinary relationships and teamwork between Academic Health Center students. CHIP provides educational, leadership, and service opportunities for students.

The CHIP Student Center, located in 1-425 Moos Tower, provides the following services to all AHC students:

- 24/7 study/meeting area
- Networked computers, scanner, CD burners
- Free Notary Public
- Courtesy phones
- Beverage service
- Refrigerator/microwaves
- Informal counseling and referral

- Chip Keycard System: By having their U-Card number added to the CHIP keycard system, AHC students (which includes Public Health) can gain access to the CHIP Student Center 24 hours a day, 7 days a week. Students can stop by the CHIP Student Center during regular business hours for instructions and more information.
- Sostanza After-Hours Study Space: Sostanza Café (first floor of Moos Tower) is open to AHC students for after-hours study. Hours of operation are weekdays (M-F) from 4 p.m. to 4 a.m. and weekends from Friday 4 p.m. to Monday 4 a.m. Interested students should fill out a user form in the CHIP student Center.

It also provides the following leadership opportunities:

- CHIP Executive Council
- CHIP Student Committees
- Student Health Advisory Committee
- Graduate and Professional Student Association

OTHER UNIVERSITY RESOURCES

The Aurora Center www.umn.edu/aurora

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

Bio-Medical Library www.biomed.lib.umn.edu

Bio-Medical Library contains materials in the areas of allied health, medicine, mortuary science, nursing, pharmacy, public health, and the basic life sciences. Rare and historical items are found in Wangenstein Library, and Drug Information Service provides materials in the area of substance abuse. The entire library collection contains more than 420,000 volumes, 4,000 current journal subscriptions, 1,100 full-text electronic journals, and 1,200 audio-visual and computer programs. Over 15+ health science electronic databases include MEDLINE, CINAHL, and HAPI (Health and Psychological Instruments).

In addition the library provides numerous resources and services such as library instructional classes, research workshops, reference consultations, library mediated searches, and citation clarification.

Bookstore www.bookstore.umn.edu

The University Bookstore, located in Coffman Union, sells texts for all Public Health courses. Course materials can also be ordered online at <www.bookstores.umn.edu/textbooks/gopherbooks.html>.

Center for Teaching and Learning Services www.umn.edu/ohr/teachlearn/

The Center for Teaching and Learning Services works to enhance the culture of teaching and learning through campus-wide workshops, courses, and facilitated discussions.

Computing Services www.umn.edu/adcs

The University's Academic and Distributed Computing Services (ADCS) website provides a wealth of information and services available to students including:

- Computer Lab Locations
- Computer Rental
- Internet Services and E-mail Accounts
- Computers and Software for Purchase
- Training
- Support and Help Services
- Resources and Useful Links
- Security

Copies/Fax Machines www.printing.umn.edu

A University Copy Center is located in Mayo D104 as well as other locations throughout the University. In addition, students can make limited copies in the SSC (D305 Mayo) by using the Gopher Gold stored value option on their U Card.

Counseling and Consulting Services www.uccs.umn.edu

Provides the following services to the University community:

- Career Development Center
- Consultation, Outreach, and Diversity Program
- Counseling Program
- Groups and Workshops
- Learning and Academic Skills Center
- Academic Support Groups

Disability Services disserv3.stu.umn.edu

The Board of Regents of the University of Minnesota is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). It is the policy of the Board of Regents that each campus shall make services available for any student who, through a recent assessment, can document a disability. The administration is directed to provide appropriate services, and included among them shall be 1) support, counseling, and information, 2) academic assistance services, and 3) advocacy services.

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements.

Students with disabilities are encouraged to contact Disability Services for a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612.626.1333 voice or TTY.

Food www.umn.edu/dining/retail

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

GLBT Programs Office www.umn.edu/glb/

The Gay, Lesbian, Bisexual, Transgender (GLBT) Programs Office is dedicated to improving campus climate for gay, lesbian, bisexual, and transgender people at the University of Minnesota and to addressing the harmful effects of discrimination based on sexual orientation and gender identification.

Health Services www.bhs.umn.edu

Boynton Health Services is the University's student health service.

Housing www.umn.edu/housing

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

International Student and Scholar Services www.iss.umn.edu

International Student and Scholar Services (ISSS) is the office dedicated to serving the University of Minnesota's international community.

Libraries www.lib.umn.edu

The University Libraries is the center of choice at the University of Minnesota-Twin Cities for immediate access to high quality information.

Maps onestop.umn.edu/Maps

Find the way to any University building.

Parking and Transportation www.umn.edu/parking

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 at all possible.

Busing and the U Pass

Campus shuttle buses run at no charge between the East and West Bank and St. Paul campus 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.

Students should also take advantage of the deeply discounted Metro Transit bus pass for University students. U-Pass is the ultimate transit pass that provides unlimited rides 24 hours a day. It's valid on all regular routes, as well as express, local, limited-stop, or Downtown Zone routes. It may not, however, be used on some special event services. Students will have access to almost anywhere in the metro area. Information can be found at <buspass.umn.edu/>.

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 or call 612.626.PARK (7275) for more information.

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

Disability parking is available in many parking facilities and metered areas. Use of these designated spaces requires a state-issued permit or license plate. Metered areas designated for disability parking are free; otherwise patrons pay the rate charged in U parking facilities. For additional information, call the State of Minnesota at 651.296.6911 or Disability Services at 612.624.4037.

Police..... www.umn.edu/umpolice

The University of Minnesota Police Department website.

Post Office

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

Rec Center.....www.recsports.umn.edu

UMNTC has extensive opportunities for fitness. University Recreation Center houses 2 fitness centers, 14 handball and racquetball courts, 5 international squash courts, 2 gymnasiums, a kitchenette, steam rooms, saunas, locker rooms, family locker rooms, a pro shop, a deli and numerous lounge spaces. All full-time students pay a student services fee that includes membership to the Rec Center.

Security Monitor Program.....www.security.umn.edu

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

Student Dispute Resolution Center.....www.tc.umn.edu/~sos/

The Student Dispute Resolution Center (SDRC) provides a full range of services to students with campus-based complaints or concerns. An ombudsman helps students resolve problems informally. An advocate is also available to assist students in formal grievance or disciplinary hearings.

SDRC can help students deal with university regulations and policies, or misunderstandings between students and instructors or administrators. Students may also have concerns about unfair treatment or may have been accused of a violation of the student conduct code.

Students should contact the SDRC office at 612.625.5900 or e-mail <sos@tc.umn.edu> to discuss their situation and possible options, informally and confidentially.

Student Groupsstudentgroups.tc.umn.edu

Officially registered student groups at the U of M.

Student Legal Servicewww.umn.edu/usls/

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

Women's Centerwww.umn.edu/mnwomen/

The Women's Center serves a diverse population of women students by enhancing their learning environments through programming and campus awareness.

Writing Support Networkcisw.cla.umn.edu/wsn.html

Writing Centers provide help for all students: writers at all levels of ability and experience, those who would like help with English as a second language, and those who want assistance because of learning or physical disabilities.

3. REGISTRATION, TUITION, BILLING AND FINANCES

3.1 Registration Process

General information regarding registration can be found on the web at <onestop.umn.edu> or in the printed University class schedule that can be obtained from the SPH Student Services Center in Mayo D305, the Health Science Bookstore, and other locations on campus. For registration questions: <helpingu@umn.edu>.

REGISTERING FOR PUBLIC HEALTH INSTITUTE CLASSES

Complete a Public Health Institute Registration form, found at www.cpheo.umn.edu/institute. Submit it to the Center for Public Health Education and Outreach via online, mail or fax to 612/626-4525. Be sure to select Graduate Level Academic Credit - Degree Seeking Student.

REGISTERING FOR NON-INSTITUTE CLASSES

STEP ONE

View the Class Schedule for each term on the web at <onestop.umn.edu>. Students should select courses for the term with their advisor before registering (make an appointment at the earliest convenient time).

NOTE: 5xxx and 8xxx-level courses are considered graduate-level. 1xxx and 3xxx-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student’s major field – 4xxx, 6xxx, and 7xxx-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

STEP TWO

Once students have selected their courses, they should run through the checklist below before registering. Frustrating delays can be avoided by following these hints:

- If instructor consent is necessary for any selected course(s), students need to get a permission number from the course instructor before registering. This number permits students to register for the course through the second week of the semester after which it expires. Note that the number is specific to the student it is given to and the course requiring instructor consent. Once the number is used to register, it becomes invalid and cannot be used for another course or by another student.
- Students will not be able to register if they have any holds on their University record. Notice of any hold, including the name of the department or office where it may be cleared, is available from the Gopher Student Line, 612.624.5200.
- Student can find their registration queue date and time on the web at <onestop.umn.edu>.
- Students need their x.500 login and password to register. If they have forgotten their password, students should call 612.626.4276 to have their password reset. Students can also call this number if they have problems logging in to register.

STEP THREE

Register via the web at <onestop.umn.edu> or go to the University’s Student Services Center in 200 Fraser Hall on the East Bank Campus to register in person. Students having difficulty with self-registration should contact the registration help-line at 612.625.5333 (M-F 8:00-4:00), their Major 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 degree program section of this guidebook for more information.
Grading options cannot be changed after the second week of a term.
- Some courses have variable credits. Before selecting the number of credits, students should make sure they are in agreement with the instructor as to the number of credits appropriate for the work proposed. All other courses default to what is listed in the Class Schedule and this field can be left blank.

Specific information regarding course cancel/add requirements, late fees, and tuition refund schedules can be found on the web at <onestop.umn.edu> or in the printed Class Schedule.

FULL-TIME STATUS

Master of Public Health (MPH) Students

MPH students need to register for at least nine (9) credits during fall/spring semesters and six (6) credits during May/Summer Sessions to be considered full-time.

Master of Science (MS) and PhD Students

MS and PhD students must register for at least six (6) credits each semester to be certified by the Office of the Registrar as full-time.

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

GRADE POSTING

Students can view their grades online at <onestop.umn.edu> approximately 1-2 weeks after finals.

3.2 Tuition, Fees and Billing

TUITION AND FEES

2002-2003 Tuition (2003-2004 rates not yet available)	Semester Rates	
	Resident	Non-Resident
School of Public Health (MPH Students)		
Per credit*	\$ 353.00	\$ 694.28
Graduate School (MS and PhD Students)		
Part-time Rates		
Per credit	\$ 566.80	\$1,113.29
Full-time Rates		
6-14 credits	\$3,400.80	\$6,679.73
Each credit over 14	566.80	1,113.29
Public Health Institute		
Per credit	\$ 471.50	\$ 471.50

*online courses are charged at the resident rate.

2002-2003 Fees (2003-2004 fees not yet available)	Per Semester
Student Services Fee (charged to students enrolled for 6+ credits)	\$280.22
University Fee	
Per credit (1-9 credits)	15.00
10 or more credits	150.00
Other Fees (see website below)	
Public Health Institute	Fees are included in per credit cost

Further information can be found at <onestop.umn.edu/Finances/tuitionrates/2002-03/index.html>.

NOTE: MPH students should **not** be charged an orientation fee (MS/PhD students are charged this fee). MPH students, who notice the orientation fee has been charged, should contact the SPH Student Services Center at 612.626.3500 and ask for assistance in having the fee removed from their billing statement.

BILLING

Students will receive a billing statement approximately 4 weeks after a semester begins (May/Summer Session billing statements are sent mid-June. Students may view their fee statement online at <onestop.umn.edu>.

Questions on billing and fee statements can be referred to <helpingu@umn.edu>.

3.3 Finances

FINANCING YOUR EDUCATION

A variety of resources to assist students in financing their education as well as estimations of living expenses can be found at <www.sph.umn.edu/ssc/App_Info/fined.htm> or <onestop.umn.edu/Finances/index.html>. Information specific to SPH Divisions and/or Majors may be found in the Division and/or degree program sections of this guidebook.

Information on financial aid can be found at <onestop.umn.edu> or by e-mailing <helpingu@umn.edu>.

FINANCIAL AID

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

Aid Type	Contact	E-mail address
Division/Major Specific Awards and Traineeships	Major Coordinator	See the SPH Directory at the beginning of this guidebook for a list of Major Coordinators and their e-mail addresses.
School of Public Health Awards (includes SPH Scholar program, Health Equity Tuition Waiver, numerous scholarships and fellowships)	Joan Pasiuk, SPH Student Services Center Director	pasiu001@umn.edu
Federal Loans, Financial Aid Package	Rockne Bergman* U of M Office of Scholarships and Financial Aid	r-berg@umn.edu

*Rockne Bergman holds walk-in office hours in MoosT 2-693 on M, W, and Th from noon to 4:00 p.m.

GRADUATE ASSISTANTSHIPS

Many SPH students use graduate assistantships to help finance their education. These are campus working/learning positions that take the form of research, teaching, or administrative appointments. Students in the SPH (MPH, MS, or PhD) registered for six or more credits, including international students, are eligible to apply for any assistantship on campus. Because many assistantships are funded by grants, the vigorous research activity of SPH faculty makes available numerous opportunities in the school.

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

For graduate assistant policies and benefits, go to <www.umn.edu/ohr/gao/>.

The tuition benefits are particularly attractive to students. Graduate assistants who work at least 25% time from the beginning to the end of the official semester appointment dates are eligible to receive tuition benefits (tuition remission and resident rates) during that semester. The tuition remission does not cover fees. The maximum tuition benefit is defined by the Graduate School tuition plateau. For 2002-2003, the tuition plateau cap is \$3,400.80 per semester.

MS or PhD Students

If you are an MS or PhD student, calculate your tuition benefit with the following method: multiply your actual appointment percentage times two. The plateau applies to 6 -14 credits per semester.

Example

25% (Appointment Percentage)
X 2
50% (Tuition Benefit Percentage)

With a 25% appointment, 50% of your tuition is waived if you are taking up to fourteen credits. With a 50% appointment, 100% of tuition is waived if you are taking up to fourteen credits. If you register for credits in excess of the plateau, you would be billed the Graduate School rate of \$566.80 for each credit over fourteen.

MPH Students

The cap of tuition benefits is always tied to the Grad School plateau. Students in professional schools must convert the tuition benefit to their tuition rate. If you are an MPH student, calculate your tuition with the following method:

- Multiply your actual appointment percentage times two to determine tuition benefit percentage
- Multiply the maximum tuition benefit by your calculated tuition benefit percentage
- Subtract this amount from your total MPH tuition (number of registered credits times \$353 resident or \$694.28 nonresident tuition).

Example 1: 25% appointment

25%	(Appointment Percentage)
<u>X 2</u>	
50%	(Tuition Benefit Percentage)
\$3,400.80	(Maximum Tuition Benefit)
x 50%	(Tuition Benefit Percentage)
\$1,700.40	(Tuition Benefit)
\$4,236.00	(12 cr. at \$353 SPH resident rate)
<u>-1,700.40</u>	(Tuition benefit)
\$2,535.60	(Tuition billed to student)

Example 2: 50% appointment

50%	(Appointment Percentage)
<u>X 2</u>	
100%	(Tuition Benefit Percentage)
\$3,400.80	(Maximum Tuition Benefit)
x 100%	(Tuition Benefit Percentage)
\$3,400.80	(Tuition Benefit)
\$4,236.00	(12 cr. at \$353 SPH resident rate)
<u>-3,400.80</u>	(Tuition benefit)
\$ 835.20	(Tuition billed to student)

With a 50% appointment, the break-even in 2002-2003 is at 9.6 credits: a credit-load of 9.6 or less will bring a full tuition benefit; you will be billed for credits in excess of 9.6.

4. UNIVERSITY AND SPH GUIDELINES AND POLICIES

4.1 Student Responsibility and Conduct

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

- Attend fall orientation and understand the information distributed.
- Understand and follow University, School of Public Health, Division, and Major rules and procedures for completion of degree requirements.
- Read e-mail messages frequently for announcements from the Major Coordinators, Major Chair/Director of Graduate Studies, Student Services Center, and Career Center. These announcements may involve changes in the University, School or Division rules and procedures for completion of degree requirements; Students are responsible for reading and understanding these announcements.
- Check their student mailbox often for printed informational materials.
- Contact a Major Coordinator, Major Chair, 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. **No Plagiarism.** Plagiarism means, "taking and using as one's own the thoughts, writings, or inventions of another" (from the *Shorter Oxford English Dictionary*). The Plan B/Master's Project should be a student's own work and be written in the student's own words. This also applies to written reports for courses, unless they were assigned as a group project. Quotations should be clearly marked, citing the source. If you are uncertain whether you have fairly credited a source, ask the course instructor or your advisor. A longer discussion with both plagiarism and acceptable practice can be found on the web at cisw.cla.umn.edu/plagiarism/ or www.biostat.umn.edu/plagiarism.pdf for Biostatistics students.

Further information on student conduct policies can be found in section 4.3.

4.2 Academic Advisor Responsibility

The academic advisor's responsibility is to monitor and facilitate the student's progress. The academic advisor should:

1. Attend faculty meetings and understand the information distributed at the meetings.
2. Understand and follow University, School of Public Health, Division, and Major rules and procedures for completion of degree requirements.
3. Read e-mail messages frequently for announcements from the Major Coordinators and SSC.
4. Maintain contact each semester with the student to review progress towards the degree, including timely completion of coursework and grades.
5. Act as a contact person for the student and help direct them to the appropriate resources in the Division given whatever issues or problems the student may have.

6. Act as a resource for the student when bureaucratic or political problems in the University, School or Division may be interfering with the student's effective progress toward his or her degree.
7. Ensure that the student has a project and a project advisor and that the project is moving toward completion in a timely fashion.

4.3 University of Minnesota Board of Regents' Policies

The policies of the Board of Regents are umbrella policies that provide the framework under which the administration is responsible for implementation of and compliance with the intent of the board policy. Students are responsible for abiding by the Board of Regents policies. The Board of Regents policies can be found at <www.umn.edu/regents/policies.html>.

We encourage students to read the policies and ask that they particularly become aware of the following policies:

- Student Conduct**.....www.umn.edu/regents/policies/academic/StudentConduct.pdf
Student Academic Grievance Policywww.umn.edu/regents/policies/academic/StudentGrievances.pdf
Sexual Harassment.....www.umn.edu/regents/policies/humanresources/SexHarassment.pdf

4.4 Satisfactory Progress

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

Each major within the School of Public Health must provide written notification by the middle of each term to students whose cumulative GPA is less than 3.0 at the end of the preceding term (excluding grades of incomplete). This notice must remind the student that the GPA must be raised to a minimum of 3.0 before a degree can be awarded. A major may adopt a more extensive or stringent policy related to probation or dismissal for academic deficiencies, but must have such policies reviewed by the SPH Educational Policy Committee and approved by the Dean's Office. Where such policies are developed, majors must provide documentation to students upon admission and must include this policy statement in the initial written notification to students whose GPA drops below 3.0.

4.5 University Senate Uniform Grading & Transcript Policy

NOTE: The following is an abbreviated version of the University Senate Uniform Grading and Transcript Policy that can be found at <www.umn.edu/usenate/policies/gradingpolicy.html>.

GENERAL PROVISIONS

1. There are two distinct grading systems on each campus of the University of Minnesota, A-B-C-D-F (with pluses and minuses) and S-N. The S-N system is a self-contained alternative to the A-F system and the two may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading system under which they have registered for a course.

Interpretation by the Committee on Educational Policy: The policy does not require any instructor to use pluses and minuses.

2. Each college, campus, and program shall determine to what extent and under what conditions each of these two systems may be available to its students and to its faculty, consistent with the provisions of this policy. Any college, campus, or program may specify what courses or proportion of courses taken by its students or its prospective students must be on one or the other grading system. No campus, college, or program is required to offer a course on the S-N grading system. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.

- When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. **The choice may not be changed after the end of the second week of classes (the first week in summer sessions).**
- The University's official transcript, the chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes; mailed copies will include the official seal of the University imprinted on them. Students may obtain an unofficial transcript of their own academic work at their request, except when they have a transcript hold on their record.

PERMANENT GRADES FOR ACADEMIC WORK

- There are five permanent grades given for a single course for which credit shall be awarded**, which will be entered on a student's official transcript. A-B-C-D-F grades including pluses and minuses, as follows, and carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A-	3.67	
B+	3.33	
B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements.
B-	2.67	
C+	2.33	
C	2.00	Represents achievement that meets the course requirements in every respect.
C-	1.67	
D+	1.33	
D	1.00	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
S		Represents achievement that is satisfactory, which is equivalent to a C- or better.

- There are two permanent grades given for a single course for which no credit shall be awarded** and which will be entered on a student's official transcript.

F	0.00	Represents failure and signifies that the 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. The F carries zero grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course shall count in the grade point average.
N		Represents no credit and signifies that the 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. The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Students who enroll for a course on the A-F grading system shall receive an F if such grade is warranted; students who enroll for a course on the S-N system shall receive an N if such grade is warranted.

- In connection with all symbols of achievement, and especially for the S, instructors shall define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each (subject to the provision in this policy that the amount and quality of work required for an S may not be less than that required for a C-). [In any class, instructors have the right to set the level of performance required for an S at any level. They may not set it at less than a C-.]
- Every student shall have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which shall be the ratio of grade points earned divided by the number of credits attempted with grades of A-F (including pluses and minuses). Both the periodic and cumulative grade point average will appear on each student's record.

5. All special grade point averages calculated at the request of a college or unit, if approved by the appropriate chancellor, provost, or vice president, will be accommodated by the Office of the Registrar in such a manner that they do not appear on the student's official transcript or any unofficial transcript which might be issued.

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 agreement 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.

For graduate and 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 make arrangements for the student to take an incomplete. Senate policy requires that an incomplete be made up within one calendar year of the end of the term in which the incomplete is given. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s). Complete policies and procedures are available in the SPH Student Services Center.

Transfer [T]

There shall be a symbol T, **transfer**, posted as a prefix to the original grade, to indicate credits transferred from another institution or from one college or campus to another within the University when reevaluation is required.

Withdrawal [W]

If a student officially withdraws from a course during the first two weeks of classes, there shall be no record of that course registration entered on the student's transcript.

There shall be a symbol W, **withdrawal**, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus*. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (second or third weeks of summer sessions). Withdrawal in the ninth or later week of classes (fourth or later in summer sessions) shall require approval of the college and may not be granted solely because a student is failing the course; there must extenuating non-academic circumstances justifying late withdrawal.

*See section 4.6 for the School of Public Health withdrawal process.

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.

OTHER PROVISIONS

Bracketing Courses

A student may repeat a course once. When a student repeats a course, (a) both grades for the course shall appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course shall count in the student's grade point average. All such courses falling under this provision must be approved by the college*.

*In the case of the School of Public Health, this approval must come from the Dean.

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.

Grade Submission

All grades for all courses each period (quarter or semester) shall be submitted to the Office of the Registrar no later than 72 hours after the last final examination for that term.

Academic Dishonesty

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

4.6 SPH Course Withdrawal Procedures

School of Public Health students may withdraw from a course **through the second week** of the semester without permission. No "W" will appear on the transcript.

After the **second week** students are required to do the following:

1. The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
2. The student must send an e-mail to the SPH Student Services Center (SSC) at <franc004@tc.umn.edu>. The email must provide the student name, ID#, course number, section number, semester and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
3. The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student's intent.
4. The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A "W" will be placed and remain on the student transcript for the course.

After discussion with their advisor and notification to the instructor, students may withdraw up until the eighth week of the semester. There is no appeal process. For more information, contact the SPH Student Services Center at 612.626.3500.

A refund schedule for tuition and fees is listed in the University class schedule. Please refer to these dates when withdrawing from courses.

NOTE: May and Summer Sessions have different withdrawal date requirements. Please refer to the Summer Term catalog for specifics.

4.7 Criminal Background Checks

Students should be aware that certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. Students placed in such facilities may be asked by the institution to submit paperwork, or the institution may require that they have this check facilitated by the School of Public Health or Division. The School is prepared to assist students with this process. Facilities that are covered by this law are hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, and board/lodging establishments providing health supervision services. Client contact must be direct and unsupervised (outside the hearing or vision of a supervisor at the facility). In the unlikely event that this situation arises, students should call the School of Public Health Student Services Center at 612.626.3500 or go to D305 Mayo for assistance.

4.8 Use of Human Subjects in Research

Students at the University of Minnesota who conduct any research using human subjects (even if the subject's data has been collected under IRB approval) are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval prior to conducting their study. This applies to projects conducted inside or outside the University. For research conducted outside of the University, students still need IRB approval from the University even if approval has been obtained from an external agency.

Students must also seek approval if they are using existing datasets and are not collecting any additional data. In these cases, it is still necessary to complete the IRB application using the "expedited review" process. This process requires less time for approval, but the form must be completed in advance of beginning any analysis.

No contacts with potential or actual study participants, including recruitment, or other research may occur until final IRB approval has been obtained. Students should plan to complete the application at least **2 months** before they want to collect new data or analyze existing data because the IRB Committees only meet 1-2 times/month and they often request revisions to applications before final approval.

The University of Minnesota IRB web site is <www.research.umn.edu/subjects/humans/guide/>. Students should check this site out before speaking with their advisor to familiarize themselves with procedures and to download/print the forms they will need to complete. Students should consult with their advisor before submitting an application. Here are a few tips:

- Students will need a copy of the questions they intend to ask, their protocol for collecting data, as well as a consent form, if necessary. If students will be using participant recruitment materials (letters, advertisements, etc.), they should provide a copy with the application.
- Students should consult with a faculty member who does similar work about what kind of review procedures they will have to go through. Students can also talk to fellow students who recently went through a review process.
- The Committee does look very closely at research involving children, and any invasive research undergoes especially close examination. If the nature of their research is very sensitive, students may want to speak directly to someone at the IRB about how to prepare the materials.

Questions concerning exemptions or other aspects of human subjects research review should be addressed to <irb@umn.edu> or call 612.626.5654. Completed application forms should be sent to:

Research Subjects Protection Program

Mayo Mail Code 820
D528 Mayo Memorial Bldg
420 Delaware Street SE
Minneapolis, MN 55455

5. COMMITTEES, SOCIETIES, AND ASSOCIATIONS

5.1 Student Groups

SPH Student Senate www.sph.umn.edu

The School of Public Health Student Senate is the collaborative effort of students from all majors to be a student voice in aspects of campus life. The senate serves the student body with the students' best interests in mind. Areas of involvement include participation in University and Graduate School governance; in SPH councils on policy, awards and recognition, and research; in the student groups within the Academic Health Center; and in graduation planning. The Senate is open to all students of every major, and new and innovative ideas are welcome.

The student senate officers for 2002-2003 are:

- Jason Paltzer, President (CHE) jpaltzer@hotmail.com
- Jeff Anderson, Vice President, (EPI) ande1288@umn.edu
- Dan Neises, Secretary (EPI) neis0037@umn.edu
- Elizabeth Karstens, Treasurer (CHE) kars0048@umn.edu

Council of Graduate Students (COGS) www.cogs.umn.edu

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

Center for Health Interdisciplinary Programs..... www.chip.umn.edu

The CHIP Student Center is home to four student committees, each chaired by and comprised of AHC students. The CHIP Student Committees plan lectures, retreats, and symposia about topics such as ethics, cross-cultural health, complementary therapies, and wilderness health. Their programs are designed to enhance the education and experience of students in the Academic Health Center and to strengthen organizational, leadership, and teambuilding skills among the members. The CHIP Student Committees are:

- Student Committee on Bioethics
- Students' International Health Committee
- Integrative Health Committee
- Wilderness Health Society

Minnesota International Student Association www.tc.umn.edu/~misa

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 about 3000 international students on this campus, whose length of stay varies from 3 months to several years. MISA plays a vibrant role in students' social lives, by being the forum for international students on the U of M campus and by organizing events throughout the year.

5.2 Public Health Related Associations and Agencies

Minnesota Public Health Association (MPHA)..... www.mpha.net

Founded in 1907, the Minnesota Public Health Association 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.

American Public Health Association..... www.apha.org

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

Association of Schools of Public Health www.asph.org

The Association of Schools of Public Health (ASPH) 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.

Center for Cross-Cultural Health..... www.crosshealth.com

The Center for Cross-Cultural health is actively involved in the education and training of health and human service providers and organizations in the State of Minnesota and beyond. The Center is also a research and information resource. Through information sharing, training and research the Center works to develop culturally competent individuals, organizations, systems, and societies.

Centers for Disease Control and Prevention www.cdc.gov

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

National Institutes of Health www.nih.gov

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

5.3 Alumni Societies

School of Public Health Alumni Society www.umaa.umn.edu

A UMAA Alumni Society, the **School of Public Health Alumni Society** has approximately 850 members. All graduates, students, and friends of the school are eligible for active membership in the society.

The society is responsible for a wide variety of successful initiatives, including:

- Spring Annual Meeting, cosponsored by the Minnesota Public Health Association.
- Student mentor program, designed to enable students to receive professional and personal guidance from alumni in their field of interest.
- Awards and student scholarships.
- Career Center, which provides support for a job bank and résumé database for students and alumni.
- Assistance with the newsletter *Challenge*.

With every new member, the School of Public Health Alumni Society is able to offer more programs and services in support of the school and its students. Each membership makes a difference!

CHIP Alumni Society www.student.ahc.umn.edu/chip

The CHIP Alumni Society, started in January 1999, continues to unite individuals interested in developing and understanding the interdisciplinary nature of their chosen professions. In the past, students participating in CHIP have found themselves better prepared for the challenges today's health care fields put forth - particularly with regards to communicating and interacting with professionals from each of the health care fields.

Today, as students graduate and begin their careers, they are increasingly returning to CHIP to participate in many of the interdisciplinary programs and retreats presented each year. The Alumni Society is a collection of these students, joining together to ensure adequate access to all AHC alumni for pursuant interdisciplinary training and participation.

For further information contact Jenny Meslow, Director, or Bob Zajac, Interim President of the CHIP Alumni Society.

6. EXECUTIVE PROGRAM IN PUBLIC HEALTH PRACTICE

6.1 Welcome

Welcome to the Executive Program in Public Health Practice, part of the Public Health Practice Major in the School of Public Health. We hope this guidebook answers your questions about the program and leads you on the way to successful completion of the MPH degree. Please feel free to contact the Academic Programs and Instructional Coordinator, Anne Ehrenberg, at 612.626.5665 or <php@umn.edu> with any questions or concerns you might have.

The major in Public Health Practice brings together the science and the art of public health. In keeping with the vision of “Healthy People in Health Communities” this major addresses public health as a broad social enterprise that seeks to extend the benefits of current knowledge in ways that will have the maximum impact on the health status of populations. This calls for collective action to protect, promote, and improve health, through education, engineering and enforcement strategies. Public health is unique in its interdisciplinary approach and methods, its emphasis on preventive strategies, and its linkages with government, private and voluntary communities.

This major offers academic programs at the master’s level that prepare students to be leaders and practitioners in the application of public health principles in agencies delivering preventive health services and public health programs. The major emphasizes the importance and applications of basic scientific knowledge to current societal problems and concerns.

The **Executive Program in Public Health Practice (EPHP)** is an MPH for working health and human service professionals with completed advanced degrees. EPHP focuses on public health knowledge, skills and attitudes necessary to understand, assess, evaluate and manage population health in public health, health care, and human resources settings. Coursework blends knowledge and skills drawn from the core public health content plus areas of public health focus. The public health core provides foundational skills in epidemiology, biostatistics, social and behavioral sciences, ethics, management, and environmental and occupational health. These courses are the basis for designing, conducting, analyzing, and interpreting studies from which insights may be drawn to influence population health. The core courses are supplemented by a diverse range of focus areas that are developed by the student in collaboration with a faculty advisor with expertise in the specialty. Examples include public health leadership, food safety and biosecurity, and cultural competency. These focus areas allow students to build upon core skills and tailor their educational program to their specific interests. The combination of core and focused courses provides students the tools to improve public health decision-making and public health practice for special populations and the community-at-large.

6.2 Master of Public Health Graduation Requirements

PUBLIC HEALTH CORE AREA REQUIREMENTS

Students working towards an MPH degree must satisfy competency requirements in the six core areas of public health – administration, behavioral science, biostatistics, environmental health, epidemiology, and ethics – by completing one of the following in each core area:

- Satisfactorily pass one of the pre-approved courses in the core area (see pre-approved course list below); **OR**
- Pass an equivalency exam in the core area. Equivalency examinations for the 2003-2004 academic year will be scheduled in late August 2003. Check your University of Minnesota email for the date, time and place announcement.

Note: There are no exams for the Behavioral Science or Ethics core areas; **OR**

- Pass an advanced course in the core area as approved by the respective division head or the Educational Policy Committee, **OR**

- Complete a graduate level course, with a grade of B or better, at an accredited university or college that meets the competencies defined by CEPH. The Educational Policy Committee, upon petition of the student, will determine acceptance of a course for transfer.

PRE-APPROVED COURSES MEETING PUBLIC HEALTH CORE AREA REQUIREMENTS

Administration

- PubH 5751 Principles of Management in Health Services Organizations – 2 cr.
- PubH 5752 Public Health Management – 3 cr.

Behavioral Science

- PubH 5020 Fundamentals of Social and Behavioral Science – 3 cr.

Biostatistics

- PubH 5414 Biostatistical Methods I – 3 cr.
- PubH 5415 Biostatistical Methods II – 3 cr.
- PubH 5450 Biostatistics I – 4 cr.
- PubH 5452 Biostatistics II – 4 cr.

Environmental Health

- PubH 5200 Environmental Health – 2 cr.
- PubH 5201 Issues in Environmental and Occupational Health – 2 cr.

Epidemiology

- PubH 5320 Fundamentals of Epidemiology – 3 cr.
- PubH 5330 Epidemiology I – 4 cr.
- PubH 5340 Epidemiology II: Strategies and Methods – 4 cr.

Ethics

- PubH 5741 Ethics in Public Health: Professional Practice and Policy – 1 cr.
- PubH 5742 Ethics in Public Health: Research and Policy – 1 cr.

REGISTRATION REQUIREMENT

Students are required to register for at least 2 semesters and a total of at least 15 credits in the School of Public Health.

COURSEWORK AND CREDITS

Students must complete all required coursework and credits; see section 6.3.

COURSE NUMBERS AND GRADUATE CREDIT

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

SPH GRADING POLICIES

NOTE: Students should refer to section 4.5 for information on the University’s uniform grading policy.

Grade Point Average

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

S-N Grade Option

MPH students may take no more than 20% of their coursework on an S-N grading basis, exclusive of those topics, seminars, and field experience courses offered only on an S-N basis **and** of those courses designated as part of the public health core, only one can be taken on an S-N basis.

Public Health Core Courses

Of those courses designated as part of the master of public health core, students may take only one on a pass-fail basis (S-N). To receive a passing grade (S), students must achieve a performance level equivalent to a “C” letter grade or better unless the instructor specifies a higher level of performance in the syllabus.

This applies also to transfer of core course credits to the student's program: only one core course taken on a pass-fail basis (S-N) may be transferred. The achievement level implied by an "S" grade may be no lower than a "C" letter grade as specified in the course syllabus or in other documentation provided by the student to support the transfer request.

All other courses designated as part of the public health core must be taken for a letter grade (A-F). Students will be 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 at their own expense until they achieve a grade of B- or better. However, a retaken course may be counted only once toward degree requirements in the student's study plan.

Each public health major may require higher levels of achievement for its own students in public health core courses that are also core to the major. This may include restrictions on retaking public health core courses that are also core to the major, or requiring more than a B- performance level. Students should consult their Major Coordinator for documentation of these requirements.

FIELD EXPERIENCE

All students matriculating in a MPH program must complete a formal, supervised fieldwork experience consisting of at least 90 hours in order to graduate. Neither prior professional degrees nor prior work experience in a field not closely related to the MPH degree program are sufficient grounds for waiving the fieldwork requirement. Each major has established requirements for completion of fieldwork; see section 6.6.

MPH STUDY PLAN

Students are required to submit a completed *MPH Study Plan* to their Major Coordinator at least one semester prior to their anticipated completion of coursework. Earlier submission (e.g. in the second to last semester) is suggested to allow the Major Coordinators to review the study plan and notify students if they are missing any requirements prior to their last term of study; see Appendix E for a sample copy.

MASTER'S PROJECT

MPH students must complete a master's project, demonstrating familiarity with the tools of research or scholarship in the major, the capacity to work independently, and the ability to present the results of the investigation effectively. The master's project should involve a combined total of approximately 120 hours of work. The major faculty 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; see section 6.7.

COMPREHENSIVE EXAMINATION

MPH students must complete a written and/or oral examination as specified by the major; see section 6.10.

TIME FRAME

The maximum time allowed by the School of Public Health for completion of an MPH degree is seven years. The seven year period begins with the first term of enrollment after admission to a degree program within the School.

TRANSFER CREDITS

A student may seek transfer of no more than 15 semester credits of graduate or professional program courses taken at the University of Minnesota or at another college or university. Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Major Chair and the Associate Dean For Academic Affairs. No course credits older than 5 years from the date of the student's matriculation will be accepted for transfer. A grade of "B" or better is required for each course requested for transfer credit.

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

1. Meet with their advisor to discuss the petitioning process. If the petition is acceptable to the advisor, the student will complete and sign the *Petition* form and attach an official transcript with the final grade posted.

2. Submit a *Petition* form to the Major Coordinator for processing; see Appendix F for instructions. The *Petition* form can be obtained from the Student Services Center or Major Coordinator.

The Major Coordinator will forward the petition to the major chair and then to the Associate Dean for final evaluation and/or approval.

COURSE SUBSTITUTIONS AND WAIVERS

All student requests that deviate from the degree curriculum requirements outlined in this Guidebook must be made on a *Petition* form; see Appendix F for instructions. The *Petition* form can be obtained from the Student Services Center or Major Coordinator.

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

APPLICATION FOR DEGREE

MPH students are required to complete an *Application for Degree* form. There are strict deadline dates before a student can be cleared for graduation. Copies of this form can be obtained from the Major Coordinator, or the Student Services Center. We strongly encourage students to submit the form in their first semester of matriculation.

6.3 Program Curriculum

The curriculum in EPHP is divided into two components: a Basic Curriculum and Focus Area Curriculum. Students are required to complete 35-37 credits.

BASIC CURRICULUM

The Basic Curriculum incorporates the core areas of public health instruction: biostatistics, epidemiology, environmental health, health services administration, ethics, and social/behavioral sciences. It focuses on the knowledge, skills, and attitudes necessary in each of these areas of fundamental competency needed to understand, assess, evaluate, and manage population health in the community.

BASIC CURRICULUM REQUIRED COURSEWORK

Course	Notes	Title	Offered	Cr
PubH 5299	①	Public Health Practice: Introductory Seminar for Health and Human Resources Professionals	Fall/spring	2
PubH 5320	②	Fundamentals of Epidemiology	All terms; online summer	3
PubH 5414	②	Biostatistical Methods I	All terms; online fall/summer	3
PubH 5020	②	Fundamentals of Social and Behavioral Science	All terms; online spring and summer (2004)	3
PubH 5741	②	Ethics in Public Health: Professional Practice and Policy	All terms; online fall/summer	1
PubH 5201	②	Issues in Environmental and Occupational Health	Online spring/summer	2
PubH 5752	②	Public Health Management	Fall/summer; online summer	3
PubH 5296	③	Field Experience: Public Health Practice	All terms	3+
PubH 5294		Master's Project: Public Health Practice	All terms	3

① Taken two semesters for 1 credit each semester.

② This course is offered in a distributed learning (ITV or Web) as well as in a traditional classroom format.

③ Minimum of 135 hours in a public health setting.

FOCUS AREA CURRICULUM

The Focus Area Curriculum of 12-14 credits gives the student the opportunity to investigate specific public health applications. Students are required to choose across four Goals incorporating public health practice domains as established by the Council on Linkages found at <www.TrainingFinder.org/competencies>:

1. Public policy development using a systems framework;
2. Interventions based on the dimensions of community and culture;
3. Assessment and application of basic public health sciences; and

4. Program management and communications principles.

Students, in collaboration with their Academic advisor, must arrange their curriculum around a theme of interest or focus representing current public health issues. See *Student Focus Area Planning Guide* in Appendix A. Activities chosen in completion of the Program's Field Experience and Master's Project are coordinated with the theme chosen by the student for the Focus Area Curriculum. Key learning objectives of the Curriculum and how they are acquired are listed in section 6.5.

6.4 Required Course Descriptions

PubH 5299 Public Health Practice: Introductory Seminar for Health and Human Resource Professionals

Science/art of public health. Emphasizes interdisciplinary linkages to practice communities. National/local priorities as outlined in "Healthy People 2010" serve as framework for presentations on current issues/trends by public health leaders.

PubH 5320 Fundamentals of Epidemiology

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

PubH 5414 Biostatistical Methods I

Descriptive statistics, graphical methods. Use of Excel. Proportions, relative risk, odds ratios. Random sampling. Estimates of mean, medians, measures of variability. Normal distribution, t-/chi-square tests. Confidence intervals. Correlation/regression. Inference/causality.

PubH 5201 Issues in Environmental and Occupational Health

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

PubH 5752 Public Health Management

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

PubH 5020 Fundamentals of Social and Behavioral Science

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

PubH 5741 Ethics in Public Health: Professional Practice and Policy

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

PubH 5294 Master's Project: Public Health Practice

Directed field research, original or secondary analysis of data sets related to public health practice.

PubH 5296 Field Experience: Public Health Practice

Directed field experience/clinical rotation/practicum in selected community or public health agencies and institutions with opportunity for integration of knowledge and skills in population science for public health practice.

6.5 Curriculum Objectives

Objective	How Acquired	How measured
1. Develop a population perspective on health and disease/injury.	PubH 5299 Elective Course in Assessment/Basic Sciences Elective Course in Policy/Systems	Course evaluations, examinations

2. Understand the principles and practices of health promotion and disease/injury prevention and protection of human populations from environmental hazards	PubH 5299 PubH 5320 PubH 5752 PubH 5201 Elective course in Intervention	Course evaluations, examinations
3. Integrate public health principles into the practice of health and human services	PubH 5299 PubH 5320 PubH 5414 Elective Course in Intervention Elective course in Assessment/Basic Sciences	Course evaluations, examinations
4. Appreciate the social, cultural and environmental factors that affect community health	PubH 5020 PubH 5201 Elective course in Policy/System Elective course in Management/Communications	Course evaluations, examinations
5. Understand public health as a social system	Elective course in Policy/System Elective course in Intervention Elective course in Management/Communications	Course evaluations, examinations
6. Identify the ethical issues in disease/injury prevention and health systems policy	PubH 5741 Elective course in Policy/Systems	Course evaluations, examinations
7. Develop a public health analysis of a current public health issue or program	Elective Course in Assessment/Basic Sciences Elective course in Policy PubH 5294	Course evaluations, examinations, project
8. Understand the application of public health tools to the evaluation and control of a specific health issue	Elective course in Policy/Systems Elective course in Intervention Elective course in Assessment/Basic Sciences Elective course in Management/Communications PubH 5294 PubH 5296	Course evaluations, examinations, project
9. Apply public health skills in a community practice setting	PubH 5296	Course evaluation, oral examination

6.6 Field Experience

INTRODUCTION

Part of the curriculum for the master's degree includes an opportunity for students to learn first-hand about the organization, operations, and special activities of selected agencies, institutions and industries concerned with public health practice.

The PHP field experience provides students with a means of gaining additional insight into programs, personnel management, governmental relations, public relations, legislative support and, particularly, 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 the student's training and may be beneficial in seeking employment.

As part of fulfilling the MPH degree requirements, you must participate in a field placement experience. Please be aware that certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If you are placed in such a facility, you may be asked by the institution to submit paperwork, or the institution may require that you have this check facilitated by the School of Public Health. The School is prepared to assist you. Facilities that are covered by this law are hospitals, boarding care homes, outpatient surgical centers, nursing homes, home-care agencies, residential care homes, and board/lodging establishments providing health supervision services. Client contact must be direct and unsupervised (outside the hearing or vision of a supervisor at the facility). In the event this situation arises, please call The School of Public Health Student Services Center at 612.626.3500 or come to D305 Mayo, University of Minnesota TC campus for assistance. If you are outside the metro area, please feel free to call 800.774.8636.

REQUIREMENTS

1. All PHP major students are required to complete a field experience as part of their degree program.
2. Students, in consultation with their Academic Advisor, should select the particular organization with which they wish to work. Selection of the organization, contact with it and designation of a preceptor in the organization may be arranged any time during the academic year.
3. Students register for a minimum of 3 semester credits for PUBH 5296. These credits may be taken during one semester, or divided among several semesters. As a guideline, a minimum effort of 135 hours is expected.
4. A student registered for PubH 5296 must complete the *Record of Student Field Experience* and *Field Experience Agreement* forms. These forms should be signed by the person the student will work with at the agency, the Academic Advisor and the student before filing with the Academic Advisor. File as soon as arrangements are completed for the agency assignment. The forms are intended to avoid misunderstandings concerning expectations on the part of people involved. Sample forms can be found in Appendix C of this guidebook.
5. Students must submit a Field Experience Report(s) to their Academic Advisor. For details on this report see Appendix C.
6. Some students may find certain aspects of the agency activity of sufficient interest to do a "Plan B" project while assigned to the agency. This requires more extensive study, an appropriate literature review, and an expansion of the subject beyond the field experience. The ultimate feasibility of such arrangements should be decided jointly by the student, the Academic Advisor, and the preceptor.

OVERALL GOALS

Provide students with an opportunity to apply public health concepts to practice in a specific program, agency, or industry.

STUDENT OBJECTIVES

Development of your specific objectives should include consideration of:

1. The availability of a high quality learning experience in public health practice;
2. Your professional goals and interests;
3. Selected theories and concepts applicable to a role in the practice of public health;
4. The potential for practice in a leadership role(s); and
5. Your potential contribution(s) to the setting in which your field experience is based.

CREDITS AND GRADING

The number of credits is arranged between students and their advisor. The grading for the field experience is S/N. Grades **for PubH 5296** are submitted when Academic Advisor has accepted and approved the report(s) on the field experience.

FIELD EXPERIENCE: PUBLIC HEALTH PRACTICE REPORT

Submit a two-five page, typed summary of your learning experience no later than one week after completion of your field experience. Points to be addressed are identified below.

1. Identify your primary goal for the practicum and your rationale for choosing the setting.
2. Describe the setting in terms of the organization: name, location, number of employees, organizational mission and its products or services.
3. Identify your preceptors by name, title and professional degrees.
4. Restate your learning objectives and the strategies and resources used to attain those objectives.
5. Restate your evaluation criteria and describe the degree to which you achieved your objectives.
6. Identify your major learnings, both professional and personal.
7. Comment on whether or not you would recommend this setting and preceptor for future PHP students.
8. Recommend specific strategies PHP faculty might have employed to enhance your experience.

6.7 Master's Project

REQUIREMENTS

The use of the word Master's Project signifies a planned undertaking involving studious inquiry or examination. The product of that undertaking is a formal, written, scholarly report that demonstrates writing proficiency; and the ability to critically approach a topic, synthesize, interpret and successfully convey information to the appropriate audience.

Students are expected to demonstrate familiarity with the tools of applied research or scholarship in public health practice, the ability to work independently, and the ability to apply skills learned in coursework by completing either a Plan B Research Paper or Plan B Systematic Literature Review. The research or review must involve more than one faculty member, one as primary academic advisor and at least one faculty member as a reader for the project to give feedback prior to scheduling the final oral exam. The Master's Project should involve a combined total of at least 120 hours (the equivalent of three fulltime weeks of work).

The student, his/her academic advisor, and the faculty member for whom the work is to be done (if different from the academic advisor) decide how the Master's Project requirement is to be met. The student is responsible for consulting with and acquiring approval from the academic advisor to confirm that the project meets the requirements of their program of study (use the *Master's Project Proposal Form* found in Appendix D). The topic and form of the Master's Project depend upon the student's experience and the interests of both the student and the faculty. For example, if the student lacks experience in writing scholarly papers the student may profit from writing a Plan B 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 Plan B Research Paper involving collaboration with School of Public Health faculty on a data based project.

The student's work could culminate in the preparation of an article for potential publication. Guidelines for a Plan B Research Paper and a Plan B Systematic Literature Review can be found in Section 6.8.

Refer to the class schedule of the semester you plan to register for the Master's Project. It is listed as PubH 5294 Master's Project: Public Health Practice, select the section # of your Advisor. Obtain a permission number from your Advisor before registering for PubH 5294.

APPROVAL PROCESS

In order to maximize the benefit from the academic advisor's input, students must have their topic approved by their academic advisor. Approval must be received in writing before work can begin on the project proposal. After receiving the academic advisor's approval on the topic, the student should begin to develop the project proposal. (Use the "Master's Project Proposal Form" – a sample can be found in Appendix A of this guidebook.) The proposal sets up a guiding framework for the project and establishes a timeline for

completion that is mutually satisfactory to the student and his/her advisor. The project proposal should include the following:

- Statement of purpose or the idea for the project
- Indication of culminating product: Plan B Research Paper or Plan B Systematic Literature Review
- Statement of key research questions to be addressed and rationale
- List of associated objectives for the project
- Brief description of the project's methodology
- Proposed timeline
- Project budget (if applicable)

The Project Proposal must be approved by the Academic advisor and, where appropriate, the Preceptor before beginning the project itself. For projects involving collection of information from people, approval must be obtained from the Committee on the Use of Human Subjects in Research; see sections 4.8 and 6.9 for more information.

COMPLETION OF THE MASTER'S PROJECT

Students must keep in touch with their academic advisor during the course of the Master's Project. Each Advisor should specify how he/she prefers to work with the student. Students should know that faculty may decline working with a student's project 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. A draft or drafts of the project should be submitted to the academic advisor for review and comments. These should be incorporated into the final draft of the project, and resubmitted to the advisor and reader. A student desiring publication of the Master's Project should discuss this with the advisor. Master's Projects written in publication format meet the program requirements with prior academic advisor approval. Once the academic advisor has approved a final version of the project, the final draft should be typed and submitted for acceptance. Also submit a final copy to the Public Health Practice office.

6.8 Master's Project Options

OPTION ONE: RESEARCH PAPER

The Plan B Research Paper will focus on pertinent questions or issues in public health practice. This Master's Project option provides students with an opportunity to apply research skills to pertinent issues and questions under faculty supervision.

The component parts of a Plan B 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. References (APA reference style or appropriate alternative)
- VII. Tables
- VIII. Figures
- IX. Appendices
 - A. Data collection instruments and letters
 - B. Institutional Review Board permission (as appropriate)

A Master's Project resulting in a Plan B Research Paper may, but need not necessarily involve the collection of primary data by the student. A Master's Project can be completed through secondary analysis of data as well. Projects may be undertaken in conjunction with ongoing faculty research, a student's class, or be carried out in conjunction with a fieldwork experience. Doing research at the experience 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, this option must be discussed and approved by the Academic advisor and Preceptor early in the practicum experience and before beginning the Master's Project itself.

OPTION TWO: SYSTEMATIC LITERATURE REVIEW

The Plan B Systematic Literature Review will focus on pertinent questions or issues in public health practice. This Master's Project option provides students with an opportunity to apply analytical skills in the synthesis and interpretation of the literature under faculty supervision.

The component parts of a Plan B 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 - significance to the field of public health
- VII. References (APA reference style or appropriate alternative)

A Master's Project resulting in a Plan B 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 Academic advisor and Preceptor early in the practicum experience and before beginning the Master's Project itself.

6.9 Human Subjects Protections

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

Please see section 4.8 for IRB procedures and further information.

6.10 Final Oral Examination

All master's degree candidates are expected to pass a final comprehensive oral examination, taken after submission of the Plan B project.

A committee will examine the student on the content of the Plan B project as well as questions on general areas of public health. The examining committee will consist of the academic advisor, a second focus specialist from the practice community (optional), a School of Public Health faculty member who also serves as reader of the Master's Project and the PHP major chair or designate. Final approval rests with the Dean of the School of Public Health.

The student is expected to present a professional seminar on their Plan B project (20-30 minutes) as part of the final comprehensive oral examination followed by questions. This seminar will be open to guests and advertised to the entire School of Public Health two weeks in advance of the final exam date. A closed meeting between the candidate and the examining committee immediately follows the seminar. This closed meeting may include further questions on the Plan B project, as well as questions on general public health areas. Upon completion of the examination, the candidate is then excused 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 three positive votes. After successful completion of the exam, committee members will sign the student study plan. The signed MPH study plan is forwarded to the PHP student coordinator.

6.11 Staff and Faculty

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6.12 Appendices

APPENDIX A

- Focus Area Planning Guide
- Focus Area Planning Form

APPENDIX B

Academic advisor Agreement and Approval Form

APPENDIX C

- Field Experience Agreement
- Field Experience Record
- Field Experience Report
- Field Experience Worksheet

APPENDIX D

- Master's Project Proposal Form

APPENDIX E

- MPH Study Plan

APPENDIX F

- Petition

APPENDIX A

Focus Area Planning Guide

The preparation of your Focus Area involves working closely with an academic advisor. Your focus area plan outlines how you will meet the program's graduation requirements. Please contact your academic advisor as soon as you get your letter of acceptance to introduce yourself and plan a meeting time to review your draft focus area plan. This may be done during orientation (held in August) or at a mutually agreeable appointment time. The process below must be completed before meeting with your academic advisor.

Review all the information provided in this packet and **prepare** your materials as indicated.

1. **Read the Student Guidebook.** Come to orientation with questions.
2. **Read** the discussion about Public Health domains and core competencies found at <www.TrainingFinder.org/competencies>. These readings will relate to the completion of your Focus Area Goals.
3. **Research** your focus area. Prospective students often find it helpful when planning a focus area to conduct an informational interview of a public health leader whose career goals and practice philosophy are similar to those for which the student wishes to aspire. Some questions to consider: What knowledge and skills are essential for practice? How would you define the focus of your practice? What are the knowledge and skills needed to address future public health issues in your area of focus?
4. **Design** your Focus Area
In the application process you began work on the list of courses and projects that compose your focus area. Now you must finalize your focus area. In addition to the Basic Curriculum required for a Master of Public Health degree EPHP requires the development of an integrated and coherent Focus Area (12-14 semester credits) developed by the student in collaboration with a Academic advisor. Your focus area may consist of learning that crosses disciplinary boundaries but must be composed of conceptual knowledge and applied learning that cuts across the domains of public health and include the EPHP Focus Goals (public policy development using a systems framework, interventions based on the dimensions of community and culture, assessment and application of basic public health sciences, and program management and communications principles).

The content of your focus area will depend greatly upon your goals and objectives but must incorporate all Focus Area Goals outlined in the EPHP Focus Area Planning Form attached. As you complete your plan, you will describe your focus area in greater detail than the description in your application. Here are some things to consider:

- Critique of application description: How does the description of your goals written in your Letter of Intent (application) fit within the domains and competencies of public health practice? What questions do you have? What clarifications do you need? How is a focus area defined? What components are needed?
- Balancing your passion for the topic of your focus and the practice of public health: Why have you chosen the public health practice major? What does it mean to enter this community of scholars?

Now that you have read about the domains of public health and given some thought to how they relate to your career goals it is time to refine a description of your focus area.

On the attached Focus Area Planning Form develop a description of your proposed focus area and create a preliminary title. In the description identify content areas and specific topics. Point out what fields of study, i.e. public health disciplines, will be part of your focus area and what knowledge and skills you think would be needed.

List the courses and projects you anticipate completing to achieve what you have described in the top row of the grid (the grey boxes). Gather descriptions of these courses from <www.semesters.umn.edu/tccat/template/desn.cfm> and also place in the top row or attach an additional page if needed. Learning objectives included in the syllabus of a course can help you determine if the course is applicable to a Focus Area Goal. The syllabus of a course is often found linked

to the homepage of the instructor or to the divisional home of the instructor. Please contact the Major Coordinator if you cannot locate a course syllabus. Mark with an 'X' the Goals you plan on accomplishing by taking each course.

Now you are ready to meet with your academic advisor and review your draft plan.

5. When you have reached final agreement on the focus area plan **submit two copies** of your Focus Area Planning Form to the PHP Major Coordinator along with the signed Academic advisor Agreement and Approval Form (attached). You are responsible for getting a final copy of your Focus Area Planning Form to your academic advisor.

APPENDIX A – SAMPLE FORM

EPHP Focus Area Planning Form

STUDENT NAME _____ FOCUS AREA TITLE _____

FOCUS AREA DESCRIPTION _____

COURSE TITLES and DESCRIPTIONS →					
FOCUS AREA GOALS↓					
Public policy development using a systems framework (Domain 2 and 8)					
Interventions based on the dimensions of community and culture (Domain 4 & 5)					
Assessment and application of basic public health sciences (Domains 1 & 6)					
Program management and communications principles (Domain 3 & 7)					

Place the title AND description of the course chosen for your focus area on the first line (the grey boxes)* and then indicate with an X the Goal(s) you plan on accomplishing by taking the course. As noted the Domains of Public Health identified by the Council on Linkages (www.TrainingFinder.org/competencies) have been combined for application to EPHP Focus Goals for planning purposes. All Goals must be met through a combination of your courses.

***Attach an additional sheet of paper if necessary**

Executive Program in Public Health Practice

ACADEMIC ADVISOR AGREEMENT & APPROVAL FORM

STUDENT INFORMATION

Last Name, First, Middle Initial _____

FACULTY INFORMATION

Last Name, First, Middle Initial _____

Department/College _____ Title _____

Campus Address _____

Work Phone _____ E-mail address _____

ACADEMIC ADVISOR AGREEMENT

I understand that my basic responsibilities as academic advisor include the following:

1. to help the student to develop an academically focus area;
2. to evaluate the student's entire study plan in cooperation with EPHP academic staff;
3. to advise the student on the development of the master's project, and to evaluate the finished project;
4. to advise the student on the field experience, and to evaluate the experience in collaboration with the community preceptor; and
5. to evaluate the student's satisfaction of degree requirements through review of the graduation portfolio and participation in the oral examination committee.

I agree to serve as the academic advisor for the above named student.

Signature

Date

FOCUS AREA APPROVAL

I approve the focus area plan of the above named student.

(Final Focus Area Planning Form must be attached.)

Academic advisor Signature

Date

MAJOR CHAIR APPROVAL

I approve or approve conditionally * the degree plan of the above named student.

* Briefly state below what revision is still necessary before approval can be given.

Debra K. Olson, Major Chair

Date

A SIGNED COPY OF THIS FORM WILL BE RETURNED TO YOU.

APPENDIX C – SAMPLE FORM

PubH 5296 Field Experience: Public Health Practice

AGREEMENT

This agreement specifies the general expectations for Public Health Practice Academic Advisor and for Community Preceptors.

The University of Minnesota **Public Health Practice Academic Advisor** will participate as follows:

1. serve as facilitator and resource person for student learning,
2. approve student’s learning objectives and plans for self-evaluation,
3. (may) initiate discussion with community resource person for field experience, and
4. take primary responsibility for evaluation process.

The **Community Preceptor** will participate as follows:

1. approve student’s learning objectives,
2. provide student with learning experiences appropriate to student learning objectives,
3. participate in evaluation process as arranged,
4. contact public health practice academic advisor as necessary, and
5. make recommendations to public health practice academic advisor for improvement of field experience.

Student

Date

Community Preceptor

Date

Academic Advisor, Public Health Practice

Date

6/02

APPENDIX C – SAMPLE FORM

PubH 5296 Field Experience: Public Health Practice

RECORD OF STUDENT FIELD EXPERIENCE IN PUBLIC HEALTH PRACTICE

- A. Name of Student: _____
- B. Field Organization Name: _____
Address: _____
- C. Specific Department, Division, Unit or Program with which student will be affiliated:

- D. Field Organization preceptor or staff representative with whom student will be most directly associated in the conduct of this experience:
Name, Title, Phone: _____

- E. Period of Field Experience (estimated date agreed to by the organization and the student)
From: _____ To: _____
If feasible indicate hours and days of each week scheduled for this experience: _____

- F. Brief but specific statement of the activity proposed and agreed to by the preceptor: _____

- G. Plan B Project (if any) - List title of paper or brief description of project: _____

- H. Agreement of proposed plans for field organization - student relationship as noted in A through G:
(Signatures)

Field Organization Preceptor: _____

Student: _____

Advisor: _____

Date: _____
- I. Advisor's Certification of Field Experience Completion:
Date of Completion: _____

Grade: _____

Signature: _____

APPENDIX C

PubH 5296 Field Experience: Public Health Practice

REPORT

The student is to write a two-five page, typed summary of their learning experience to be submitted no later than one week after completion of their rotation. Points to be addressed are identified below.

1. Identify your primary goal for the practicum and your rationale for choosing the setting.
2. Describe the setting in terms of the organization: name, location, number of employees, organizational mission and its products or services.
3. Identify your preceptors by name, title and professional degrees.
4. Restate your learning objectives and the strategies and resources used to attain those objectives.
5. Restate your evaluation criteria and describe the degree to which you achieved your objectives.
6. Identify your major learnings, both professional and personal.
7. Comment on whether or not you would recommend this setting and preceptor for future PHP students.
8. Recommend specific strategies your PHP academic advisor might have employed to enhance your experience.

APPENDIX C – SAMPLE FORM

PubH 5296 Field Experience: Public Health Practice

WORKSHEET

Learning Objectives	Learning Resources and Strategies	Theories and Concepts	Time Table	Criteria for Evaluation and Evidence of Satisfactory Achievement

APPENDIX E – SAMPLE FORM

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

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

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

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

I. Course work for fulfillment of degree requirements

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

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

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

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

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

Project Title	Project Advisor	Date Accepted

III. Enrollment Status and Course Requirements

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

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

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

Written Examination Date	
---------------------------------	--

Advisor Signature	Date
-------------------	------

Major Chair Signature	Date
-----------------------	------

Date Degree Awarded	
----------------------------	--

APPENDIX F

Directions for completing a Petition Form

Use for Course Substitutions, Transfers, Waivers

NOTE: The *Petition* Form can be obtained from the Major Coordinator or the Student Services Center in D305 Mayo.

1. Gather the course syllabus from the course substitution or course for transfer **and** an unofficial copy of your current transcript.
2. Complete the Petition Form with the following information in each section:
 - Request: Indicate if this is a substitution, course transfer or waiver request. Describe the course requested for substitution or transfer by listing the course number, title, number of credits, term and year it will be taken (if previously taken, indicate the year taken and grade received), and the course/requirement in the existing curriculum for which you are asking for the substitution.
 - Reason/explanation: Indicate what skills and/or content overlaps between the required course and substitute/transfer course; or how the substitute/transfer course provides the same or similar skills as the required course. If the course is to be used as an elective, explain how the course relates to your degree program and your intended area of concentration. If it is a waiver request, be clear in your justification and include documentation to support your request.
3. Compile the above materials and have the request reviewed by your advisor. He/she will complete the advisor section of the Petition Form.
4. After the advisor has made his/her recommendations, the student should submit these materials to the Public Health Practice Academic Programs and Instructional Coordinator who will forward it to the Major Chair for review. The student will be notified via email of the decision.
5. If a substitute course is to replace a SPH Core course [biostatistics (5414/5450), epidemiology (5320/5330), environmental health (5200/5201), management (5751/5752), ethics (5741/5742), behavioral science (5020)], there is an additional step to get School level approval. To initiate this step, provide two additional copies of the above materials to the Public Health Practice Student Coordinator who will be responsible for turning in the request to the School for approval.