

Public Health Nutrition

MPH Degree Program

Division of Epidemiology and Community Health

2008-2009 Student Guidebook

UNIVERSITY
OF MINNESOTA

**School of
Public Health**

Welcome to the University of Minnesota School of Public Health!

All students are responsible for knowing the rules and policies that govern their academic program. To this end, we are providing you with this guidebook which covers your specific academic program requirements. Please keep it with you and refer to it often.

In addition, you are responsible for knowing University of Minnesota and School of Public Health policies and procedures that pertain to all students. Links to these policies/procedures can be found by clicking on the "Current Students" link at www.sph.umn.edu <<http://www.sph.umn.edu/>>

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

School of Public Health Directory

Note: All phone numbers are in area code “612”.

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Student Affairs Office **626-3500** **sph-ssc@umn.edu**
Carol Francis, Asst Director of Student & Acad Services 624-6952 franc004@umn.edu
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Micaela Kucinski, Principal Office and Administrative Specialist 624-7660 kuci0005@@umn.edu
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Division of Epidemiology and Community Health

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Shelley Cooksey – Major Coordinator (Epi MPH and PubH Nutrition MPH) 626-8803 cooks001@umn.edu
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1. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH

1.1 Welcome

Epidemiology and Community Health is one of four Divisions that make up the School of Public Health at the University of Minnesota. The Division of Epidemiology and Community Health is home to six majors in the School of Public Health:

- Clinical Research MS
- Community Health Education MPH
- Epidemiology MPH
- Epidemiology PhD
- Maternal and Child Health MPH
- Public Health Nutrition MPH

The Division Head is Bernard Harlow, PhD.

The Major Coordinators are here to assist students in the Division. Students are invited to contact any one of them with questions or concerns.

Shelley Cooksey

Andrea Kish

Kathryn Schwartz

E-Mail.....epichstu@umn.edu

Phone.....612-626-8802

Fax612-624-0315

Campus MailWBOB, #300, Delivery Code 7525

US Mail 1300 South Second Street, Suite 300, Minneapolis, MN 55454

1.2 The West Bank Office Building (WBOB)

The offices are located in the West Bank Office Building (WBOB) at 1300 South 2nd Street in Minneapolis. Students can find directions to WBOB at <http://www.epi.umn.edu/about/directions.shtm>.

Epi Shuttle

Students can travel back and forth between the East Bank campus and WBOB by using the Epi Shuttle. The shuttle route starts on the hour and half-hour at WBOB and travels to the main entrance of the Mayo Building on the East Bank and leaves for the return trip to WBOB at quarter past, and quarter to, the hour. Once each morning and afternoon the shuttle does take a trip to the Minnesota Department of Health (MDH). Please check the schedule to see when those trips occur. The schedule will be emailed to students, staff and faculty. The Summer schedule is usually less frequent.

Parking Options for WBOB

- Park on the East Bank and use the EpiCH shuttle.
- Affordable ramp parking (approximately \$5 day) is available across from Guthrie Theatre located just blocks from WBOB.
- Meter parking is available on South 2nd St for \$.50 - \$.75 per hour with a limit of 8 hours. These meters are enforced from 8:00 a.m. until 10:00 p.m.
- Parking is also available in the public parking lot attached to WBOB at \$2.50 per hour or portion thereof. This lot is also available after hours, on weekends, and holidays free of charge. The booth is staffed between the hours of 7:00 a.m. – 7:00 p.m. Students who will be in WBOB after dark are encouraged to move their car to this lot for security purposes.

Student Mailboxes

Students who have RA and/or TA positions will have mailboxes located near the receptionist on the third floor. Students who do not have RA or TA positions will be able to receive mail in the folders located next to Shelley Cooksey's cubicle (398E). Students who work on campus and have trouble getting to WBOB should email epichstu@umn.edu for alternative ways to get their mail. Student mail can be sent to a campus mail address, but

cannot be sent via regular U.S. Mail. Most information is distributed via e-mail using your U of M student e-mail account.

Forms

We have PDF versions of forms at <http://www.epi.umn.edu/students/guidebook.shtm>. All forms needed for student degree programs are also available on the wall rack outside of cubicle 398B on the third floor of WBOB. Microsoft Word documents of all the forms are also available upon request. Contact the Major Coordinators at epichstu@umn.edu to obtain the Word documents via e-mail.

Evening and Weekend Access

Division graduate students who do not have a paid appointment in the Division can have access to the student computer lab and student mailboxes after work hours and on weekends. Students obtain access by filling out a form to have their UCard programmed for access to the third and fourth floors of WBOB. Students are given the option to sign up for building access at Orientation. After orientation, contact a Major Coordinator for information.

NOTE: There is approximately a one-week turnaround time to get a student's UCard programmed, so please plan accordingly.

Computer Lab

The Division computer lab in WBOB includes four PC's available for student use. The computer lab is located in cubicle 397F, at the north end of WBOB. The general policy for use of these computers is that they are for Division graduate students for work pertaining to their degree program. All four of the computers have SAS and two of them have STATA. Printers are available.

Copier and Fax Access

The Division does not allow copy machines or fax machines to be used for personal use. Personal copies can be made for a cost at various locations throughout campus. Unfortunately, there is not a copier for use in WBOB.

1.3 Division Communication with Students

The Division communicates information to students in the following ways:

- **E-mail:** Students should read their e-mail daily or at a minimum twice a week. We cannot stress enough how important e-mail has become. Communication between the Major Coordinators and students regarding changes in programmatic requirements or announcements, as well as advisor, faculty, and student-to-student contacts is usually through e-mail. Further, the University of Minnesota has expanded technological capacity to allow access to your account for up to five years after your graduate. To keep the account active, you must access it at least every six months. If you let it go dormant, you can reactivate it through the Alumni Association for a fee.
- **My U Portal:** This is a form of communication and information exchange within the University. Students are expected to check their portal regularly. Access to the portal is available at <https://www.myu.umn.edu/>.
- **Weekly SPHere:** A weekly electronic publication for students. This publication contains important deadline reminders as well as updates on students and faculty research and activities.
- **Division Newsletter:** The Division administrative staff produces a more extensive monthly newsletter titled EpiCHNews. EpiCHNews is available on the Epi web site at <http://www.epi.umn.edu/news/epichnews.shtm>
- **Student Mailbox:** All students have access to a mail folder where print materials are distributed; see *section 1.2* for mailbox locations in WBOB.
- **Bulletin Boards:** There is a student bulletin board to the right of the reception desk on the third floor of WBOB.
- **School/University News:** The School of Public Health distributes a monthly electronic newsletter. The University of Minnesota student newspaper is called The Daily and is available campus-wide.

1.4 Seminars

The Division of Epidemiology and Community Health sponsors weekly scientific seminars between September and June to exchange ideas and research findings pertinent to the field. Because the Division has a large faculty, staff and student body, the seminar provides a forum for exchange of information among people who may not otherwise meet or work together. All faculty and students are strongly encouraged to attend regularly.

Division faculty members and other scientific staff are asked to present at least one seminar every two years. Each year, the seminar brings in about 10 scientists from outside the Division.

Weekly notices are posted in the Division's third floor reception area as well as sent out electronically. Most seminars are held 10:00-11:00 a.m., Fridays, in Room 364 of WBOB. Seminars by visiting scientists may be at other times.

Students having questions or comments about the seminar series should contact David Jacobs, Seminar Director, at 612-624-4196. Students can also check the EpiCH Web site for seminar information by going to <http://www.epi.umn.edu/news/seminars.asp>,

1.5 Academic Credit for Independent or Directed Coursework

Independent and directed coursework can be taken to fulfill elective credits and can take many forms depending upon the student's interests and needs. All independent/directed coursework needs the support of a faculty member who agrees to serve as an "instructor/advisor" for the independent or directed course. The expectation is that the student has something specific to propose prior to approaching a faculty member.

To fulfill the course requirements, the student and instructor should agree on the type, scope, and length of a final academic "product" whether it is a paper(s), an annotated bibliography, curriculum, training modules, media piece(s), etc. It is expected that the faculty member and student will meet regularly during the term.

It is very unusual for students to take more than four credits total of independent or directed coursework (over and above any credits earned for the field experience or master's project/thesis requirement). Students are expected to fulfill the majority of their elective credits through regularly-scheduled courses.

Examples of Independent and Directed Coursework

1. Students interested in a theory, an evaluation method, or a skill not covered in depth in a specific course could arrange for an independent study course with a faculty member knowledgeable in that area and/or willing to work with the student.
2. The student wants to attend a conference, workshop, or mini-course, but there is no academic credit involved. The student must find a faculty member willing to work with the student to develop academic work over and above the actual event to fulfill some elective credits. This must be arranged ahead of time, not after the event has occurred.

Additional comments

Arranging an independent/directed course depends upon the student putting together an academically rigorous proposal and finding a faculty member to serve as an instructor. The faculty instructor does not have to be the student's academic advisor or master's project advisor. The instructor must be a member of the major associated with the course number; see below.

The student should also receive prior approval from their academic advisor to count the independent/directed work as an elective course.

Choosing Course Numbers

Independent study, directed study, and readings courses are available within the Division of Epidemiology and Community Health. The student and instructor should agree on the course number/title that most closely matches the work being proposed. Course options are:

- PubH 7091 Independent Study: Community Health Education (only CHE faculty can serve as instructor)
- PubH 7391 Independent Study: Epidemiology (only Epi MPH or Epi graduate faculty can serve as instructor)
- PubH 7392 Readings in Epidemiology (only Epi MPH or Epi graduate faculty can serve as instructor)
- PubH 7691 Independent Study: Maternal and Child Health (only MCH faculty can serve as instructor)
- PubH 7991 Independent Study: Public Health Nutrition (only PubH Nutr faculty can serve as instructor)
- PubH 8392 Readings in Clinical Research (only Clinical Res. graduate faculty can serve as instructor)
- PubH 8393 Directed Study: Clinical Research (only Clinical Res.graduate faculty can serve as instructor)

NOTE: Other majors in the School of Public Health may have independent/directed coursework opportunities in their areas. Check with the Divisions of Environmental Health Sciences, Health Policy Management, and/or Biostatistics. You could also do an independent/directed course with another graduate-level program. Remember that your academic advisor has to approve it as an elective.

Procedures

1. Student meets with the faculty member to discuss the requirements for the independent/directed course.
2. Student fills out an *Independent/Directed Study Contract* form outlining the requirements for the course and has the form signed by their academic advisor and Independent/Directed Study instructor. This information is vital to receive proper credit for this course (i.e., a grade). The instructor needs to agree to work with the student and both need to agree on the requirements. The form can be downloaded from the web at <http://www.epi.umn.edu/students/guidebook.shtm>.
3. Student gives the completed/signed *Independent/Directed Study Contract* to a Major Coordinator. She then enters in electronic permission enabling students to register for the course.
4. At the end of the semester, the instructor assigns a final grade. The grade will then be entered on the official transcript. It is the student's responsibility to make sure that all requirements are completed so a grade can be submitted.

1.6 Division Resources and Policies

Incomplete Grades

For MPH students, all required courses (with the exception of field experience, internship, or master's project/thesis credits) must be completed during the term of registration. Students must complete all course requirements by the end of the registered term so that faculty can submit a grade by the appropriate due date. A grade of incomplete "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 incomplete grade requires a written contract between the instructor and student specifying a deadline by which the student will complete the course requirements. The student must contact a Major Coordinator to receive the required contract. In no event may the written agreement allow a period of longer than one year to complete the course requirements. If the instructor submits an "I" without a written contract a hold will be placed on the student record, barring the student from registering. If the requirements of the contract are not met by the contract deadline, a hold will be placed on the student's record unless a new deadline has been renegotiated. Field experience, internship, and master's projects that are not completed by the end of the term of graduation will receive a grade of "K" indicating "work in progress."

PhD Students only: The symbol "I" may be assigned by an instructor to indicate "incomplete," in accordance with the provisions announced in class at the beginning of the semester, when in the instructor's opinion there is a reasonable expectation that the student can successfully complete the work of the course. An "I" remains on the transcript until the instructor replaces it with a final A-F or S-N grade. Course instructors are encouraged to establish a time limit for the removal of incomplete grades.

Six Credit Minimum Exemption

The University of Minnesota has a policy that students must register for a minimum of six credits in order to hold a graduate assistant position. The policy states that "exemption from [this requirement] is determined on a semester by semester basis" and that "eligibility criteria are to be determined by each graduate program...these criteria will be well publicized and administered equitably among all Graduate Assistants in the program."

The Division Training Committee (DTC) approved the following policy: "Students will almost always be granted a one semester exemption so they can finish their work toward the end of their degree program, but must petition the DTC for more than one semester's exemption and this would be given under only extraordinary, extenuating circumstances. Extending coursework in order to remain a graduate assistant will not be sufficient reason." Students who wish to request an exemption should contact Andrea Kish. It may take several weeks for this request to be reviewed so please submit your request at least one month prior to the start of the term.

Graduate Assistants who wish to be exempt from FICA withholding must register for at least three credits per term (one credit for PhD candidates working on a dissertation).

Sitting in on a Class

Students are not permitted to attend a class for which they are not registered. This means that if you are unable to register for a class before it begins for any reason you may not attend the class.

Support for Student Travel

The current Division policy is as follows:

1. The Division will provide up to \$800 per student in a 12 month period [a maximum of \$3,200 available for all students during the fiscal year] for travel to a scientific meeting under the following conditions:
 - The student is currently enrolled in the Epi PhD/MS/MPH, CHE MPH, MCH MPH, PubH Nutr MPH, or Clinical Research MS program and must be the presenter of the paper or poster.
 - The meeting is at a national or international level and has scientific relevance to the student's field of study.
 - There are no other sources of support specifically allocated for such travel. For example, whenever a training grant provides funds for travel for its fellows, those fellows will not be eligible for travel support under this policy. However, students whose work was supported by a research grant with no funds specifically for student travel will be eligible for travel support under this policy. Principal Investigators are encouraged to provide support for student travel from their grants since their grants benefit as well as the students.
2. All requests for travel support must be in writing. The request should be addressed to the Chair of the Division Training Committee and given to a Major Coordinator, who will process the request. The request should include:
 - The dates, location and purpose of the meeting and describe the student's role.
 - A copy of the abstract and letter of acceptance must be attached to the request. In addition, a letter from a member of the Division's faculty indicating that he/she is familiar with the student's work, judges it to be of good quality, and supports the student's request.
 - The request must be made in advance of the scientific meeting. Since the DTC only meets once per month, it is suggested that complete requests be submitted at least six weeks prior to the scientific meeting.
 - A summary of the travel expenses (cost of air fare, hotel price, registration fees, etc).
3. Allocations under this policy will of course be subject to the availability of funds for this purpose.

Payment for TA English Program

If a nonnative English-speaking Division student is required by their degree program to fulfill a teaching assistantship position (i.e. Epidemiology PhD students), the Division will pay one-half the cost of instruction the first time the student takes the course (the University's Office of Academic Affairs pays the other half). Students not passing the exam must pay the costs of any additional instruction.

SAS Access

Students can purchase the SAS program for a fee if it is necessary for them to complete research. Additional information on ordering the software is available <http://www1.umn.edu/adcs/site/sasWinMac.html>. Please note that all 4 of the computers in the student computer lab (397F WBOB) have SAS.

One computer (the one furthest to the East) has the SAS Learning Edition 4.1 (an easy to use personal learning tool). The book, The Little SAS Book for Enterprise Guide 4.1 is a guide to a point-and-click interface that is part of the Learning Edition. Using Enterprise, you generate SAS code without writing it. It is available for checkout from Laurie Zurbey, in cube 398C.

For additional help with SAS, you can schedule an appointment with Judy Baxter, an experienced SAS programmer. Judy is available a few days a month and sends out a monthly schedule of the exact days via email to all current students with instructions on how to schedule an appointment. You may contact Judy at baxte003@umn.edu.

J.B. Hawley Student Research Award

The Division has established the J.B. Hawley Student Research Award, a small grant mechanism to support research projects. This is a wonderful opportunity for students and post-doctoral fellows to obtain funds for their research, gain experience in grant proposal writing, and receive faculty feedback on their ideas. During the academic year, we will have two separate award categories. The standard award is open to all students and post-doctoral fellows; we anticipate two rounds of requests for proposals (one per semester). The doctoral award is only open to doctoral students in Epidemiology; we anticipate one request for proposals in the fall semester. The chair of the Research Awards Committee will distribute an e-mail announcement with further details.

STANDARD AWARD

Who May Apply?

Students currently enrolled in degree programs in Epidemiology, Community Health Education, Maternal and Child Health, Clinical Research, or Public Health Nutrition or post-doctoral fellows in Epidemiology. Proposed projects do not have to be thesis or masters projects, and may be for any research that involves the applicant (e.g., evaluation of a program for a field experience). Those who have received previous funding from a Hawley Award will not be eligible for further support until they have submitted the required one-page report for their prior award (see below).

How Much?

\$3,500 maximum, including fringe benefits when applicable.

How Can It Be Used?

The award may be used to support research activities including supplies and equipment. It cannot be used for stipends or salary support for the applicant.

Please note that before making any expenditure with the award (i.e., ordering, purchasing, hiring, or contracting for services) the applicant must meet with accounting personnel in the Division to ensure that procedures are followed.

How Long?

Normally projects are funded for one year.

What is the Format for the Proposal?

1. Cover Letter
Please indicate in the letter whether the project will help support a master's project, master's thesis, PhD thesis, or field experience.
2. Face Page (1 page)
 - a. Title
 - b. Investigator information, including name, address, telephone, and e-mail address
 - c. Collaborating investigators (faculty, staff, students), if any
3. Research Proposal (4 pages maximum; font: 12-point Times or larger)
 - a. Background and Significance (1 page maximum):
Describe the background and justification for the study and state the research questions/hypotheses.
 - b. Research Methods (2 pages maximum):
Describe the study design and detailed methods. Be sure to include information on each of the following issues (and others, as appropriate):
 - Study population
 - Sample selection and recruitment
 - Measurements
 - Data analysis plan (required for both quantitative and qualitative research)
 - Timeline
 - Sample size (justified by formal statistical calculations or other means)
 - c. Human Subjects (no page limit):
All proposals must address protection of human subjects and have the project approved by the University of Minnesota's Institutional Review Board (IRB) prior to receiving funds. However, a project will be reviewed by the Research Awards Committee prior to receiving final IRB approval.
4. Detailed Budget (1 page maximum):
The proposed budget should include precise amounts requested in various categories (e.g., postage, supplies, printing, personnel, etc.). Provide a brief justification for the amount requested in each category and state why these funds are needed to conduct the proposed research. The budget should clearly itemize and justify expenditures. If the request is part of a larger project, the proportion to be supported by this award and the rationale and need for this funding mechanism, should be specified clearly.

The following items are NOT allowed: computer purchase, publication costs (e.g., page charges, reprints), and presentation costs (e.g., travel to a conference, conference fee).
5. Letter of Support from Faculty Advisor (1 page):
A primary or adjunct faculty member in the Division of Epidemiology and Community Health must provide a brief letter to accompany the proposal, specifically endorsing the applicant's request. Applicants are strongly encouraged to discuss their proposals with a faculty advisor, who should review the proposal before it is submitted.
6. Appendices, if needed (no page limit)

Submission

Submit your proposal to the Chair of the Research Awards Committee (TBA), Division of Epidemiology and Community Health, Suite 300, 1300 South Second Street, Minneapolis, MN 55454-1015

Review Process

All applications will be reviewed by the Division of Epidemiology and Community Health Research Awards Committee, which includes faculty members representing the major fields. Each proposal will be evaluated according to its scientific and technical merits and public health implications.

If you have questions regarding preparation of a proposal, please contact the Chair of the Research Awards Committee Chair. Information regarding the status of human subjects (IRB) applications must be provided to the Committee. Award funds will not be released until Division of Epidemiology and Community Health Accounts Administration has received notification of Human Subjects Committee approval.

Final Report

A one-page report to the Research Awards Committee on progress and outcome is due on the one-year anniversary date of the award.

DOCTORAL AWARD**Who May Apply?**

Students currently enrolled in the doctoral program in Epidemiology. Proposed projects do not have to be thesis projects, and may be for any research that involves the applicant. Those who have received previous funding from a Hawley award will not be eligible for further support until they have submitted the required one-page report for their prior award (see below).

How Much?

\$7,000 maximum, including fringe benefits when applicable. There will be one award available in 2007-08.

How Can It Be Used?

The award may be used to support research activities including supplies and equipment. It cannot be used for stipends or salary support for the applicant.

Please note that before making any expenditure with the award (i.e., ordering, purchasing, hiring, or contracting for services) the applicant must meet with accounting personnel in the Division to ensure that procedures are followed.

How Long?

Normally projects are funded for one year.

What is the Format for the Proposal?

The Chair of the Research Awards Committee will distribute an e-mail announcement with detailed instructions.

Submission

Submit your proposal to the Chair of the Research Awards Committee (TBA), Division of Epidemiology and Community Health, Suite 300, 1300 South Second Street, Minneapolis, MN 55454-1015

Review Process

All applications will be reviewed by the Division of Epidemiology and Community Health Research Awards Committee, which includes members of the graduate faculty. Each proposal will be evaluated according to its scientific and technical merits and public health implications.

If you have questions regarding preparation of a proposal, please contact the chair of the Research Awards Committee Chair. Information regarding the status of human subjects (IRB) applications must be provided to the Committee. Award funds will not be released until Division of Epidemiology and Community Health Accounts Administration has received notification of Human Subjects Committee approval.

Final Report

A one-page report to the Research Awards Committee on progress and outcome is due on the one-year anniversary date of the award.

Other Division Awards and Scholarships

The Division of Epidemiology and Community Health also has several other awards that are granted each year:

- The **Colleen Berney Scholarship** is given to an incoming first-year student in the Maternal and Child Health major who has demonstrated a strong academic background and an interest in child welfare. The scholarship consists of a \$2,000 award.
- The **Henry Blackburn Award** recognizes the writing and presentation of scholarly work among students in the Master's programs within the Division. The recipient of the award will receive a certificate and a check for \$1,000.
- The **Lester Breslow Award** is awarded to a public health student(s) pursuing a graduate degree in the Division of Epidemiology and Community Health who has demonstrated academic excellence in the area of health promotion and disease prevention. The recipient of the award will receive a plaque and a check for \$1,000.
- The **Betty J. Hallstrom Award** is awarded to a graduating nurse in the Maternal and Child Health major who had demonstrated research competence by completing a project in an MCH area and has displayed innovative and creative planning for MCH care. The recipient of the award will receive a certificate and check.
- The **Marguerite J. Queneau Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students who portray the characteristics of Marguerite Queneau, a nationally and internationally accomplished nutritionist.
- The **Ruth Stief Award** recognizes a current Public Health Nutrition student for her/his leadership qualities, academic excellence and potential for an exemplary career in public health. The recipient of the award will receive a certificate and a \$500 check.
- The **Ruth Stief Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students.
- The **Henry Taylor Scholarship** is awarded to help support the expenses of students who are attending the American Heart Association Council on Epidemiology. Students presenting papers at this conference are encouraged to apply for this financial support. One student will be selected to receive a \$400 stipend to attend this meeting.
- The **Robert ten Bensel Scholarship** is awarded to a full-time incoming Maternal and Child Health student that has demonstrated leadership, human equity, and social justice in MCH.

Research Grants

An up-to-date listing of current and pending grants is available upon request, or at <http://www.epi.umn.edu/research/index.asp>.

Division of Epidemiology and Community Health Student Support Policies

Doctoral Student Support Policy, for those matriculating Fall 2003 or later

1. Students can be accepted to the program with varying levels of support including no guaranteed support, guaranteed support for the initial year, or support for multiple years.
2. Support levels will be set at the level of an NIH Pre-Doctoral Fellow or, if not an NIH Fellow, not more than 50% RA/TA position. This means that those who accept a pre-doctoral fellowship may not also accept an RA or TA position in the Division. Scholarship or block grant awards are not included.
3. Students on fellowships perform their TA requirement as part of the fellowship, with terms to be negotiated with the training director.
4. Requests may be made to the DGS for levels of RA/TA support up to 75% for students who have passed their preliminary examinations and are working on their thesis. These requests are required to show that such additional work does not delay the thesis defense and graduation.
5. Physicians who are licensed to practice medicine in the United States will have an RA/TA stipend set at the doctoral level. Those who are not licensed to practice will be paid at the Masters level RA/TA position stipend.
6. There is no limit on the number of years of support; however, adequate progress toward degree completion is required for continued support.
7. Students may increase support to 75% during the Summer term.
8. This policy only applies to positions held within the Division. For example, a student with a 50% research assistantship in the Division would also be able to hold a 25% research assistantship in the Medical School.

Approved 7/1/03, revised 06/08

Doctoral students matriculating prior to Fall 2003 should see a Major Coordinator to discuss their student support policy.

Master's Student Support Policy

No one may hold a graduate assistantship of more than 50% (75% in the Summer) in the Division of Epidemiology and Community Health. Adopted 12/17/03, and applies to students matriculating Fall 2004 and after. This policy only applies to positions held within the Division. For example, a student with a 50% research assistantship in the Division would also be able to hold a 25% position in Medical School because that is not in the Division.

Policy for Graduate Assistant Pay Scale for Post-Baccalaureate Professional Students

Post-baccalaureate professional students in doctoral-level programs (e.g. dental, medical, law, veterinary students) who have completed two years of their professional studies will be paid at the rate of those who have completed a master's degree. Those who have not completed the first two years will be paid at the rate of those whose highest degree is a bachelor's degree. This policy is effective beginning Spring semester, 2004. Adopted 12/17/03.

Division of Epidemiology and Community Health Websites

EpiCH website.....	http://www.epi.umn.edu
EpiCH Student Guidebook and Forms.....	http://www.epi.umn.edu/students/guidebook.shtm
EpiCH course grid.....	http://www.epi.umn.edu/students/coursegrid.shtm
Course syllabi.....	http://www.epi.umn.edu/students/syllabi.shtm
Job Tip Sheet.....	http://www.epi.umn.edu/students/pdf/jobtipsheet.pdf
EpiCH faculty information.....	www.epi.umn.edu/people/index.asp
EpiCH seminar.....	http://www.epi.umn.edu/news/seminars.asp
EpiCH telephone directory.....	http://www.epi.umn.edu/people/index.asp
Grant writing information.....	http://www.epi.umn.edu/support/grants.shtm

1.7 Division Advising Information

Guidelines for Faculty/Student Interactions

Faculty members often develop close working relationships with students, especially advisees. Often a relationship is formed that provides benefits to both the faculty member and the student. Faculty should be cognizant of the power differential in these types of relationships and set appropriate boundaries. Although faculty members may not intend that a request of a student be an obligation, they should be aware that such requests might place a student in a difficult position. Some students are intimidated by faculty members and may not feel free to decline such requests. Since faculty/student interactions often are situations that are ambiguous, included below are examples to help you think through a variety of situations that you may encounter:

- **Asking a student to drive you somewhere, including the airport, home, or main campus.** Such a request does not fall under a student's duties. A situation when this may be acceptable is when the student has the same destination.
- **Asking student to work extra hours or late hours.** Students should be expected to work the hours for which they are paid. Students may volunteer to work extra hours to gain more experience (e.g. grant writing), gain authorship on a paper or help meet a deadline – but you should not expect a student to work these extra hours.
- **Asking an advisee to housesit, take care of your children or pets, or help you move.** While some students may not mind house sitting, taking care of children or pets, or helping someone move, others may only agree to do these jobs because they feel obligated or worry that saying no will somehow affect their relationships with faculty members. To avoid problematic situations, a faculty member may post a flyer requesting a sitter or mover for pay without the faculty member's name attached to the request – ensuring that respondents really want the job.

Faculty members who are uncertain about the appropriateness of requests they have for students should consult with the DTC Chair. Students should talk with their Major Chair, DGS, or Major Coordinator if they have concerns about the appropriateness of requests from faculty members.

The University of Minnesota's Board of Regents policy on Nepotism and Consensual Relationships (including student and faculty relationships) can be found at www1.umn.edu/regents/policies/humanresources/Nepotism&Personal.html.

Confidentiality

Student records—including materials related to advisees—are protected under Federal Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99; 1974) and the Student Data Privacy Act. Student information should be secure – not left in an unlocked location. If advisors have a concern about a particular student, only student support staff, appropriate Major Chair/DGS, or DTC Chair should discuss the situation and have access to records. Any confidential information shared by a student with a faculty member must remain confidential – whether the student approaches you as an advisor, instructor, Major Chair, DGS, or DTC Chair. Talking about individual students in hallways and other public areas should be avoided.

If a faculty member feels he/she must consult with another faculty member about a student, consider talking about the issue without providing the name of the individual student. If the student's name must be shared, tell the student ahead of time that you intend to talk with the Major Chair (or other appropriate person) about the issue in question. Some issues, such as sexual harassment, are governed by law and require faculty members to report the problem to the Division Head. In these situations, explain to the student that you are required to report the incident/problem.

Guidelines for Changing Advisors

Master's Students

At the master's level, students may change academic advisors if they have serious personality or other conflicts with their assigned advisor. In that case, they should discuss their reasons and their preferences for a different advisor with the program chair. The program chair will then consult with both faculty members (new and old advisors) to obtain agreement before approving the change. The program chair will notify the Division Major Coordinators of the change.

PhD Students

Many PhD students shift their courses of study and focus over their graduate careers, but doing so does not necessarily require a change in advisors. Faculty advisors can facilitate students' academic development, by working directly with them or by encouraging them to gain experience with other faculty members (e.g., through research or teaching assistantships or grant-writing opportunities). Sometimes students work more closely with one (or more) members of their committees than with their advisors. Faculty advisors can also suggest changes in committee membership to accommodate a change in dissertation focus.

Once PhD students have begun work on their dissertation, changing advisors should be rare, and limited to circumstances of personality conflicts, major ethical problems, or substantial shifts in areas of interest. Students wishing to change graduate advisors should consult with the Director of Graduate Studies (DGS). Likewise, faculty who are considering a change in their role as an advisor should consult with the DGS. Changes in graduate advisors should be approved by the DGS and forwarded to the Division's Major Coordinators who will file the change with the Graduate School.

Student Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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

Defining Advising

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

1. **Administrative Advising:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.
2. **Academic Advising:** general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.
3. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience/internship/practicum development, placement and completion.

4. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

Advising Expectations for Students

SPH students are expected to...

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

Faculty Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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

Defining Advising

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

1. **Administrative Advising:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.
2. **Academic Advising:** general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.
3. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience /internship/practicum development, placement and completion.
4. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

Advising Expectations for Faculty

Faculty advisors are expected to...

- Refer advisee to Major Coordinator for course planning/scheduling, policy and procedural information
- Review program objectives and educational documents at least on an annual basis, (i.e. Student Guidebook, etc.), or when directed by major coordinator or major chair/DGS
- Actively contribute to a welcoming and supportive SPH climate
- Initiate meetings with advisee at least once per semester; regularly communicate with students on program progress
- Respond to student inquiries in a timely manner (ideally within 5 – 7 business days)
- Provide reasonable office hours and/or appointments and be generally available to student inquiries; communicate with students about extended absences or travel
- Serve as a model and example of respectful behavior
- Provide referrals to school and university resources when appropriate (e.g. Student Mental Health Services)

1.8 Division Courses 2008-2009

Number	Title	Credits	Offered	Instructor(s)
60xx	Obesity and Eating Disorders: Treatment, Prevention & Policy	2.0	Spring	Pereira/French
6000	Topics: E-Public Hlth: On-line Interventions	3.0	Fall	Rosser and Others
6015	HIV/AIDS: Epi & Pub Hlth Interventions	2.0	Fall	Rosser
6020	Fundamentals of Social and Behavioral Science	3.0	Fall	T. Nelson
6020	Fundamentals of Social and Behavioral Science (web course)	3.0	Fall/Spring /Summer	Multiple Instructors
6034	Program Evaluation For Public Health Practice	3.0	Spring	Harwood
6035	Applied Research Methods	3.0	Fall	Hennrikus
6040	Dying and Death in Contemporary Society	2.0	Spring	Rothenberger
6045	Skills for Policy Development	1.0	Spring	Toomey
6049	Legislative Advocacy Skills for Public Health	3.0	Spring	Forster/Toomey
6050	Community Health Theory and Practice I	3.0	Fall	Lytle
6051	Community Health Theory and Practice II	3.0	Spring	Toomey
6055	Social Inequalities in Health	3.0	Spring	Jones-Webb
6060	Motivational Interviewing	1.0	May '09	Patterson
6066	Building Communities, Increasing Health: Preparing for Community Health Work	2.0	Fall	Axtell
6074	Mass Communication and Public Health	3.0	Spring	Ijzer
6078	Public Health Policy as a Prevention Strategy	2.0	Spring	Forster
6080	Seminar: Policy/Politics/Ethics of PubH Decision Making	2.0	Spring	Humphrey
6085	Prevention and Control of Tobacco and Alcohol Problems	3.0	Fall	Jones-Webb
6301	Fundamentals of Clinical Research	3.0	Fall	Luepker/Hirsch
6303	Clinical Research Project Seminar	2.0	Spring	Luepker/Thomas
6305	CR: Introductory Seminar for Health Professionals	2.0	Spring	Luepker
6309	Clinical Research Career Development	1.0	Fall/Spring	Luepker
6320	Fundamentals of Epidemiology (web course)	3.0	Summer	Anderson
6320	Fundamentals of Epidemiology	3.0	Fall	Lazovich
6320	Fundamentals of Epidemiology (web course)	3.0	Fall/Spring	Punyko
6325	SAS Programming for Data Management	1.0	Fall/Spring (January)	Oakes
6333	Human Behavior I	2.0	Fall	Lytle
6334	Human Behavior II	2.0	Spring	Hennrikus
6336	Adv. Seminar in Infectious Disease Epidemiology	1.0	Fall	Ehresmann
6341	Epidemiologic Methods I	3.0	Fall	Flood/Spector
6342	Epidemiologic Methods II	3.0	Spring	Pankow/Munoz-Zanzi
6343	Epidemiologic Methods III	4.0	Fall	Duval/Schreiner
6344	Epidemiologic Methods IV	2.0	Fall	Steffen/Yuan
6348	Writing Research Grants	2.0	Fall	Luepker/Harlow
6355	Pathophysiology of Human Disease	4.0	Fall	Oberg/Crow
6360	Obesity & Eating Disorders: Etiology/Epidemiology	2.0	Fall	French
6363	Community Trials	3.0	Spring	Oakes/Hannan
6381	Genetics in Public Health	2.0	Fall	Demerath
6385	Epidemiology and Control of Infectious Diseases	2.0	Spring	Lifson
6386	Public Health Aspects of Cardiovascular Disease	2.0	Fall	Folsom

6387	Cancer Epidemiology	2.0	Spring	Anderson
6389	Nutritional Epidemiology	2.0	Fall	Harnack
6390	Topics: Social Epidemiology	2.0	Spring	Oakes
6600	Topics: Global Reproductive Health	2.0	Fall	Hellerstedt
6605	Reproductive and Perinatal Health	2.0	Spring	Hellerstedt
6606	Children's Health: Issues, Programs & Policies	2.0	Summer	Oberg
6606	Children's Health: Issues, Programs & Policies (web course)	2.0	Spring	Oberg
6607	Adolescent Health: Issues, Programs & Policies	2.0	Spring	Hellerstedt
6617	Practical Methods – Secondary Data Analysis	3.0	Fall	Oakes
6627	Sexuality Education: Criteria, Curricula, & Controversy	1.0	Fall/Spring	Bretl/Turnham
6630	Foundations of Maternal and Child Health Leadership	3.0	Fall	Oberg
6634	Advocacy and Children's Rights	2.0	Spring	Oberg
6650	Community-Based Participatory Research	1.0	May	Hellerstedt/Call
6655	Principles and Programs in MCH (web course)	2.0	Summer	Patterson
6673	Grant Writing for Public Health	1.0	May	Toomey
6901	Public Health Nutrition: Principles & Programs	2.0	Fall	Stang/Story
6902	Maternal and Infant Nutrition	2.0	Fall	Stang
6902	Maternal and Infant Nutrition (web course)	2.0	Summer '09	Stang
6903	Child and Adolescent Nutrition	2.0	Fall	Story
6904	Nutrition and Aging	2.0	Sum	TBD
6905	Human Nutrition and Health	2.0	Fall	Nelson, M.
6906	Global Nutrition	2.0	Spring	Himes
6910	Critical Review of Research in Public Health Nutrition	1.0	May	Pereira
6914	Community Nutrition Intervention	3.0	Spring	Neumark-Sztainer
6915	Nutrition Assessment	2.0	Spring	Himes/Harnack/Gross
6933	Nutrition and Chronic Diseases	2.0	Spring	Robien
6945	Child/Adolescent Obesity	1.0	May	Stang/Nelson, M.
8377	Seminar: Chronic Disease and Behavioral Epi	1.0	Fall/Spring	Jacobs/Harlow

2. PUBLIC HEALTH NUTRITION MPH DEGREE PROGRAM

2.1 Fall 2008 Program Curriculum

Note: See section 2.2 below for the Nutritional Epidemiology emphasis curriculum.

- 16 month program = 44 total credits
- 24 month program = 50-55 total credits (without DIGS)
- 24 month program = 75-83 total credits (with DIGS)

Guide to curriculum notes:



Some courses have very specific grade and grading basis requirements. For this reason, please pay close attention to the following notes.

- ① Required if you are completing the Didactic Course requirements to be eligible to do the DIGS Internship; must be taken for A/F grade option.
- ② Courses must be taken for a letter grade (A/F) and you must obtain a grade of B- or above.
- ③ Not required if taken at an undergraduate level prior to matriculation.
- ④ Also available in an on-line version at least once per academic year.

PLEASE NOTE: Careful planning is required to avoid any overlap in course offerings while completing the additional Didactic requirements. If you need assistance in planning your curriculum, please see Shelley Cooksey.

Public Health Nutrition Core [13-15 credits]				
Course	Notes	Title	Offered	Credits
PubH 6901	②	Foundations of Public Health Nutrition Leadership	Fall	2
PubH 6914	① ②	Community Nutrition Intervention	Spring	3
PubH 6915	②	Nutrition Assessment	Spring	2
PubH 6933	②	Nutrition and Chronic Diseases	Spring	2
16- month students must take two courses from the following list:				
24-month students not doing DIGS must take two courses from the following list:				
24-month students wanting DIGS must take all three courses from the following list with the ① note:				
PubH 6902	①	Maternal and Infant Nutrition	Fall	2
PubH 6903	①	Child and Adolescent Nutrition	Fall	2
PubH 6904	①	Nutrition and Aging (on-line)	Summer	2
PubH 6906		Global Nutrition	Spring	2
Research Methods [6 total credits]				
PubH 6910		Critical Review of Research in Public Health Nutrition	May Session	1
PubH 7994		Master's Project	Any Term	2
Plus 3 research methods credits from the following list of courses				
PubH 6034		Program Evaluation in Public Health Practice	Spring	3
PubH 6035		Applied Research Methods [prerequisite 6034]	Fall	3
PubH 6325		Data Processing with PC-SAS	Fall/Spring	1
PubH 6342		Epidemiologic Methods II [prerequisite 6341]	Spring	3
PubH 6415		Biostatistical Methods II [prerequisite 6414]	Spring	3
PubH 6420		Introduction to SAS Programming	Fall/Summer	1
PubH 6451		Biostatistics II [prerequisite 6450]	Spring	4
PubH 6617		Practical Methods for Secondary Data Analysis	Fall	3
PubH 6650		Community Based Participatory Research	May	1

PubH 6705		Community Health Assessment	Spring	2
PubH 6803		Conducting a Systematic Literature Review	Spring	2
PubH 6806		Principles of Public Health Research	Fall	2
PubH 6852		Program Evaluation in Health and Mental Health Settings	Spring	2
PubH 6389		Nutritional Epidemiology [prerequisite 6341]	Fall	2
PubH 7250		Designing and Conducting Focus Group Interviews	May	1
PubH 7251		Data Analysis from Focus Groups	May	1
Nurs 8171		Qualitative Research Design and Methods	Spring	3-4
Field Experience [2 credits]				
PubH 7996		Field Experience [1 credit each of two semesters; see section 2.5]	Fall/Spring	2
PubH 7996		Block Field Experience [Optional; see section 2.5]	Summer	4

Public Health Core [11-12 credits]				
 Note: courses designated as part of the public health core must be taken for a letter grade (A/F) 				
Course	Notes	Title	Offered	Credits
PubH 6101 or PubH 6102	② ②④	Environmental Health Issues in Environmental and Occupational Health	Fall/Spring Spring/Summer	2 2
PubH 6320 or PubH 6341	②④	Fundamentals of Epidemiology Epidemiologic Methods I	Fall/Spring/Summer Fall	3 3
PubH 6414 or PubH 6450	①②④ ① ②	Biostatistical Methods I Biostatistics I	Fall/Spring/Summer Fall/Spring	3 4
PubH 6741 or PubH 6742	②④ ②④	Ethics in Public Health: Professional Practice & Policy Ethics in Public Health: Research & Policy	Fall/Spring/Summer Fall/Spring/Summer	1 1
PubH 6751	① ② ④	Principles of Mgmt in Health Service Organizations	Fall/Spring/Summer	2
Electives [11-12 credits]				
<p>A. Students in the 24 month program can take the required additional 4000 level nutrition science courses as electives</p> <p>B. Students choosing one of the School of Public Health Interdisciplinary Concentrations (Global Health, Public Health Policy, Complementary and Alternative Medicine, Health Disparities) which require a minimum of 12 credits can use those courses as electives</p> <p>C. Students can elect to complete other related Regents Certificates</p> <p>D.Examples of recommended courses for electives include (but are not limited to):</p> <ul style="list-style-type: none"> • Public Health Nutrition Content • Health Behavior and Policy • Research Methodology 				
Additional Nutrition Science Courses for the 24-Month Program [6-10 credits]*				
PubH 6355 or Phsl 3051	① ③ ① ③	Pathophysiology of Human Disease Human Physiology	Fall Fall or Spring	4 4
PubH 6905	①	Human Nutrition and Health	Fall	2
Nutr 5621W	①	Macronutrient Metabolism [prerequisite FScN 4612 & Phsl 3051 or equiv.]	Fall	4
Additional Food Science/Nutrition Didactic Requirements for 24-Month Program Students Doing the DIGS Internship [32 credits]*				
FScN 1102	①	Food: Safety Risk and Technology	Fall	3
FScN 3102	①	Introduction to Food Science	Fall	3
FScN 3615	①	Socio-cultural Aspects of Food, Nutrition, and Health	Spring	3
FScN 3731	①	Food Operations Management Lab [prerequisite FScN 3102 or concurrent registration with FScN 3102]	Fall	2
FScN 3732	①	Food Operations Management Lecture [prerequisite	Fall	3

		FScN 3102 or concurrent registration with FScN 3102]		
FScN 4111 or FScN 4121	①	Food Chemistry [prerequisite FScN 3102] Food Microbiology & Fermentation [prerequisite VPB 2032]	Fall Spring	3 3
FScN 4612	①	Human Nutrition [prerequisite Phsl 3051 or equiv]	Fall	3
FScN 4613	①	Experimental Nutrition [prerequisite FScN 4612]	Spring	2
FScN 4665	①	Medical Nutrition Therapy I [prerequisite FScN 4612 and Phsl 3051 or equivalent]	Fall	3
FScN 4666	①	Medical Nutrition Therapy II [prerequisite FScN 4665]	Spring	3
VPB 2032	①	General Microbiology w/lab	Fall/Spring Summer	4

***Registration note for students taking any 1000 and 3000 level FScN courses:**

If you don't want to pay the graduate tuition rate for the undergraduate courses, you can register for those courses through the College of Continuing Education (CCE) as an undergraduate student. One word of caution, those undergraduate courses are not counted toward your "total" credits for the semester and therefore it is possible that you won't be considered a full-time student. You must register for nine credits or more under the public health graduate career to be considered full-time and to be considered half-time you need to register for four credits under the public health graduate career. You are eligible for financial aid as a half-time student.

To register for the undergraduate level FScN courses you need to obtain permission numbers from Shelley Cooksey for each of the undergraduate courses you want to take and register for through CCE. Prior to the start of registration Shelley will send out an email requesting that you indicate to her which courses you will be registering for during the upcoming semester. Once you have been given permission numbers you can fill out an on-line email registration form. Go to www.onestop.umn.edu, click on forms on-line, then under the registration heading click on Email form registration and cancel/add form. You will have to fill it out (click that you are an undergraduate) then submit it. Only do it this way for the classes you want to register for through CCE. **Also, before you register for any undergraduate course through CCE make sure you register for your graduate level courses first.**

2.2 Fall 2008 Nutritional Epi Emphasis Program Curriculum

- 16 month program = 44 total credits
- 24 month program = 48-54 total credits

Guide to curriculum notes:

Some courses have very specific grade and grading basis requirements. For this reason, please pay close attention to the following notes.

- ① These courses must be taken for a letter grade (A/F) and you must receive a grade of B- or above
- ② Not required for 16-month program students.
- ③ Also available in an on-line version at least once per academic year.

Public Health Nutrition Core [11-17 credits]				
Course	Notes	Title	Offered	Credits
PubH 6901	①	Foundations of Public Health Nutrition Leadership	Fall	2
PubH 6914	①	Community Nutrition Intervention	Spring	3
PubH 6915	①	Nutrition Assessment	Spring	2
PubH 6933	①	Nutrition and Chronic Diseases	Spring	2
One course from the following list:				
PubH 6902		Maternal and Infant Nutrition	Fall	2
PubH 6903		Child and Adolescent Nutrition	Fall	2
PubH 6904		Nutrition and Aging (on-line)	Summer	2
PubH 6906		Global Nutrition	Spring	2
The following two courses are NOT required for the 16-month option but ARE required for the 24-month option:				
Nutr 5621	②	Macronutrient Metabolism [prerequisite PubH 6355 or equiv]	Fall	4
PubH 6905	②	Human Nutrition & Health [optional if had equivalent content]	Fall	2
Epidemiology Core [24 or 28 credits]				
PubH 6341	①	Epidemiologic Methods I	Fall	3
PubH 6342	①	Epidemiologic Methods II	Spring	3
PubH 6343	①	Epidemiologic Methods III	Fall	4
PubH 6344	①	Epidemiologic Methods IV	Fall	2
PubH 6389		Nutritional Epidemiology	Fall	2
PubH 6355	②	Pathophysiology of Human Disease [optional if had equivalent content]	Fall	4
PubH 6450	①	Biostatistics I	Fall	4
PubH 6451		Biostatistics II	Spring	4
Plus one of the following four courses:				
PubH 6385		Epi & Control of Infectious Diseases	Spring	2
PubH 6386		PubH Aspects of Cardiovascular Disease	Fall	2
PubH 6387		Cancer Epidemiology	Spring	2
PubH 6360		Obesity & Eating Disorders: Etiology/Epidemiology	Fall	2
Field Experience/Master's Project [4 credits]				
PubH 7996		Field Experience [1 credit each of two semesters see	Any term	2

		section 2.5]		
PubH 7994		Master's Project [see section 2.6]	Any term	2
Public Health Core [5 credits]				
☞ Note: courses designated as part of the public health core must be taken for a letter grade (A/F) ☞				
Course	Notes	Title	Offered	Credits
PubH 6101 or PubH 6102	① ① ③	Environmental Health Issues in Environmental and Occupational Health	Fall/Spring Spring/Summer	2 2
PubH 6741 or PubH 6742	① ① ③	Ethics in Public Health: Professional Practice & Policy Ethics in Public Health: Research & Policy	Fall/Spring/Summer Fall/Spring/Summer	1 1
PubH 6751	① ③	Principles of Mgmt in Health Service Organizations	Fall/Spring/Summer	2

Competency Areas

Table 1. Summary of competency areas/skills that guide the Public Health Nutrition curriculum and courses that address these competency areas.

I. Theoretical and skill-based knowledge of nutrition science needed for public health nutrition practice		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> • Demonstrate an understanding of biological and physiological processes that affect nutrient needs of individuals and populations across the lifespan • Demonstrate understanding of psychosocial processes that affect nutrient needs of individuals and populations across the lifespan • Identify, utilize and interpret appropriate nutrition screening and assessment parameters for individuals and populations • Measure and interpret dietary intake of individuals and populations • Measure and interpret body composition data 	<ul style="list-style-type: none"> • PubH 6933, 6915, 6389, 6902, 6903, 6904, 6905, 6355 • Dietetic internship (optional) 	<ul style="list-style-type: none"> • Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • Completion of 6-week block experience with satisfactory review by preceptor • Successful defense of master project oral exam

II. Methodological and analytic skills necessary to acquire, analyze, and apply data to enact the core public health functions of assessment, assurance, and policy development, and be able to evaluate nutrition programs and services for populations		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> • Describe and utilize qualitative and quantitative research and evaluation methods • Prepare justified program budgets • Illustrate components of nutrition surveillance systems 	<ul style="list-style-type: none"> • PubH 6320, 6341, 6414, 6450, 6806, 6910, 6901, 6914, 6034, 6852 • Masters project • Field experience 	<ul style="list-style-type: none"> • Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • Completion of 6-week block experience with satisfactory review by preceptor • Successful defense of master project oral exam
III. Organizational management and leadership skills needed to develop, implement and sustain systems of care, programs and interventions (including preventive and treatment) for improving the nutritional health of populations		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> • Identify characteristics of public health and nutrition systems • Describe relationships between public health and nutrition systems and community programs 	<ul style="list-style-type: none"> • PubH 6901, 6914, 6751, 6752 • Masters project • Field experience 	<ul style="list-style-type: none"> • Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • Completion of 6-week block experience with satisfactory review by preceptor • Successful defense of master's project oral exam

IV. Policy and advocacy skills to promote the nutritional health of populations in policies, laws (e.g., Title V), and regulations in public and private sectors		
Competency Area Skills <ul style="list-style-type: none"> • Understand and describe policy development processes at local, state and national levels • Analyze effects of public policy on public health and nutrition systems, programs and services 	How Acquired <ul style="list-style-type: none"> • PubH 6901, 6741, 6742 • Field Experience • American Dietetic Association Public Policy Workshop (optional) 	How Measured <ul style="list-style-type: none"> • Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • Completion of 6-week block experience with satisfactory review by preceptor • Successful defense of master's project oral exam
V. Cultural competency skills to develop programs and services that are responsive to the cultural, social, linguistic, and ethnic diversity of the community		
Competency Area Skills <ul style="list-style-type: none"> • Define cultural and linguistic competency • Understand effects of linguistic and cultural diversity health status of individuals and populations • Assess and address issues of health literacy in individuals and populations • Demonstrate and describe methods of community engagement • Describe factors associated with and effects of health disparities 	How Acquired <ul style="list-style-type: none"> • PubH 6906, 6901, 6902, 6903, 6904, 6914, 6910 • Field Experience • Masters Project 	How Measured <ul style="list-style-type: none"> • Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • Completion of 6-week block experience with satisfactory review by preceptor • Successful defense of master's project oral exam
VI. Insight into leadership styles and an awareness of personally authentic strategies for affecting their visions of change and capacity to improve the nutritional health of populations		
Competency Area Skills <ul style="list-style-type: none"> • Identify strategies for developing partnerships, collaborative programs and community coalitions • Create and articulate a mission, value statement and vision for public health nutrition programs and services • Demonstrate team building, negotiation, motivation and conflict resolution skills 	How Acquired <ul style="list-style-type: none"> • PubH 6901, 6902, 6903, 6904, 6906, 6914, 6910, 6751, 6752 • Field Experience • Masters Project 	How Measured <ul style="list-style-type: none"> • Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • Completion of 6-week block experience with satisfactory review by preceptor • Successful defense of master's project oral exam

VII. Ethics and professionalism		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> Identify principles underlying ethics (eg, social justice) Demonstrate ability to utilize knowledge and evidence-based guidelines to make decisions Demonstrate commitment to professional development and service Develop personal sense of integrity, honesty and social justice Identify and communicate the impact of legal or regulatory policies on health of individuals and populations 	<ul style="list-style-type: none"> PubH 6741, 6742, 6751, 6752 Field Experience Masters Project 	<ul style="list-style-type: none"> Satisfactory completion of coursework Completion of 2 field experiences with satisfactory review by preceptor Completion of 6-week block experience with satisfactory review by preceptor Successful defense of master's project oral exam
VIII. Written and verbal communication skills and information systems		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> Identify and illustrate the principles of public health communication strategies (eg social marketing) Translate research into health promotion and disease prevention strategies, policies, programs and services Demonstrate ability to write grants Apply technology methods to core public health functions (program planning, implementation and evaluation, community assessment) 	<ul style="list-style-type: none"> PubH 6901, 6902, 6903, 6904, 6914, 6910 Field Experience Masters Project 	<ul style="list-style-type: none"> Satisfactory completion of coursework Completion of 2 field experiences with satisfactory review by preceptor Completion of 6-week block experience with satisfactory review by preceptor Successful defense of master's project oral exam
IX. Critical thinking skills		
Competency Area Skills	How Acquired	How Measured
<ul style="list-style-type: none"> Integrate knowledge and skills from public health, nutrition, ethics and management in all aspects of public health practice 	<ul style="list-style-type: none"> Field Experience Masters Project 	<ul style="list-style-type: none"> Satisfactory completion of coursework Completion of 2 field experiences with satisfactory review by preceptor Completion of 6-week block experience with satisfactory review by preceptor Successful defense of master's project oral exam

2.3 Other MPH Degree 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. 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 6751 Principles of Management in Health Services Organizations – 2 cr.

Behavioral Science

PubH 6020 Fundamentals of Social and Behavioral Science – 3 cr.

PubH 6914 Community Nutrition Intervention – 3 cr. (public health nutrition students only)

Biostatistics

PubH 6414 Biostatistical Methods I – 3 cr.

PubH 6415 Biostatistical Methods II – 3 cr.

PubH 6450 Biostatistics I – 4 cr.

PubH 6451 Biostatistics II – 4 cr.

Environmental Health

PubH 6101 Environmental Health – 2 cr.

PubH 6102 Issues in Environmental and Occupational Health – 2 cr.

Epidemiology

PubH 6320 Fundamentals of Epidemiology – 3 cr.

PubH 6341 Epidemiologic Methods I – 3 cr.

Ethics

PubH 6741 Ethics in Public Health: Professional Practice and Policy – 1 cr.

PubH 6742 Ethics in Public Health: Research and Policy – 1 cr.

Registration Requirement

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

Course Numbers and Graduate Credit

5xxx, 6xxx, 7xxx 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-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

Grade Point Average

Students must achieve a cumulative 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.

Public Health Core Courses

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 see *section 2.5*.

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.

Master's Project

MPH students must complete a master's project, see *section 2.6*.

Comprehensive Examination

MPH students must complete a written and/or oral examination as specified by the major; see *section 2.7*.

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.

Course Transfer Credits

Effective with students entering the program in Fall 2007, a student may seek transfer of no more than 40% of their total graduate or professional program credits taken prior to the MPH program matriculation 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 those 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, attach an official transcript on which the final grade has been posted.
 2. Submit the *Petition* form to the Major Coordinator for processing. The *Petition* form can be found at <http://www.epi.umn.edu/students/guidebook.shtm>
- 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. The *Petition* form can be obtained at <http://www.epi.umn.edu/students/guidebook.shtm>.

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

Course Substitution Procedures:

The following process should be followed when requesting that a course substitute for a required course in your degree program.

1. Gather the course syllabi of the required course in your degree program and the proposed substitute course and a transcript on which the proposed course grade has been posted (if the proposed course has already been completed).
2. Complete the *Petition* form with the following information in each section:
 - REQUEST SECTION: describe the course requested for substitution including the course title, number of credits, term and year taken, and the name of the institution where the course was taken. Also list the course/requirement in your degree program for which you are asking for the substitution.
 - REASON/EXPLANATION SECTION: Indicate what skills and/or content overlaps between the required course(s) and the proposed substitute course(s).
3. Compile the above materials and have the request reviewed by your advisor. He/she will complete the Department section of the *Petition* form and indicate whether or not they approve of the request.
4. After the advisor has made his/her recommendations, the student should submit these materials to the Major Coordinator who will forward it to the appropriate Credentials Committee for review. The student will be notified via e-mail of the committee's decision.
5. If the substitute course is to replace a School of Public Health Core course (administration-PubH 6751, behavioral/social science-PubH 6020, biostatistics-PubH 6414/6450, environmental health-PubH 6101/6102, epidemiology-PubH 6320/6341, ethics-PubH 6741/6742), there is an additional step to get School level approval. To complete this next step, provide two additional copies of the above materials. All of those materials should be submitted to your Major Coordinator. Upon receipt of those materials, the Major Coordinator will review the request with the Major Chair and then if approved by the Major Chair, all copies of the request will be forwarded to Guy Piotrowski to be presented to the appropriate SPH Educational Policy committee members. The student will be notified by Guy Piotrowski via e-mail of the committee's decision. If the Major Chair does not approve of the request, the Major Coordinator will inform the student that the request will not be forwarded to the SPH Educational Policy Committee for review.

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. You must turn in the form by the end of the first business day of the month in which you want your degree cleared. Copies of this form can be obtained from

www.epi.umn.edu/academic/handbook.shtm.

2.4 Sample Schedules

Full-Time 16-Month Program Option [44 credits]

Fall Semester I

Course	Title	Credits
PubH 6101	Environmental Health [1st half semester]	2
PubH 6414	Biostatistical Methods I	3
PubH 6751	Principles of Management in Health Services Organizations [2nd half semester]	2
PubH 6901	Foundations of Public Health Nutrition Leadership	2
PubH 6902	Maternal and Infant Nutrition	2
	Electives	2

Spring Semester

PubH 6320	Fundamental of Epidemiology (on-line only in spring 2009)	3
PubH 6852	Program Evaluation in Health and Mental Health Settings (on-line)	2
PubH 6914	Community Nutrition Intervention	3

PubH 6915	Nutrition Assessment	2
PubH 6933	Nutrition and Chronic Diseases	2
PubH 7996	Field Experience	1

May Session

PubH 6910	Critical Review of Research in Public Health Nutrition	1
	Electives	2

Summer Session

PubH 6904	Nutrition and Aging (on-line)	2
PubH 7996	Field Experience	1

Fall Semester II

PubH 6325	Data Processing with PC-SAS	1
PubH 6741	Ethics in Public Health: Professional Practice & Policy [1st half semester]	1
PubH 7994	Master's Project	2
	Electives	8

Full-Time 24-Month Program Option (for students wanting to do DIGS) [75-83 credits]

Fall Semester I

Course	Title	Credits
PubH 6355	Pathophysiology of Human Disease	4
PubH 6414	Biostatistical Methods I	3
PubH 6901	Foundations of Public Health Nutrition Leadership	2
PubH 6905	Human Nutrition and Health	2
FScN 1102	Food: Safety, Risks & Technology	3

Spring Semester I

VBS 2032	General Microbiology	4
PubH 6101	Environmental Health	2
PubH 6320	Fundamentals of Epidemiology (on-line only in Spring 2009)	3
PubH 6325	Data Processing with PC-SAS	1
PubH 6852	Program Evaluation in Health and Mental Health Settings (on-line)	2

May Session I

PubH 6910	Critical Review of Research in Public Health Nutrition	1
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Summer Session I

PubH 6741	Ethics in Public Health: Professional Practice & Policy (1 st half semester)	1
PubH 6751	Principles of Management in Health Service Organizations (on-line)	2

Fall Semester II

FScN 3102	Introduction to Food Science	3
FScN 3731	Food Operations Management-Lab [prerequisite FScN 3732 and FScN 3102 or concurrent enrollment in FScN 3732 and FScN 3102]	2
FScN 3732	Food Operations Management-Lecture [prerequisite FScN 3102 or concurrent enrollment in FScN 3102]	3
FScN 4612*	Human Nutrition [prerequisite PhsI 3051 OR PubH 6355]	3
FScN 4665*	Medical Nutrition Therapy I	3

Spring Semester II

FScN 3615	Social and Cultural Aspects	3
FScN 4613*	Experimental Nutrition [prerequisite FScN 4612]	2
FScN 4666*	Medical Nutrition Therapy II [prerequisite FScN 4665]	3
PubH 7996*	Field Experience	1

Summer Session II

PubH 6904	Nutrition and Aging (on-line)	2
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Fall Semester III

Nutr 5621	Macronutrient Nutrition [prerequisite FScN 4612]	4
PubH 6902	Maternal and Infant Nutrition	2
PubH 6903	Child and Adolescent Nutrition	2
PubH 7996	Field Experience	1
	Electives	3

Spring Semester III

FScN 4121	Food Microbiology and Fermentations	3
PubH 6914	Community Nutrition Intervention	3
PubH 6915	Nutrition Assessment	2
PubH 6933	Nutrition and Chronic Diseases	2
PubH 7994	Master's Research Project	2

Summer Session III

PubH 7996	Field Experience (DIGS)	4
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* To maintain financial aid eligibility register for graduate credit for these courses

Full-Time 24-Month Program Option (without DIGS)[50-55 credits]**Fall Semester I**

Course	Title	Credits
PubH 6355	Pathophysiology of Human Disease	4
PubH 6414	Biostatistical Methods I	3
PubH 6901	Foundations of Public Health Nutrition Leadership	2
PubH 6905	Human Nutrition and Health	2

Spring Semester I

PubH 6034	Program Evaluation for Public Health Practice	3
PubH 6101	Environmental Health	2
PubH 6320	Fundamentals of Epidemiology (on-line only in Spring 2009)	3
PubH 6751	Principles of Management in Health Service Organizations	2
	Electives	3

May Session I

PubH 6910	Critical Review of Research in Public Health Nutrition	1
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Summer Session I

PubH 6904	Nutrition and Aging (on-line)	2
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Fall Semester II

Nutr 5621w	Macronutrient Metabolism [prerequisite FScN 4612]	4
	Electives	3
PubH 6741	Ethics in Public Health: Professional Practice & Policy (1 st half semester)	1
PubH 6902	Maternal and Infant Nutrition	2
PubH 7996	Field Experience	1

Spring Session II

PubH 6914	Community Nutrition Intervention	3
PubH 6915	Nutrition Assessment	2
PubH 6933	Nutrition and Chronic Diseases	2
PubH 7994	Master's Project	2

PubH 7996	Field Experience	1
	Electives	2

Full-Time 16-Month Nutrition Epidemiology Program Option [40-41 credits]

Fall Semester I

Course	Title	Credits
PubH 6101	Environmental Health [1st half semester]	2
PubH 6341	Epidemiologic Methods I	3
PubH 6450	Biostatistics I	4
PubH 6751	Principles of Management in Health Service Organizations [2 nd half semester]	2
PubH 6901	Foundations of Public Health Nutrition Leadership	2

Spring Semester I

PubH 6342	Epidemiologic Methods II	3
PubH 6451	Biostatistics II	4
PubH 6914	Community Nutrition Intervention	3
PubH 6915	Nutrition Assessment	2
PubH 6933	Nutrition and Chronic Diseases	2

Summer Session I

PubH 6904	Nutrition and Aging (on-line)	2
PubH 7996	Field Experience	1

Fall Semester II

PubH 6343	Epidemiologic Methods III	4
PubH 6344	Epidemiologic Methods IV	2
PubH 6386	Public Health Aspects of Cardiovascular Disease	2
PubH 6389	Nutritional Epidemiology	2
PubH 6741	Ethics in Public Health: Practice & Policy [1 st half semester]	1
PubH 7994	Master's Project	2
PubH 7996	Field Experience	1

Full-Time 24-Month Nutrition Epidemiology Program Option [48-54 credits]

Fall Semester I

Course	Title	Credits
PubH 6341	Epidemiologic Methods I	3
PubH 6355	Pathophysiology of Human Disease	4
PubH 6450	Biostatistics I	4
PubH 6901	Foundations of Public Health Leadership	2
PubH 6905	Human Nutrition and Health	2

Spring Semester I

PubH 6101	Environmental Health	2
PubH 6342	Epidemiologic Methods II	3
PubH 6451	Biostatistics II	4
PubH 6741	Ethics in Public Health: Practice & Policy [1st half semester]	1
PubH 7996	Field Experience	1

Summer Session

PubH 6751	Principles of Management in Health Service Organizations (on-line)	2
PubH 6904	Nutrition and Aging (on-line)	2
PubH 7996	Field Experience	1

Fall Semester II

Nutr 5621W	Macronutrient Metabolism	4
PubH 6343	Epidemiologic Methods III	4
PubH 6344	Epidemiologic Methods IV	2
PubH 6389	Nutritional Epidemiology	2
PubH 6360	Obesity and Eating Disorders: Etiology/Epidemiology	2

Spring Semester II

PubH 6914	Community Nutrition Intervention	3
PubH 6915	Nutrition Assessment	2
PubH 6933	Nutrition and Chronic Diseases	2
PubH 7994	Master's Project	2

2.5 Field Experience

The following guidelines are adapted from the Guide for Field Experience in Community and Public Health Nutrition approved in 1978, revised in 1990 by the graduate faculties in Public Health Nutrition and the Association of State and Territorial Nutrition Directors. They meet the requirements set by the Council on Education for Public Health (CEPH).

Students are covered by University liability insurance during the periods of field experience (as specified in the *Field Experience Contract* form). Therefore, contract forms must be signed and turned in before starting the field experience.

Field experiences help students try new skills and to see themselves in a practice setting. They allow for integration of theory and practice in an agency setting; they are a joint venture between the Major in Public Health Nutrition and the field agency. The effectiveness of future practitioners of public health nutrition depends on collaboration between the field faculty and the Major in Public Health Nutrition in the development of productive and meaningful field experiences.

Goals

The broad goals of field experience are to help the Public Health Nutrition graduate students strengthen their philosophy and understanding of public health and to identify themselves as professionals in public health. These goals are achieved by introducing the student in a health related field agency to:

- The broad practice and philosophy of public health as it relates to nutrition;
- The organizational framework for nutrition programs and services at the federal, state, and local levels;
- The application of theory to practice through work experiences.

Because field experiences provide opportunities for personal involvement in developing, planning, executing, and evaluating activities with and for professional and nonprofessional groups and individuals, a goal for students is increased self-awareness and self-confidence through accomplishment of these activities.

Field experience can contribute to the student's learning by offering the opportunity to apply knowledge and abilities within the framework of a public health agency.

PLANNING & procedures for the Field Experience

A list of agencies that have provided field experiences is available at <http://www.epi.umn.edu/students/field/index>. Students should start thinking about their field experience and making arrangements as early as possible in order to have adequate time to accomplish all objectives. It is also advantageous to have a few different field ideas and agencies in mind, in case one does not work out. Field experiences are designed to expose students to public health practice in the community; therefore field experiences within the University of Minnesota are not appropriate. An exception to this rule would be made in the case of a student who is working in the community on a U of MN funded project. These exceptions require prior approval by the Public Health Nutrition Major Chair.

1. Early in Fall Semester, students are guided to assess their personal, educational and professional goals in order to develop a tentative plan for the field experience for the year. Students meet with their academic advisor to discuss these goals and current field experience opportunities that would assist the students in achieving these goals. It is the student's responsibility to make final arrangements for field placement with the field preceptor who

will be supervising them in the community setting. The academic advisor is available to facilitate placement. The Student Worksheet, *Overall Objectives for Field Experience (PubH 7996)*, should serve as a guide to plan field experiences.

2. Students should meet with their field preceptor early in the semester. Students present a resume and discuss goals and objectives for the field experience. The field preceptor provides an orientation and overview of the agency. After negotiating mutually acceptable goals and timelines, finalized objectives for the field experience are established.
3. Before beginning field experience work, final objectives for the field experience should be recorded on the *Field Experience/Internship Contract* on-line form, be reviewed and approved by the field preceptor, academic advisor and the major coordinator and student. The student initiates the contract, available at <http://www.ahc.umn.edu/sphfieldexp/>.
4. Near the midway point of the field experience, students should set aside time for discussion and evaluation of progress toward outlined objectives with their field preceptor.
5. At the end of the field experience, students should be evaluated by their field preceptor using the on-line *Preceptor Evaluation of Field Experience/Internship* form. Students should also evaluate their experience using the on-line *Student Evaluation of Field Experience/Internship* form.
6. Students are responsible to guide the preceptor to the on-line Preceptor Evaluation form. The contract, report, and evaluation must be completed no later than the last day of finals week in order to avoid a grade of "K" representing work in progress.
7. Generally, field experiences are planned to coincide with the University semester schedule. Field experiences are based on 45-60 hours (usually 3-4 hours/week for the 15 week semester), and are one credit each. However, since program activities in field agencies do not necessarily lend themselves to this schedule, flexibility is allowed. Field preceptors are encouraged to notify the public health nutrition major when they have a project or opportunity for student involvement regardless of the time.
8. Regular communication is essential for all involved. Students should notify their academic advisor of problems immediately. When in doubt about whether the placement is appropriate, contact your academic advisor or major coordinator by phone or email to discuss the placement.
9. The on-line Field Experience Contract, Preceptor Evaluation Form and Student Evaluation form are available at <http://www.ahc.umn.edu/sphfieldexp/>. While you may register for the credit at any time, **you must have a contract in place before beginning your field work.**
10. Certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If their field experience or master's project is in such a facility, students may be asked by the institution to submit paperwork.

Overall Guidelines for Field Experience credits

[For 16- and 24-month program options]

1. Longer or Block Field Experiences comprising more than 2 credits can be arranged at any time, but they happen most often after students have completed the majority of their coursework. While usually full-time for 6-8 weeks, the optional block field experience can be planned for less than 40 hours per week over a longer period of time. The same on-line contract, and evaluation forms are used, but may require additional space to answer questions succinctly. Students enrolled in the DIGS (Dietetic Internship for Graduate Students) program can use this longer block field experience to maintain a registered student status during DIGS. Students doing DIGS may use the block field experience as **elective credits**.
2. 16-month students need to complete 2 field credits. They may do additional field experience credits as electives.
3. 24-month students also complete a minimum of 2 field credits. A 4-credit block field experience is optional and may be part of DIGS and used as elective credits, see #1.

Relationship Between the Field Experience and the Master's Project

The master's project and field experience should represent separate activities, though they may be related. The master's project should involve more independent work than the field experience. A master's project could evolve from a field experience with an organization, but should be defined separately; the same work cannot be counted for

both. If they are related, careful consideration must be given in wording the contract to differentiate the requirements of the field experience from the master's project.

We suggest that students do an internship at one organization, and their master's project with a different organization. While it is not required, doing them with different organizations has several advantages. It gives the student an insight into multiple organizations, expands the number of people the student can use for future references for jobs, and increases the number of places that may turn into a job opportunity.

2.6 Master's Project

Purpose

The purpose of the master's project is to enable students to demonstrate:

- Familiarity with the tools of research and scholarship in the field of Public Health;
- The ability to work independently;
- The ability to plan and carry out a systematic investigation related to a public health issue; and
- The ability to effectively present, in written form, the results of their investigation.

The program views well-developed investigation and communication skills as essential if Public Health Nutrition professionals are to be effective in advancing the health and well-being of populations and at-risk groups.

Project Options

Students may choose among three options for their MPH project. The choice of options should be decided in consultation with their advisor. The diversity and number of research questions related to Public Health Nutrition are large. Students are encouraged to decide upon a topic as early in their program as possible. Ideally, the primary area of interest should be determined by the end of the first semester for students in the 16-month program. Students in the 24-month program should select a general topic by the end of the first semester of their second year. This should be followed by further specification of the topic for investigation and a decision about the project options. Discussions with the faculty advisor should be used to explore opportunities and alternatives.

Students choose their topics through different avenues including:

- Prior experience that has stimulated an interest in a particular area of Public Health Nutrition
- A formal course that stimulates interest in a specific area
- Field placement projects that include sufficient scope and scholarly activity to constitute a master's project
- Announcements from community organizations or public health agencies that have contacted the Public Health Nutrition program or SPH Career Center
- The student's advisor or other member of the faculty may be involved in a research study of interest to the student. The student may be given the opportunity to use data from a faculty research study for their master's project.

Once you have identified a topic of interest, talk to faculty members who have similar interests to identify a project advisor. Many times your academic advisor will serve as your project advisor. However, in other instances, another faculty member may be a more appropriate project advisor based on their content or methodological expertise. In this case, discuss your interests with that faculty member and ask them to serve as your project advisor. Once a faculty person agrees to serve as your project advisor, make sure you inform your academic advisor.

Option 1: Research Project

This option is available for students who would like to apply research skills and analyze data (either primary or secondary). The research project will focus on pertinent questions or issues in public health nutrition. The project includes the following objectives:

- Demonstrates the student's ability to plan and conduct research using appropriate scientific methods;
- Demonstrates the student's ability to do quantitative or qualitative analysis utilizing primary or secondary data; and

- Demonstrates the student's ability for assessing the relevance of the findings of the project and translating this knowledge into future research, policy, and programmatic implications.

Approval for the research needs to be obtained from the Human Subjects Committee (Institutional Review Board).

The research project should include the following components:

- I. Title and Approval Page
- II. Abstract - not to exceed 250 words
- III. Acknowledgments
- IV. Table of Contents
- V. Introduction
 - A. Statement and development of problem, including its rationale and significance to public health and public health nutrition
 - B. Conceptual model or theoretical framework (if appropriate)
 - C. Statement of purpose
- VI. Literature Review
- VII. Methodology
 - A. Study design
 - B. Description of data base, target population, and/or sample selection procedures including nature of response and non-response, as appropriate
 - C. Definition of variables/indicators, description of data collection procedures, study site and instrumentation, as appropriate
 - D. Analytic technique used – quantitative, qualitative, as appropriate
- VIII. Results
- IX. Discussion
 - A. Description of how findings confirm/depart from those of others
 - B. Strengths and weaknesses of study
 - C. Implications for public health and public health nutrition
 - D. Conclusion and recommendations
- X. References
- XI. Appendices (include copies of instruments, surveys, records used, IRB documentation, etc.)

Option 2: Systematic Review of the Literature

This option gives students the opportunity to perform a scholarly comprehensive and integrative review of published literature to address a specific issue that is relevant to the science and practice of public health nutrition. This literature review must be of publishable quality, and aims to demonstrate the student's ability to:

- Initiate and successfully plan and complete a comprehensive review of the literature and synthesize findings in an area of public health nutrition;
- Critically and systematically evaluate the scientific, programmatic, or practice and policy implications of a literature review in the selected public health nutrition content area;
- Recognize gaps in existing knowledge as well as those that are in need of further clarification; and
- Assess the relevance of the existing literature to the delivery of health services and the development of programs and interventions for populations or targeted subgroups.

The Critical Review Project typically has the following components:

- I. Title and Approval Page
- II. Abstract - not to exceed 250 words
- III. Acknowledgments
- IV. Table of Contents
- V. Introduction

- A. Statement and development of problem, including its rationale and significance to public health and public health nutrition
- B. Conceptual model or theoretical framework (if appropriate)
- C. Statement of purpose
- VI. Methodology
 - A. Method used to collect articles
 - B. Criteria for including or excluding articles in review
 - C. Criteria for assessing articles
- VII. Integrative Literature Review and Analysis
 - A. Summary of trends in the literature
 - B. Strengths, weaknesses, and gaps in the literature including the following:
 - 1) Measurement (including validity and reliability)
 - 2) Populations and data sources
 - 3) Study designs
 - 4) Analyses and data presentation techniques and their adequacy
 - 5) Appropriateness of conclusions
 - C. Implications for public health nutrition
 - D. Conclusions and recommendations
- VIII. References
- IX. Appendices

Pending advisor's approval, students who plan to submit their master's project for publication may submit the final project in the article format specified by the journal. Students collaborating with other investigators have the primary responsibility for writing the article. However, revisions and editorial changes recommended by co-authors may be incorporated into the final paper to be submitted to the examining committee. Students should attach the journal's guidelines for publication to the project.

The following references may be useful resources in writing an integrative literature review:

- Garrard, J. *Health Sciences Literature Review Made Easy: The Matrix Method* Aspen Publishers, 1999.
- Bauman, L.J., Drotar, D., Leventhal, J.M., Perrin, E.C., Pless, I.B. A review of psychosocial interventions for children with chronic health conditions. *Pediatrics*. 1997;100(2):244 - 251.
- Benson, M.J., Sporakowski, M.J., Stremmel, A.J. Writing reviews of family literature: guiding students using Blooms's taxonomy of cognitive objectives. *Family Relations*. 41:65 - 69, 1993.
- Cooper, H.M. *The Integrative Research Review: A Systematic Approach*. Beverly Hills, CA: SAGE; 1988.
- Tabak, E.R., Mullen, P.D., Simons-Morton, D.G., Green, L.W., et al. Definition and yield of inclusion criteria for a meta-analysis of patient education studies in clinical preventive services. *Evaluation & the Health Professions*, 14(4):388 - 411, 1991.
- Jackson, G.B. Methods for integrative reviews. *Review of Educational Research* 50:438 - 460, 1980.
- Light, R.J. & Pillemer, D.B., *Summing Up: The Science of Reviewing Research*. Cambridge, MA, Harvard University Press, 1984.
- Mulrow, C.D. The medical review article: State of the science. *Annals of Internal Medicine* 106:485 - 488, 1987.
- Thacker, S.B. Meta-analysis: A quantitative approach to research integration. *Journal of the American Medical Assoc.*, 259:1685 - 89, 1988.

Option 3: Technical Field Project

This option gives students the opportunity to have in-depth involvement in a community-based project. Students may work with an agency or combine the field placement experience with the master's project requirement, depending on the needs of the agency and the interests of the student. The technical field project is based upon the project(s) that students initiate during the course of their field experiences. The project should address topics of current relevance to the field of public health nutrition practice, which may include: program evaluation; a community needs assessment; an assessment of current practices or policies, data systems, or screening methods; or the development of a curriculum or program.

The Technical Field Project includes the following objectives:

- Demonstrates the student's ability to develop, initiate, and evaluate a community-based project;
- Demonstrates the student's ability to plan and organize a body of technical information into a cohesive and acceptable report format; and
- Demonstrates the student's ability for assessing the relevance of the findings of projects, and translating this knowledge into policy and programmatic implications.

The technical field report should be suitable for distribution to public health nutrition-related agencies, and therefore should be written in a style and format usable and useful to program planners and policy makers. The format used should be decided with the advisor and field supervisor. For the technical field report components, see Option 2: Research Project above.

Master's Project Advisor/Committee

The committee must include at least three faculty members:

1. The master's project advisor, who must be a Public Health Nutrition faculty member, will chair the committee,
2. The student's academic advisor must be the second member, and must also be a Public Health Nutrition faculty member; if the academic advisor is also the master's project advisor, then the second committee member must be some other Public Health Nutrition faculty member, and,
3. One outside faculty person; this person must be a regular or adjunct faculty member from within the University, but outside the Public Health Nutrition Major. This person is selected by the project advisor and the student.

Students having questions about any faculty member's appointment status should contact one of the Major Coordinators for clarification. If a student wishes to have someone from an outside agency or organization sit on the committee, that is permissible, but that person would not sign the student's official *Study Plan* form.

It is recommended that students and their committee meet to outline the scope of the project before it begins. This provides an opportunity for all committee members to have input on the project and should minimize the amount of "last minute" work needed to satisfy all committee members as the project nears completion.

Listed below, for your convenience, is a list of public health nutrition faculty who are eligible to serve as your master's project advisor. Also listed is contact information as well as research expertise information to help you determine who might be a good match with your research interests.

Approval Process and Registration

After selecting a topic, it is suggested that the project proposal be submitted to the advisor no later than the end of the first Fall Semester for 16-month students and by the end of the second Fall Semester for the 24 month students.

Prior to registering for the Master's Project, students must submit the *Master's Project Approval Form* found at <http://www.epi.umn.edu/students/guidebook.shtm> AND a project outline (see Timetable below). Students must have this form approved and signed by their master's project advisor, and their second Public Health Nutrition committee member, and submitted to Shelley Cooksey, Major Coordinator, before they can start work on their master's project. The outline should include a detailed description of the scope of the master's project. A timeline would also be helpful to include in your description but it is not required. Upon receipt of the *Master's Project Approval Form*, Shelley will enter a permission code in the registration system for you to register for PubH 7994. Most students do not complete their master's project credits the same semester they register for credits and thus the credits remain a "K" for "work in progress" on their transcript until they complete the project and hold an oral defense.

The master's project is completed in an independent study format with regular advisor meetings. Students are encouraged to review the proposal with the advisor and schedule meetings as outlined in the implementation plan.

Human Subjects Information

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.

For IRB procedures and further information or go to the IRB website at www.research.umn.edu/irb/ .

Project Completion

The length and format of the final project report will vary depending on the project. Students need to decide on the format and length in consultation with their advisor and the guidelines in this section. Shorter papers (20-25 pages) are usually prepared in a journal format to be submitted for publication, while longer papers (25-50 pages) are more typical of a master's project. Projects should be double-spaced, with 1-inch margins, using a font of 12, and prepared according to accepted style guidelines.

In an effort to keep this requirement contemporary and relevant to the preparation of public health professionals, the following style manuals are recommended:

- American Medical Association. American Medical Association Manual of Style. 9th ed. Baltimore, MD: Williams & Wilkins, 1998.
- American Psychological Association. Publication Manual of the American Psychological Association. 5th ed. Washington, DC: American Psychological Association; 2001.

Copies of former students' research projects are located near cubicle 398E on the third floor of WBOB. Students may browse through these but cannot take them from the student study area. A list of master's research project titles is available on-line at www.epi.umn.edu/academic/mstrproj.shtm.

Upon completion of the project, students are required to provide copies of the paper to each committee member two weeks before the oral defense.

Timetable

After choosing a topic, students must prepare an outline for the project and submit it to the advisor no later than the beginning of the second semester of year one for students in the 16-month program (or that equivalent for part-time students). Students in the 24-month program should submit an outline by the beginning of the first semester of year two. Students should allow a minimum of six months to complete the tasks involved in doing the project and preparing the final draft of the project after the outline has been approved. The purpose of establishing a timeline is to give the student as much guidance and constructive criticism as necessary while leaving sufficient time for the advisor to review the written project and to meet with the student prior to scheduling the oral defense.

Timetable outline

[For full-time students or equivalent for part-time students]

During the first third of their degree program, students should:

- Develop a topic and select a project option in consultation with their advisor;
- Submit a proposed outline of the project to their advisor for approval; and
- Begin preliminary work on the project, including IRB approval.

During the second third of their degree program, students should:

- Continue work on their project.

During the final third of their degree program, students should:

- Submit a first draft to their advisor (allow 2 weeks for reading);
- Discuss the draft with their advisor and make revisions/corrections (more than one round of revisions may be required);
- Submit the revised project to their advisor and other committee members (allow 2 weeks for reading);
- Make any further revisions and corrections; and
- Submit the final report to their advisor, committee members, and Shelley Cooksey.

Costs Associated with the Master's Project

Students are responsible for costs associated with completing their master's projects. These costs are sometimes offset in part by the organization with which the student is working. Funds may also be available from the Division of Epidemiology and Community Health by applying for the J. B. Hawley Student Research Award; see *section 1.6*. Students who choose the data analysis project option may find the research project with which they are associated can cover the costs of their project. There are also resources available for statistical computing. The Division of Epidemiology and Community Health will provide MPH, MS and PhD students working on research projects free access to the Division's research computers. This policy is addressed to those students who need computer access for faculty-sponsored research that is part of their Master's or PhD project. The following rules apply:

- A sponsoring faculty member should initiate access for the student and specify the time period that the access is needed;
- Access beyond the initial time period is renewable at the request of the faculty member and subject to approval by the Computer Resources committee;
- To be courteous, the student should run only one job at a time;
- The computer may not be used for other coursework;
- This access is limited to the main research computers and does not necessarily include exclusive use of a PC or Mac (the student is assumed to need access to the specialized analysis software only available on the Epi main system); and
- Any problems should be reported to the faculty sponsor, not the computer support staff.

Dissemination

It is expected that projects will result in methods and findings meritorious of sharing with others in the field. Students are highly encouraged to disseminate their findings at professional meetings, in a professional journal, by preparing a technical report for a public health agency, or at a poster session at a professional meeting.

2.7 Oral Examination

The following are guidelines for the MPH examination for the Public Health Nutrition Major. Forms mentioned below can be found at www.epi.umn.edu/academic/handbook.shtm.

Material Covered

The material covered in the oral examination is comprehensive and includes:

1. Master's Project;
2. Course materials and seminars;
3. Issues of practical application.

Before the exam

Students need to complete Part I of the *Study Plan* at least **one semester before completion of their coursework**. The form can be found at www.epi.umn.edu/academic/handbook.shtm. Students should complete Pages 1 & 2 of the *Study Plan* and then turn in the *Study Plan* to Shelley Cooksey (cube 398E WBOB), Major Coordinator, who will then make sure the advisor and Major Chair sign it before the form is placed in the student's file. Students are urged to keep a copy of their *Study Plan* for their own files.

Students are responsible for scheduling the oral exam with the committee members and for reserving a small conference room for a minimum of two hours. Students are also responsible for arranging for any audio-visual equipment needed for the presentation through Shelley Cooksey.

- To schedule a room in the West Bank Office Building (WBOB), call 612-624-1818.

It is a good idea to reserve the room starting 30 minutes prior to the time that you want to start your presentation. Allowing that additional 30 minutes will ensure that any audio-visual equipment reserved has been set up and your presentation works as you anticipate that it will. To reserve an LCD projector and/or laptop, please notify Shelley Cooksey at least two weeks in advance. These arrangements can usually be accommodated in WBOB conference rooms with at least two weeks notice.

At least two weeks prior to the exam, students must forward a copy of their final project to their committee members for review, and notify Shelley Cooksey, 612-626-8803, of the date of the oral exam so that the proper paperwork can be forwarded to the project advisor. Please note that students cannot show up on the day of the oral and expect the paperwork to be prepared with no advance notice. If this happens, the student would hold their oral but the committee would not have the paperwork to sign. It would be the project advisor's responsibility to get the required committee signatures after the paperwork is prepared.

During the exam

At the oral exam, the student will present for roughly 20-30 minutes, followed by questions from committee members. After that, the committee will ask the student to leave the room so the committee can decide if the student passed or

not. The committee will ask the student to rejoin them, and the student will hear the committee's decision. If the student passes, the committee will sign the study plan. If the student did not pass, the committee will explain what steps are necessary before they will approve the student's project.

Note that the MPH will not be conferred until the exam committee is satisfied with both the quality of the presentation and the master's project.

After the exam

The project advisor is responsible for returning the student's signed study plan to the Major Coordinators as well as submitting a grade change for the master's project research credits.

Once any necessary changes or corrections to the Master's Project have been completed, students must submit one unbound, unstapled copy of their Master's Project paper and abstract to Shelley Cooksey, Major Coordinator. This can be a hard-copy printed out or emailed to Shelley as a Word attachment. Email can be sent to Shelley at cooks001@umn.edu.

2.8 Public Health Nutrition Faculty Directory

NAME	PHONE	E-MAIL ADDRESS	RESEARCH EXPERTISE
Andrew Flood, PhD	624.2891	flood009@umn.edu	Nutritional epidemiology; cancer epidemiology with emphasis on colorectal cancer, insulin resistance, IGFs and their binding proteins
Myron Gross, PhD	624-5417	gross001@umn.edu	The role of micronutrients in health and disease; Cancer pathobiology; Biomarkers of dietary factor consumption and cancer progression
Lisa Harnack, DrPH, RD	626.9398	harna001@umn.edu	Primary research interests focus on assessment and evaluation of dietary behaviors and dietary intake, particularly as they relate to prevention of chronic disease and obesity
John Himes, PhD	624.8210	himes001@umn.edu	Child growth and nutrition; anthropometric assessment of nutritional status; dietary assessment; obesity and body composition
Robert Jeffery, PhD	626.8580	jeffe001@umn.edu	Health behavior change; dietary intervention; obesity epidemiology, treatment, and prevention
Russell Luepker, MD, MS	624.6362	luepk001@umn.edu	Cardiovascular disease epidemiology and prevention; health behavior; community trials; clinical trials
Leslie Lytle, PhD	624.3518	lalytle@umn.edu	Planning and evaluating eating behavior change interventions in children; youth health promotion research; theories of health behavior; obesity prevention in youth
Melissa Nelson, PhD	624.8832	nels5024@umn.edu	Environmental and behavioral determinants of excess weight gain and obesity during childhood, adolescence and young adulthood
Toben Nelson, ScD	626-9791	tfnelson@umn.edu	Health policy, organizational change, health behavior during developmental transitions, influence of sports participation on health, social determinants of health, program evaluation, prevention of alcohol-attributable harm, physical activity promotion, obesity prevention, motor vehicle safety
Dianne Neumark-Sztainer, PhD, MPH	624.0880	nuema011@umn.edu	Adolescent health and nutrition; obesity and eating disorder prevention; health behavior change; nutrition education program design and evaluation
Mark Pereira, MPH, PhD <i>(on sabbatical Fall Semester 08)</i>	624.4173	perei004@umn.edu	Nutrition and physical activity in the prevention of obesity; type 2 diabetes and cardiovascular disease, including interactions between dietary and exercise patterns
Kim Robien, PhD, MS	625.8279	robie004@umn.edu	Diet and cancer survivorship; oncology nutrition; pharmacogenetics; folate mediated one-carbon metabolism; evidence-based nutrition practice guidelines; outcomes related to medical nutrition therapy
Nancy Sherwood, PhD	625-4567 (Th only) 952-967-7303 (M-W & F)	sherw005@umn.edu	Obesity prevention and treatment in children and adults

Jamie Stang, PhD, MPH, RD	626.0351	stang002@umn.edu	Nutrition and weight status in pregnancy; child and adolescent nutrition; behavioral counseling in child obesity; eating disorders treatment
Lyn Steffen, PhD, MPH, RD	625.9307	steff025@umn.edu	CVD epidemiology & prevention; nutritional epidemiology; stroke surveillance; diet relations with diabetes; insulin resistance and obesity
Mary Story, PhD	626.8801	story001@umn.edu	Child and adolescent nutrition; obesity prevention; eating behaviors

2.9 Graduate Follow-up Survey

Students must submit the Graduate Follow-Up Survey prior to receiving their degree or certificate. Students may complete the process online at the appropriate link on the current student Web page http://sphsdb.ahc.umn.edu/gradsurvey/gc_login.cfm. Upon submitting the electronic survey, the student's relevant major coordinator will be notified by e-mail. Coordinators may opt to have the student complete a paper copy, and then enter the information for the student using the online form.

All graduates will receive a three-month and six-month e-mail message asking them to update survey information (e.g., employment). This is through secure access and coordinators will not be able to input on students' behalf.

2.10 Graduation Checklist

General steps for all MPH majors

1. Student submits completed *Study Plan* at **least one semester** prior to the anticipated completion of coursework; see *section 2.7*.
2. Student files the *Application for Degree* form (see *section 2.3*) at 200 Fraser Hall by the end of the first business day of the month in which they intend to graduate.
3. Student completes all coursework and requirements by noon on the last business day of the month in which they wish to have their degree conferred.
4. Student completes and circulates the Master's Project paper and schedules the oral exam at least two weeks before the scheduled oral examination date; see *section 2.7*.
5. **Student notifies Shelley Cooksey, cooks001@umn.edu, of the date of the oral exam at least two weeks prior to the exam so that their study plan can be forwarded to the project advisor; see *section 2.7*.**
6. After the oral exam, project advisor returns the student's study plan to the Major Coordinators; see *section 2.7*.
7. Student submits one unbound, unstapled copy of the Master's Project paper and abstract to Shelley Cooksey. See *section 2.7*.
8. Student submits the *Graduate Follow-up Survey*. See *section 2.9*

All Division of Epidemiology and Community Health students who fulfill, or anticipate fulfilling, the above requirements and deadlines for Fall 2008 through Summer Session 2009 are eligible to participate in the School of Public Health commencement ceremony on May 18, 2009. We encourage you to attend!

It is considered highly unethical and inappropriate to use or include in your title or professional signature any degree that you have not completed. This means you cannot use the MPH title prior to completing all your degree requirements and your degree has been conferred. The School does not recognize or confer the title "MPH Candidate".